BERKELEY CITY COLLEGE
1974
TRANSFORMING LIVES

Berkeley City College is an award winning college that has one of the highest transfer rates for California State Universities and University of California campuses. It is located in downtown Berkeley, one of the world’s greatest education centers is part of the Peralta Community College District.

BCC students are part of a thriving college community which mirrors the Bay Area’s ethnic, cultural and socioeconomic diversity. Working together with BCC faculty, students create a dynamic environment where interdisciplinary education and teamwork leads to transformation. Berkeley City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges which is located at: 10 Commercial Blvd, Suite 204, Novato, CA 94949, Phone: (415) 506-0234, Fax: (415) 506-0238. Email: accjc@accjc.org, URL: http://www.accjc.org

Berkeley City College
2050 Center Street
Berkeley, CA 94704
(510) 981-2800
(510) 841-7333 (FAX)
http://www.berkeleycitycollege.edu or
http://www.peralta.edu
Welcome to Berkeley City College

Welcome to Berkeley City College and to this defining moment where you have chosen to join a diverse community of learners committed to academic excellence. As a member of the BCC community, you will experience an educational community that cares about you, will challenge you, and support you every step of the way. The esteemed faculty, classified professionals, and administrators of Berkeley City College work collaboratively to provide you a comprehensive, holistic, and transformational educational experience.

We believe in the power of education as the engine for cultivating a democratic society, where the hopes and dreams of the community are nurtured. Our curriculum is culturally relevant, informed by current industry and community needs, and is recognized for being amongst the colleges with the highest rate of completion and transfer to the California State University (CSU) and University of California (UC) systems. With more than 100 degree and certificate programs, there is absolutely space for you to achieve your goals.

Berkeley City College provides students with a world class education, using a variety of learning modalities, including face-to-face, online, and hybrid courses. During this time of uncertainty, we are committed to your education, offering classes that fit your schedule. This fall 2020, you can access courses fully online to keep your educational goals on track. Take advantage of the comprehensive programs and services available online to support you along the way: Tutoring, Counseling, Disability Support Programs & Services, Veterans Resource Center, EOPS, Transfer Center, UMOJA, Puente, and many more. Your educational experience, success, and completion are our top priorities.

We know that completing college is an important step towards achieving your future goals and aspirations. You have chosen to join a community that is rich in diversity, committed to equity and social justice, and grounded in academic excellence.

Welcome home! #WeAreBCC

Dr. Angélica Garcia
(She | Her | Hers | Ella)

Berkeley City College, President
T

here are no barriers to your opportunities for success. We welcome to Berkeley City College all who seek to transfer to a university and/or who seek occupational education to upgrade or retrain for successful careers. A variety of support services—e.g., financial aid, career training and counseling—are available to you.

Call (510) 981-2800 or visit http://www.berkeleycitycollege.edu for more information.

Accuracy Statement
Berkeley City College endeavors to accurately and fairly present its programs and its policies to the public. Those responsible for the preparation of this catalog, the class schedule and all other public announcements make every effort to ensure that the information presented is correct and up to date. However, Berkeley City College reserves the right to add, amend or repeal any rules, regulations, policies and procedures. The college assumes no responsibility for program changes or publication errors beyond its control. For the most current information, please check our Web site at http://www.berkeleycitycollege.edu and our catalog addendum.

Meeting Requirements
Berkeley City College assumes no responsibility for misinterpretation by students of policies and procedures as presented in this catalog. Counselors and advisors are available and willing to assist students in planning their programs and to clarify college policies and procedures.

An Important Message for Our Students

Important Note About This Catalog for Students with Disabilities
This catalog is available in an alternate media format upon request. Should you need further accommodations, contact BCC’s Disabled Students Programs and Services office at (510) 981-2812.

Open Classes
It is the policy of Berkeley City College, as part of the Peralta Community College District, that unless specifically exempted by statute, every course, section or class, the average attendance of which is to be reported for state aid, wherever offered and maintained by the District, shall be fully opened to enrollment and participation by any person who has been admitted to the College and who meets such prerequisites as may be established pursuant to Chapter 11, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820.

Using Berkeley City College’s Catalog
Berkeley City College’s catalog describes the courses, programs, and services of the college that are planned for the 2020–2021 academic years. Most of the policies and regulations affecting students are described in this catalog and each student is responsible for becoming familiar with this information. You may obtain more current or complete information from the appropriate administrative office.

Student Success and Placement
The Student Success and Placement Office is pleased to share some very important changes in the corequisite placement process. AB 705 has changed how we place student in Math and English. With the enactment of Assembly Bill 705, students are now placed in Math and English courses based on their high school records instead of taking a placement test and having courses assigned based on that test. Now student records are reviewed with a counselor and depending on your high school level, you will be placed at your academic level.

Veterans
Effective August 1, 2019: Section 103, PL 115-407

Attendance and Participation While Awaiting VA Tuition and Fee Payments Effective August 1, 2019, any student using CH31 (Vocational Rehabilitation and Employment benefits) or CH33 (Post-9/11 G.I. Bill) is protected from any penalties imposed by the College while waiting for the VA to make tuition and fee payments. Under this policy, the College:

Cannot deny a student access to classrooms, libraries, or other institutional facilities
Cannot make the student borrow money to cover costs while waiting for payment
Cannot charge a student a late fee or penalty

Protection begins when the student provides the school with a Certificate of Eligibility (COE) or a Statement of Benefits. The College can require the student to submit:

The COE or Statement of Benefits no later than the first day of the program written request to use the benefits or other necessary certifications. The coverage period ends when VA make payment or 90 days after the date the College certifies tuition and fees.

For more information regarding this policy, contact your School Certifying Official (SCO) Jennifer Lenahan at jlenahan@peralta.edu

Photo by Faiza Ali
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# Academic Calendar

## Summer Session 2020 Calendar

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun 1</td>
<td>M</td>
<td>Drop for Nonpayment of Tuition and Enrollment Fees</td>
</tr>
<tr>
<td>Jun 15</td>
<td>M</td>
<td>Day and Evening Instruction Begins</td>
</tr>
<tr>
<td>Jun 21</td>
<td>Su</td>
<td>Last Day to Drop Regular Session Classes and Receive A Refund</td>
</tr>
<tr>
<td>Jun 21</td>
<td>Su</td>
<td>Last Day to Drop Regular Session Classes without a “W” Appearing on Transcripts</td>
</tr>
<tr>
<td>Jun 21</td>
<td>Su</td>
<td>Last Day to Add Summer Session Classes</td>
</tr>
<tr>
<td>Jun 22</td>
<td>M</td>
<td>Census Due—Instructors Verify Enrollment in Classes</td>
</tr>
<tr>
<td>Jun 24</td>
<td>W</td>
<td>Last Day to File for PASS/NO PASS Grading Option</td>
</tr>
<tr>
<td>Jul 2</td>
<td>Th</td>
<td>Last Day to File Petitions for AA or AS Degree/Certificate</td>
</tr>
<tr>
<td>Jul 3</td>
<td>F</td>
<td>Independence Day—Holiday Observance</td>
</tr>
<tr>
<td>Jul 15</td>
<td>W</td>
<td>Last Day to Withdraw from Regular Session Classes and Receive a “W”. All outstanding fees are due even if classes are dropped on this day.</td>
</tr>
<tr>
<td>Jul 15</td>
<td>W</td>
<td>Attendance Verification Day—Instructors Verify Enrollment</td>
</tr>
<tr>
<td>Jul 23</td>
<td>F</td>
<td>Summer Session Ends</td>
</tr>
<tr>
<td>Jul 30</td>
<td>Th</td>
<td>Grade Rosters/Rollbooks are Due</td>
</tr>
</tbody>
</table>

## Fall Semester 2020 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>M</td>
<td>Day and Evening Instruction Begins</td>
</tr>
<tr>
<td>Aug 29</td>
<td>S</td>
<td>Saturday Instruction Begins</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Su</td>
<td>Last Day to Add without Permission No. or Add Card</td>
</tr>
<tr>
<td>Sep 4</td>
<td>F</td>
<td>Last Day to Add Regular Session Classes in person with a Permission Number on Add Card</td>
</tr>
<tr>
<td>Sep 7</td>
<td>M</td>
<td>Last Day to Drop Regular Session Classes and Receive a Refund</td>
</tr>
<tr>
<td>Sep 7</td>
<td>M</td>
<td>Last Day to Drop Regular Session Classes Without a “W” Appearing on Transcripts</td>
</tr>
<tr>
<td>Sep 11</td>
<td>F</td>
<td>Last Day to File for PASS/NO PASS Grading Option for Regular Session Classes</td>
</tr>
<tr>
<td>Oct 9</td>
<td>F</td>
<td>Last Day to File Petitions for AA or AS Degree/Certificate</td>
</tr>
<tr>
<td>Oct 20</td>
<td>T</td>
<td>Professional Day—No Classes</td>
</tr>
<tr>
<td>Nov 11</td>
<td>W</td>
<td>Veteran’s Day—Holiday Observance</td>
</tr>
<tr>
<td>Nov 20</td>
<td>F</td>
<td>Last Day to Withdraw from Regular Session Classes and Receive a “W”. All outstanding fees are due even if classes are dropped on this day.</td>
</tr>
<tr>
<td>Nov 20</td>
<td>F</td>
<td>Attendance Verification Day—Instructors Verify Enrollment</td>
</tr>
<tr>
<td>Nov. 26–29</td>
<td>Th–Su</td>
<td>Thanksgiving—Holiday Observance</td>
</tr>
<tr>
<td>Dec 12</td>
<td>S</td>
<td>Saturday Instruction Ends</td>
</tr>
<tr>
<td>Dec 13–18</td>
<td>Su–F</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>Dec 18</td>
<td>F</td>
<td>Fall Semester Ends</td>
</tr>
<tr>
<td>Jan 4</td>
<td>M</td>
<td>Grade Rosters/Rollbooks are Due</td>
</tr>
</tbody>
</table>

## Spring 2021 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 18</td>
<td>M</td>
<td>Martin Luther King Jr’s Birthday—Holiday Observance</td>
</tr>
<tr>
<td>Jan 25</td>
<td>M</td>
<td>Day and Evening Instruction Begins</td>
</tr>
<tr>
<td>Jan 30</td>
<td>S</td>
<td>Saturday Instruction Begins</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Su</td>
<td>Last Day to Add without Permission No. or Add Card</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Su</td>
<td>Last Day to Drop Regular Session Classes and Receive A Refund</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Su</td>
<td>Last Day to Drop Regular Session Classes Without a “W” Appearing on Transcripts</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Th</td>
<td>Last Day to File for PASS/NO PASS Grading Option for Regular Session Classes</td>
</tr>
<tr>
<td>Feb 12–15</td>
<td>F–M</td>
<td>President’s Birthday—Holiday Observance</td>
</tr>
<tr>
<td>Mar 12</td>
<td>F</td>
<td>Last Day to File Petitions for AA or AS Degree/Certificate</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Th</td>
<td>Professional Day—No Instruction</td>
</tr>
<tr>
<td>Mar 29–Apr 4</td>
<td>M–Su</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>Mar 31</td>
<td>W</td>
<td>Cesar Chavez—Holiday Observance</td>
</tr>
<tr>
<td>Apr 30</td>
<td>F</td>
<td>Last Day to Withdraw from Regular Session Classes and Receive a “W”. All outstanding fees are due even if classes are dropped on this day.</td>
</tr>
<tr>
<td>Apr 30</td>
<td>F</td>
<td>Attendance Verification Day—Instructors Verify Enrollment</td>
</tr>
<tr>
<td>May 19</td>
<td>W</td>
<td>Malcolm X’s Birthday—Holiday Observance</td>
</tr>
<tr>
<td>May 22</td>
<td>S</td>
<td>Saturday Instruction Ends</td>
</tr>
<tr>
<td>May 23–28</td>
<td>Su–F</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 28</td>
<td>F</td>
<td>Spring Semester Ends</td>
</tr>
<tr>
<td>May 31</td>
<td>M</td>
<td>Memorial Day—Holiday Observance</td>
</tr>
<tr>
<td>Jun 4</td>
<td>F</td>
<td>Grade Rosters/Rollbooks are Due</td>
</tr>
</tbody>
</table>

**Saturday classes begin January 30 and meet every Saturday except February 13th and April 3rd. Saturday classes end May 22nd.**

**NOTE:** Last day to drop without a “W” appearing on transcript may vary for Short-Term and Open-Entry, Open-Exit classes. Dates are subject to change, see the online Academic Calendar [http://www.peralta.edu](http://www.peralta.edu) for the latest information.
Mission—Vision—Values

Mission

Berkeley City College’s mission is to provide our diverse community with educational opportunities, promote student success, and to transform lives. The college achieves its mission through instruction, student support and learning resources which enable its students to earn associate degrees and certificates, and to attain college competency, careers, transfer, and skills for lifelong success.

Vision

Berkeley City College transforms students’ lives as an innovative, student-centered learning community dedicated to academic excellence, collaboration, equity, and social justice.

Values

Berkeley City College embraces values which allow all members of our college community to grow and thrive. Our values include the following:

• A Focus on Academic Excellence and Student Learning. We value our students’ varied educational and experiential backgrounds and learning styles, as well as educational objectives.

• A Commitment to Multiculturalism and Diversity. We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty and staff.

• A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society. We value the fact that students live and work in an increasingly complex society and world.

• A Commitment to a Quality and a Collegial Workplace. We value the high quality that characterizes everything we do.

• The Importance of Innovation and Flexibility. We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life’s dynamic potential.

Board approved March 24, 2020

History of Berkeley City College

Berkeley City College, was founded in April 1974 as the fourth of the Peralta Community College District’s community colleges, replacing the existing North Peralta Community College and was intended to provide innovative approaches to education to enhance educational opportunities. Largely aimed at adults in transition, the college’s alternative programs flourished, pioneering some of the first alternative delivery methods in the district, including telecourses. Its original name, the Berkeley Learning Pavilion, was changed in October 1974 to the Peralta College for Non-Traditional Study (PCNS) focused on alternative post-secondary educational programs and services for students of the Peralta Community College District. For the first three years of its existence, PCNS was a “college without walls” with widely dispersed locations, offering classes at sites throughout the Berkeley service area, including UC Berkeley. By 1979 the college was offering approved courses in over 100 locations throughout the community, and by 1981 the number of sites had grown to 200.

In 1976 the college applied for candidacy for initial ACCJC accreditation, which was granted in June 1977. Following accreditation, the district voted to change the college’s name to Vista College in 1978. From the early 80’s Vista continued to offer classes and programs at multiple off-campus sites, while housing its administrative offices and a few classrooms at 2020 Milvia St. During that time, the college developed new services to meet public and private sector needs, including establishing PACE (Program for Adult College Education) and American sign language program, which became a national model when the textbooks they wrote were adopted by colleges throughout the United States. In June 2006, funds from Measure A helped the college to expand into a new building and classroom space at 2050 Center Street. Also, in June 2006, Vista Community College’s name was changed to Berkeley City College. Now Berkeley City College is an award-winning college ranking #2 in the state for transferring students to California State Universities and University of California and continues to provide innovative curriculum.

Photo by Jeejun Bertuso
Administration

Dr. Angélica Garcia  
President

Kuni Hay  
Vice President of Instruction

Dr. Stacey Shears  
Vice President of Student Services

Shirley Slaughter  
Director, Business & Administration Services

Lisa Cook  
Dean, Liberal Arts & Social Studies

Vacant  
Dean, Business, Science, Multimedia Arts, & Applied Technology

Brenda Johnson  
Dean, Student Support Services

Martín De Mucha Flores  
Associate Dean, Educational Success & Student Equity and Achievement Program

John Nguyen  
Director, Student Activities & Campus Life

Peralta Community College District Board of Trustees

Bill Withrow  
Area 1

Meredith Brown  
Area 2

Linda Handy  
Area 3

Nicky González Yuen  
Area 4

Cynthia Napoli-Abella Reiss  
Area 5

Karen Weinstein  
Area 6

Julina Bonilla  
Area 7

Dr. Regina Stanback Stroud  
Chancellor

Department Chairs

Mary Clarke-Miller  
Co-Chair of the Chairs  
Co-Chair, Multimedia Arts

Carolyn Martin  
Chair, Arts and Humanities

Cora Leighton  
Co-Chair, Arts and Humanities

Iva Ikeda  
Co-Chair, ASL

Jenny Gough  
Co-Chair, ASL

Pieter de Haan  
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Paramsothy Thananjeyan  
Chair, Business/ECON/CIS

Samuel Gillette  
Co-Chair, Chemistry

Gabriel Martinez  
Co-Chair, Counseling

Susan Truong  
Co-Chair, Counseling

Jenny Lowood  
Co-Chair, English/Education

Adan Olmedo  
Co-Chair, English/Education

Gabe Winer  
Chair, ESOL

Joshua Boatright  
Chair, Library

Claudia Abadia  
Chair, Math

Natalie Newman  
Co-Chair, MMART

Fabian Banga  
Chair, Modern Languages

Tim Rose  
Co-Chair of the Chair  
Chair, Social Sciences
Institutional Learning Outcomes

Berkeley City College’s Institutional Learning Outcomes

Berkeley City College’s Institutional Learning Outcomes, as described below, represent the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an Associate Degree at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes (ILO). All BCC courses and certificates are designed to teach some or all of the ILOs. In addition, students achieve these ILOs throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they:
• critically read, write, and communicate interpersonally, with audience awareness; and
• analyze communications for meaning, purpose, effectiveness, and logic.

Critical Thinking

Students demonstrate critical thinking skills when they:
• identify problems or arguments and isolate facts related to arguments;
• use evidence and sound reasoning to justify well-informed positions; and
• generate multiple solutions to problems and predict consequences.

Computational Skills/Quantitative Reasoning

Students demonstrate computational skills when they:
• master computational concepts and apply them to concrete problems; and
• demonstrate algorithmic competence.

Ethics and Personal Responsibility

Students show the ability to act ethically and assume personal responsibility when they:
• analyze the consequences of their actions and the impact of these actions on society and the self; and
• demonstrate collaborative involvement in community interests.

Global Awareness and Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they:
• identify and explain diverse customs, beliefs, and lifestyles; and
• analyze how cultural, historical, and geographical issues shape perceptions.

Information Competency

Students demonstrate information competency when they:
• find, evaluate, use, and communicate information in all its various formats; and
• use technology effectively.

Self-Awareness & Interpersonal Skills/Teamwork

Students demonstrate self-awareness and interpersonal skills when they:
• analyze their own actions and the perspectives of other persons; and
• work effectively with others in groups.
Admissions, Registration and Enrollment Information

Admissions Requirements
Admissions Requirements
Eligibility for Admission
If you are 18 years of age or older and can profit from the instruction, you are eligible for admission as a California resident or nonresident. If you are under 18 years of age, you may also enroll if you are a high school graduate or have earned a GED or California High School Proficiency Certificate.

Residence Requirements
Admission of Non-resident Students
To be qualified as an in-state resident for tuition purposes, you must have lived continuously in California for at least one year immediately preceding the residence determination date. The residence determination date is the day before a term for which the person is applying for admission begins. You must also provide evidence to indicate that you intend to make California your permanent home. If you are an unmarried minor, your residence is that of your parents or legal guardian.

You are responsible to demonstrate clearly both physical presence in California and intent to establish California residence. In addition, you must be a U.S. citizen or hold a U.S. Immigration status that does not prevent establishment of residency.

Admission of Non-resident Illegal Students
Students who are not legal residents of California for one year and one day prior to the first day of the term may enroll as Non-resident students. You will be charged Non-resident Tuition in addition to the California Community College Enrollment Fee, Campus Center Use Fee, Health Services Fee, and AC Transit Fee. Nonresidents who are both citizens and residents of a foreign country also pay a Capital Outlay Fee. Information regarding tuition and refunds is found in the "Fees" section of the catalog.

Note: Non-resident students pay all fees unless specifically exempted from paying a particular fee.

Admission of International Students
Berkeley College will admit you if you are an international student holding an F-1 or M-1 visa. Special regulations govern the admission of foreign students. International students should contact the Office of International Education for application and admission information at (510) 468-7380 or by fax at (510) 465-3257 or email global@peralta.edu. The International Student Application form along with a $50 application fee is required. Upon acceptance, the student must complete the online CCC Apply application at http://www.cccapply.org/. The Office of International Education is located next to the Peralta Community College District main office at 333 East Eighth Street, Oakland, CA 94606.

Admission of High School Students—High School Concurrent/Dual Enrollment Program
Peralta’s concurrent enrollment program provides enrichment opportunities for high school students who can benefit from college level instruction. Access to the Concurrent/Dual Enrollment Program is NOT allowed for (1) remedial work, (2) work to make up for failed high school or middle school classes, (3) recreation or hobbies, or (4) any class that you can take at the local K–12 school.

As a high school student, you may enroll in the Peralta colleges as a special part-time student. However, if you are enrolling in 11.5 units or more you will be responsible to pay full tuition and all other fees. Your principal must recommend you for enrollment, you must have parental or guardian consent and a counselor signature on the high school concurrent/dual enrollment form. By participating in the concurrent enrollment program, you will receive college credit. With approval of your high school, you may also receive high school credit. You must follow all the regulations and policies of the college, including adhering to any prerequisite requirements. The college recommends, but does not require, that you bring your high school transcript to assist your college counselor in determining the level of course placement.

Special Admission of K–10 Students
The K–10 Special Enrollment provides enrichment opportunities for K–10 students who can benefit from college level instruction. Peralta Community College District may admit a limited number of K–10 students who have exceptional ability, or who desire specialized or advanced training. Such admission must be with the recommendation of the principal and approval of the parent or guardian.

Students enrolling in a college level course must meet assessment requirements. The student must follow all the regulations and policies of the college, including adhering to any prerequisite requirements. K–10 students may enroll only in a selected number of courses listed below.

Special part-time concurrently enrolled K–10 students are exempt from paying the California Community College enrollment fees. However, all other fees are required and must be paid at the time of registration. (See the current Peralta Colleges Class Schedule for current health, campus use, & transportation fees). Special enrolled K–10 students may not enroll in more than one approved class per semester. Except in summer students may enroll in two approved classes. For a list of approved classes visit the District Special Enrollment website at http://www.peralta.edu

Steps for K–10 Special Enrollment:
1. Download the admission application and the K–10 Special Enrollment form: http://web.peraltacollege.edu/admissions/forms/
2. Complete the admission application and the K–10 Special Enrollment form and obtain the signature of the school principal.
3. Submit the completed admission application and the Special Enrollment form to the Admissions office at the college.
4. You must complete the K–10 Special Enrollment Program form each semester that the student wishes to attend.

Admission of Veterans
The College Veterans Affairs Office was established to help process VA Educational Benefit paperwork and to coordinate with other campus services. New students should contact the office at least two months prior to the term they plan to attend to initiate required paperwork. Continuing students should check in at the Veterans Affairs Office at least one month prior to the next term of attendance to complete any paperwork that might be required for continuous VA Education Benefit payment. In addition, all recipients must confirm their classes with the Veterans Affairs Office after completion of registration, and once again the week before final exams begin. All material submitted to the Veterans Administration takes approximately two months for processing through the Regional Office in Muskogee, Oklahoma.

This institution will conduct an evaluation of previous education and training, grant appropriate credit, shorten the veteran’s or eligible person’s duration of course study proportionately, and notify the VA and student, accordingly.

After completing 12 units at a Peralta college, a veteran may apply for evaluation of military service experience for college credit. A copy of the veteran's DD-214 separation paper should be submitted to the Admissions and Records Office. Credit granted for military service is based on A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education.
Military Residence Exemption
If you are a Non-resident U.S. military personnel on active duty in California (except if you are assigned for educational purposes to state-supported institutions of higher education), you receive a waiver of Non-resident tuition until you are discharged from your military service. If you are on active military duty and stationed in California for more than one year immediately prior to being separated from the military, you are entitled to resident classification for up to one year after the time you complete active duty within California. This one-year waiver after your military discharge allows the time necessary to establish permanent California residency. Under federal law (H.R. 357), recent veterans will be eligible for in-state tuition regardless of previous state residency. If you are a veteran and you are new to California or returning after a year-long absence, please fill out a “California Residence Questionnaire.” Turn this questionnaire in to Admissions and Records (first floor of campus) with a copy of your DD-214 and a copy of your photo ID. If you are a dependent of someone on active military duty in California, the waivers and procedures also apply to you.

Other Residency Exemptions
For additional residency exemptions visit our website at [http://www.peralta.edu](http://www.peralta.edu) and review Administrative Procedure 5015 [http://web.peralta.edu/trustees/files/2011/04/AP-5015-Residence-Determination.pdf](http://web.peralta.edu/trustees/files/2011/04/AP-5015-Residence-Determination.pdf)

Admissions Procedures
You must apply for admission online through the Peralta Colleges website [http://www.peralta.edu](http://www.peralta.edu) and select the college of your choice. Please follow the Open CCC instructions to complete and submit an online admission application.

Once an application is submitted, a message is sent to your Peralta email or an email assigned by Open CCC giving you instructions on how to log onto the Passport Student Center where you can enroll in classes. Unless exempted from the Student Equity and Achievement (SEA) Program Services, you must also complete assessment, orientation, and counseling requirements. Detailed instructions may be found online as well as in printed Schedules of Classes. On campus assistance for online registration is available in the Berkeley City College Welcome Center located on the ground floor of the college at 2050 Center Street.

Official transcripts of past academic records should be sent to the Peralta Community College District Admissions and Records Office. The address is 333 E 8th Street, Oakland, CA 94606. The student is responsible for requesting that the transcripts from other schools previously attended be mailed directly to the District Admissions and Records Office by the school issuing them.

Student Equity and Achievement (SEA) Program
All first-time students are required to complete the 3 core services as part of the Student Equity and Achievement (SEA) Program services. The three core services include orientation and advising, taking an assessment test and meeting with a counselor before enrolling in classes.

Orientation and Advising
All first-time students are required to participate in an orientation and advising session. College programs, services, and facilities will be explained. Any exempted student can participate in SSSP services to learn about student activities and leadership opportunities. Counseling staff will assist you with course selections. Also refer to the section that explains the Student Equity and Achievement Program services and procedures.

Follow-Up Counseling
All new students are encouraged to meet with a counselor at least once during your first semester. This session helps you with goal setting, selection of a major, career exploration, and the completion of an educational plan. You are encouraged to make an appointment early in the semester. The counseling process is a combination of academic advisement, evaluating prior school transcripts, testing, and identification of career and educational goals—all designed to facilitate your success.

Submission of Transcripts
You should submit official transcripts of records covering all previous high school and college coursework. You should request separate transcripts from each school previously attended. The issuing schools should mail them directly to the Peralta Community College District Admissions and Records Office. The address is 333 E 8th Street, Oakland, CA 94606, or you may bring official transcripts (in a sealed envelope) in person to the Admissions and Records Office at the college or to your counselor.

California Community College Enrollment Fee
You are required to pay a California Community College Enrollment Fee. The fee is $46 per semester unit (subject to change) which is collected at the time of enrollment in classes.

High school students admitted on a part-time basis upon recommendation of their principal are exempt from paying the Enrollment Fee, but all other fees apply, including the Campus Center Use Fee, Health Services Fee, and AC Transit Fee.

Full-time high school students enrolling in 11.5 units or more pay full tuition fees and all other fees.

Enrollment Fee Assistance—California College Promise Grant (CCPG)
The California College Promise Grant (CCPG) is available to assist you if you are unable to pay the Enrollment Fee. Eligibility requirements for these programs have been established by the California Community Colleges Board of Governors. Information on this program is available at the Financial Aid Office. Under the California Dream Act, AB 540 students may also apply for the CCPG.

Non-resident Tuition
If you are not a legal resident of California for one year and one day prior to the first day of the term, you will be charged Non-resident Tuition per semester unit unless you qualify for the Non-resident status known as “AB 540.” Non-resident students must pay Non-resident Tuition in addition to the California Community College Enrollment Fee of $265 per semester unit, Campus Center Use Fee, Health Services Fee, and AC Transit Fee. Note: You pay all other fees unless specifically exempted from paying a particular fee.

Non-resident Fee Exemption/AB 540
If you are a Non-resident student and meet the following criteria, you are exempt from Non-resident and capital outlay fees:
1. You must have attended a (public or private) California high school and or a combination of high school and elementary or secondary school for three years or more.
2. You must have graduated from a California high school or attained the equivalent (e.g., GED or proficiency exam).
3. If you are an alien student who is without lawful immigration status, you must file an affidavit with the college that indicates that you have applied for legalization or will apply as soon as you are eligible.

The California Dream Act (AB 131) expanded AB 540 to include students who attended and graduated from technical schools and adult schools, if at least one of those 3 years included attendance at a California high school.

Complete and submit an AB 540 CA Non-resident Tuition Exemption Request to the college Admissions and Records office.

AB 540 California Non-resident Tuition Exemption Request for Eligible California High School Graduates

General Information
Students who meet the following requirements, shall be exempt from paying Non-resident tuition at the California Community Colleges, the California State University and the University of California (all public colleges and universities in California).

Requirements
The student must have attended a high school (public or private) in California for three or more years. The student must have graduated from a California high school or attained the equivalency prior to the start of the term (for example, passing the GED or California High School Proficiency Exam.) The California Dream Act (AB 131) expanded AB 540 to include students who attended and graduated from technical schools and adult schools, if at least one of those 3 years included attendance at a California high school.

An undocumented student who is without lawful immigration status must file an affidavit with the college stating that he or she has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.
Students who are non-immigrants (for example, those who hold F (student) visas, B (visitor) visas, etc.) are not eligible for this exemption.

The student must file an exemption request including a signed affidavit with the college that indicates the student has met all applicable conditions described above. Student information obtained in this process is strictly confidential unless disclosure is required under law. The Non-resident Tuition Exemption form can be requested and submitted to Admissions and Records or downloaded online at http://web.peralta.edu/admissions/files/2014/11/AB-540-Affidavit-CA-Nonresident-Tuition-Exemption-10-6-141.pdf.

Students eligible for this exemption who are transferring to another California public college or university must submit a new request (and documentation if required) to each college under consideration.

Non-resident students meeting the criteria will be exempted from the payment of Non-resident tuition, but they will not be classified as California residents. They continue to be “nonresidents.” These students remain ineligible for financial aid. Under the California Dream Act of 2011 (AB 130 and AB 131), they are eligible to apply for some forms of financial assistance including institutional scholarships such as the Peralta Foundation Scholarship, the California College Promise Grant, Chafee Foster Youth Grant, and Cal Grants. AB 540 students may also apply for EOPS. To maximize financial aid opportunities, AB 540 students who are ineligible to file a FAFSA should submit a California Dream Act Application https://dream.csac.ca.gov.

For more information on AB 540 and the California Dream Act, please visit http://web.peralta.edu/admissions/residency-requirements/.

Non-resident Capital Outlay Fee

Non-resident students who are both citizens and residents of a foreign country will be charged a Non-resident Capital Outlay Fee in addition to the Non-resident Tuition, California Community College Enrollment Fee, Campus Center Use Fee, Health Services Fee, and AC Transit Fee. The Non-resident Capital Outlay fee is $7 per semester unit. Note: Non-resident students pay all other fees unless specifically exempted from paying a particular fee.

Campus Center Use Fee

In addition to the California Community College Enrollment Fee, Non-resident Tuition and Non-resident Capital Outlay Fee, there is a Campus Center Use Fee of $2 per campus per semester (excluding off-campus locations), to be collected at the time of enrollment. High school students admitted on a part-time basis on the recommendation of their principal must pay the Campus Center Use Fee. Non-resident students must also pay the Campus Center Use Fee.

AC Transit EasyPass Fee

All students enrolled in six (6) or more units are required to pay an AC Transit EasyPass Fee per semester, collected at the time of enrollment. The fee entitles eligible students to receive an AC Transit EasyPass bus pass for the semester. For 2020–2021 academic year, fee is $42.29 per semester. For more information and program updates: http://web.peralta.edu/student-services/ac-transit-easypass/ or email EasyPass@peralta.edu

Health Fee

You are required to pay the Student Health fee of $18.00 per semester for fall and spring semesters ($15 for summer session). This fee is collected at the time of enrollment. The Health Fee is subject to change as allowed by the State Legislature. Note: Students who qualify in the following categories will be exempted from payment of the Health Fee:

1. Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization (documentation required);
2. Students who are attending college under an approved apprenticeship training program.
3. Students who are attending college in non-apportionment courses

The Student Health Fee is refundable if the student drops all units on or before the last day to drop regular session classes.

Returned-Check Fee

There will be a $10.00 charge on checks returned to the college.

Other Expenses

You should have adequate funds at the beginning of the semester to pay for books and enrollment fees.

You may be charged for overdue or lost library books, pamphlets, and periodicals. Certain courses and programs require the purchase of supplies and/or equipment, provided such materials are of continuing value to you outside the classroom setting and provided they are not solely or exclusively available from the district. Field courses and field trips may require personal transportation. For further information about fees and the financial aid/scholarships available, stop by the Financial Aid Office.

Fee Payment Policy

You must pay all applicable fees no later than two (2) weeks before the beginning of the term. Failure to do so will result in classes being dropped. If you add classes after the deadline, you are required to pay your fees immediately or you will be dropped from your classes and a hold WILL be placed on your account and your debt may be sent to collections.

Fee Payment Deadline

Tuition and enrollment fees are due and payable at the time of registration, and each time subsequent classes are added.

Fee Payment Options

There are several fee payment options available: In person at the Cashier’s Office; by mail (check or money order made payable to Peralta Community College District); online by credit/debit card (Visa or Master Card); and by payment plans that are available upon request. For additional information, go to http://www.peralta.edu, Admissions and Records, and follow appropriate links to Payment Policy.

Payment Of Charges and Financial Aid Disbursements

When receiving financial aid disbursements, all eligible charges, upon authorization, will be deducted before remaining amounts are released. For more information on Financial Aid disbursements, please visit http://web.peralta.edu/financial-aid or the campus Financial Aid Office.

Enrollment Fee Refund Policy

Class Cancellations

The State-mandated Enrollment Fee will be fully refunded if an action of the college (e.g., class cancellation) prevents you from attending class.

Regular Session (Full-Term) Classes

If you cancel your registration prior to the first day of instruction, or if you officially withdraw from classes during the first two weeks of instruction, you shall be entitled to a full refund, less a $10 processing fee (charged whether or not the class was attended).

If you officially complete a change of program during the first two weeks of instruction, and as a result reduce the number of units in which you are enrolled, you are entitled to a refund if the change places you in a different enrollment fee category. You shall not be subject to the processing fee.

If you pay an enrollment fee of less than $10, and cancel your registration or withdraw from all classes before the deadline, the processing fee shall equal the Enrollment Fee.

No refund of the Enrollment Fee will be made to any student who withdraws from classes after the first two weeks of instruction. This refers to fall and spring semesters only. Please refer to deadline dates in the Schedule of Classes for the other sessions.

Members of an active or reserve military unit who receive orders compelling a withdrawal from courses, may, upon petition, receive a full refund of the Enrollment Fee unless academic credit is awarded.

Short-Term and Open-Entry/Open-Exit Classes

If you enrolled in a short-term or open-entry/open-exit class, you will receive a 100 percent refund if you officially withdraw within 10 percent of the first class meeting to receive a refund. No refunds will be issued after this date. Please refer to the deadline dates in the Schedule of Classes.
Variable-Unit Classes
No refund shall be made for variable units not earned by the student.

Non-resident Tuition and Capital Outlay Fee Refund Policy
A full refund of Non-resident Tuition and Capital Outlay Fee will be made for any class which is canceled by Berkeley City College. Also, a 100 percent refund (minus a $20 processing fee) will be made for any class from which you withdraw through the last day to drop regular session credit classes and receive a refund. There will be no refunds after this date.

No refund will be made to you after the "no grade record date" for regular session classes. You may appeal to the Vice President of Academic and Student Affairs to waive restrictions of this refund policy for cases of extreme hardship.

Nonpayment of Fees and Other Obligations
The college, under appropriate rules and regulations, will withhold grades, transcripts, diplomas and enrollment privileges, or any combination thereof, from any student or former student who fails to pay the enrollment fee or Non-resident tuition. Grades, transcripts and diplomas will be withheld from students or former students who fail to pay loans, other fees, or obligations which have been properly charged to him/her.

Dropping a Student for Nonpayment of Enrollment Fees
• Payment Policy: Students must pay all applicable fees no later than two (2) weeks before the beginning of the term. If a student owes more than $800 in fees two weeks before the beginning of the term, all classes will be dropped. Students, who add classes after the two week deadline and then owe more than $800 in fees, are required to pay all fees before classes start or all their classes will be dropped. Students who owe any fees as of the last day of enrollment will have a hold placed on their account so that they cannot enroll in future semesters or receive their transcript, and their debt may be sent to collections. For important dates, see the A&R website: http://web.peralta.edu/admissions/
• Installment Payment Plans: Students who owe fees from the current or previous terms may opt to pay these fees through an installment payment plan. Students are required to pay at least $25 of their owed fees and develop an installment payment plan prior to enrolling in classes. Students can only participate in one payment plan. Please refer to the PCCD A&R website on “Payment Policies” for more details: http://web.peralta.edu/admissions/payment-policies/
• Student’s Responsibility to Drop: Dropping or withdrawing from a course is not an automatic process. It is the student’s responsibility to drop the classes he/she is not attending. If the student does not drop a class, he/she will be charged and could receive an "F" or "W" grade that will appear on the student’s permanent record.

Campus Parking and Traffic Regulations
Students must park their vehicles only in authorized lots on the College of Alameda, Laney and Merritt college campuses, and must pay a Parking Fee of $2.00 a day. The exception to this is Berkeley City College, which has no student parking. BCC does not issue parking permits.

Berkeley City College Student Equity and Achievement Program
The Student Equity and Achievement (SEA) Program
Intent—EDC 7822(a)
It is the intent of the Legislature that funds for the Student Equity and Achievement Program (SEA) support the California Community Colleges in advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditional underrepresented groups through the following:
1. Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.
2. Ensuring students complete their educational goals and a defined course of study.
3. Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.
Currently, system wide challenges impact the student experience which include the following:
• Most students never complete a degree or certificate or transfer to a four-year college or university.
• Students who reach a defined education goal such as degree or transfer take a long time to complete their goals, often accumulating excess units.
• The cost to attend California Community Colleges is higher due to the slow time to completion and lack of financial aid to cover costs.
• Older and working California Community College students are often left behind, lacking services and financial aid that alleviate their needs.
• Achievement gaps persist across the California Community Colleges.
Through the SEA Program (Student Equity and Achievement Program), the goal is to move the equity work from student services to the classroom by celebrating students’ successes and achievements. Using Guided Pathways as a framework, the focus is to work together to optimize and advance the Vision for Success Goals which include the following:
1. Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state’s needs for workers with baccalaureate degrees.
3. Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.
4. Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%—the average among the top 5th of colleges showing the strongest performance on this measure
5. Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.
6. Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.
The Integrated Plan for 2017–2019 provides the college with the opportunity to assess previous program efforts, reflect on accomplishments, set goals, implement activities, and analyze results. In addition, it will allow Berkeley City College to focus on integrated student success goals that are outcomes based to
1. Support a strong start for students by providing core matriculation services of orientation, counseling and advising, referral to specialized student support services and other education planning services needed to assist students in making informed decisions about their educational goal and course of study and in developing an education plan.
2. Adopt placement policies consistent with requirements of AB 705 to maximize the probability that a student will enter and complete transfer level coursework in English and math within a one-year timeframe, and use, in the placement of students into English and math courses in order to achieve this goal, one or more of the following measures:
• High school coursework, grades, and/ or grade point average (GPA) from transcripts or CalPASS
• Self reported high school transcript information; or
• Guided placement, including self-placement for students.
3. Implement early alert system to provide intrusive intervention services to students.
4. Provide all students with an education plan (SEP), which identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree,
career technical education certificate, or meet transfer requirements.
5. Support course completion of a transfer-level English or Mathematics course within a sequence of support or noncredit courses
6. Support education goal completion.

Special Follow-Up Efforts in Completing the Student Success Matriculation Process
Berkeley City College makes special efforts to support your success if you are “undecided” about your educational goal or are on progress and/or academic probation/dismissal. If you are an “undecided” student (in other words, you have not chosen a major or specific goals for your education), the counselors at Berkeley City College can help you with the decision-making process. If you have difficulty with your studies and your performance results in probation or dismissal status, you will receive a letter asking you to see a counselor or the Vice President of Student Affairs, who will offer you support and assistance to improve your academic performance. Selection of any of the following educational objectives will provide you the opportunity to participate in the Student Success Program:

- Obtain a bachelor’s degree (with or without an associate degree)
- Obtain a two-year associate/vocational or career education degree (without transfer)
- Earn a vocational/ career education certificate(without transfer)
- Improve basic skills in English, reading, and/or mathematics
- Undecided goal

If you do not have an associate degree or higher degree and if you enroll in 12 or more semester units, the college will also consider you an eligible SSSP student, regardless of your educational objective. The college strongly encourages and welcomes all students to participate in the SSSP services, regardless of whether or not you meet the criteria for exemption from SSSP services or the assessment component. If you are exempt, the college does not require you to participate in the SSSP services. (See the following Peralta Community College District Exemption Policy.)

Exemption from the Matriculation Services
You may be exempt from the matriculation services process at the Peralta Colleges under the following conditions:
1. You have earned an associate degree or higher from an accredited institution, or
2. You are enrolling in fewer than 12 units, and you have declared one of the following educational objectives:
   - Discover/formulate career interests, plans, goals, or
   - Prepare for a new career (acquire job skills), or
   - Advance in current job/career (upgrade job skills), or
   - Maintain certificate or license (e.g., nursing, real estate), or
   - Acquire educational enrichment (intellectual, cultural), or
   - Complete credits for high school diploma.

Note: You may participate in any of the matriculation components even though you qualify for exemption.

Exemption from Orientation Component
Contact a counselor concerning possible exemption from the orientation component.

A Note for Students with Disabilities
If you are a student with a physical, psychological, acquired brain injury, visual, communication, or learning disability who may require special assistance to participate in our registration, placement, or other parts of our orientation/placement/counseling process, please contact Berkeley City College’s Disabled Students Programs and Services Offices (DSPS) at (510) 981-2812 or (510) 981-2813.

Enrollment Policies and Procedures

Adding Classes/Change of Classes
The last day to add regular session (full-term) classes is available online http://www.peralta.edu under Admissions and Records. This is also published in the academic calendar of the current Schedule of Classes.

After the specified date, only short-term or open-enrollment classes may be added. Refer to the current Schedule of Classes for procedures to follow to add and drop classes.

Attendance Policies
Attendance is expected at every meeting of all courses in which students are enrolled.

1. Instructors may drop a student from class if the number of absences during a semester exceeds the number of times the class meets in two weeks, unless there are extenuating circumstances warranting special consideration by the instructor.
2. All instructors shall drop students who do not attend class by Census Day if the student has not contacted the instructor with an explanation satisfactory to the instructor as to why he/she has not attended. All drops must be recorded on the Census Rosters and Instructors’ Class Records.
3. It is the student’s responsibility to drop from classes, with two exceptions: (1) Instructors are to drop students on the online Census Roster; and (2) Instructors are to drop students using the online Attendance Verification Roster.
4. The instructor’s decision to drop a student for not meeting the attendance requirements of the class is final.
5. Leaves of absence may be granted by the instructor for limited periods to cover illness, hospitalization, or acute emergencies. Requests for such leaves should be made directly to the instructor by contacting the instructor either in person, by phone, or by email.
6. Responsibility for making up work missed because of absence rests with the student.

Auditing Classes
Peralta Board Policy does NOT permit students to audit classes. Class attendance is limited to students who are officially enrolled.

Enrollment in Conflicting Classes
Students are NOT permitted to enroll in classes with conflicting or overlapping meeting times.

Excess Units
Students may not enroll in more than 18 units at the Peralta Colleges without prior approval. Counselor approval is required for enrollment in a combined total of 18.5–21.5 units per semester at all Peralta Colleges. Enrollment in 22–25 units per semester requires the approval of the Vice President of Student Services. Under no circumstances will approval be granted beyond 25 units. The maximum load for summer session is 10 units.

No Shows
Students who are not present at the first class meeting may be dropped by the instructor, and their seat may be given to a student on the wait list.

Open Classes/Open Enrollment
It is the policy of the Peralta Community College District that, unless specifically exempted by statute, every course, course section or class, wherever offered and maintained by the District and for which the average daily attendance is to be reported for state aid, shall be fully open to enrollment and participation by anyone who has been admitted to the college(s) and who meets such prerequisites as may be established pursuant to Chapter II, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820.

Student Study Load
In order to complete an Associate in Arts or Associate in Science Degree at one of the Peralta Colleges in two years, an average study load of 15 units per semester is advised. For college purposes, a full-time student is one who is carrying 12 or more units.

Wait Lists
During the enrollment period prior to the start of classes, students wishing to add classes which have reached the enrollment limit, can add themselves to the wait list. A process will run each night that will automatically enroll students in the class from the wait list as seats become available. An email will be sent to the student’s Peralta email notifying them of the enrollment and the charge to their student account. Students should check their Peralta email regularly. The last day a student can add to a wait list is the day before the first day of the term. Wait lists apply only to regular session (full-term) classes. After classes begin, students enrolled in the class who do not show up for the first class meeting may be dropped by the instructor who will then add students from the wait list. If you are not moved into the
course from the wait list during the enrollment period, you must be sure to attend the first meeting of the class to be considered for late enrollment from the wait list. If there is a space available and you are not at the class, you will lose your place on the wait list and another student may be added instead. Important details you should know:

• Adding to a wait list does not guarantee enrollment in the class.

• All corequisites or prerequisites must be completed before you will be enrolled from the wait list.

• You will not be enrolled from the wait list if the class conflicts with times of your existing class schedule.

• You can view your wait list position in your online student center (under class schedule).

• You can remove yourself from a wait list the same way you would drop a class in your online student center.

Dropping Classes/Withdrawal

Students are responsible for dropping classes using the Passport System or at the college Office of Admissions and Records. Students should refer to the academic calendar in the catalogs or the class schedule to determine the deadline dates for dropping a class with a refund, with no grade, or with a “W” grade. A withdrawal that occurs prior to the Census date shall not be noted on the student’s academic record.

A “W” grade symbol will be recorded on the student’s transcript upon withdrawal during the period after the Census date and the end of the fourteenth week of instruction (or between 21% to 75% of instruction for the summer session and short-term courses). The “W” grade symbol shall not be used to determine academic probation but only to determine progress probation. The academic record of a student who did not withdraw from a class nor was dropped by the class instructor within the time allowed must reflect a grade other than “W” as awarded by the instructor.

Students will not be permitted to withdraw and receive a “W” in a class more than three times (substandard grades are also included in determining the ability to repeat courses). Enrollment Fee Refund Information can be obtained at the following link: http://web.peralta.edu/admissions/payment-policies.

Prerequisites, Corequisites and Recommended Preparation

The Peralta Community College District has established certain prerequisites, corequisites, and recommended preparation (advisory) for courses and programs in a manner consistent with law and good practice. The District and college believe that these requirements are necessary for students’ academic success. Students who do not meet these requirements are highly unlikely to receive a satisfactory grade in the course. Students may not officially enroll in a course without the appropriate prerequisite, corequisite, or equivalent preparation.

Prerequisite means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. A prerequisite represents a set of skills or a body of knowledge that a student must possess prior to enrollment and without which the student is highly unlikely to succeed in the course or program. Students will not be permitted to enroll in such courses and programs without the appropriate prerequisite. A prerequisite course must be completed with a satisfactory grade (A, B, C, P).

Corequisite means a condition of enrollment consisting of a course that a student is required to take simultaneously in order to enroll in another course. A corequisite represents a set of skills or a body of knowledge that a student must acquire through concurrent enrollment in another course and without which the student is highly unlikely to succeed. Students must concurrently enroll in the corequisite course.

Recommended Preparation (Advisory) means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program. Recommended preparations represent a set of skills or a body of knowledge which enable a student to achieve a greater depth or breadth of knowledge of course material but without which the student is still likely to succeed in a course or program. If a student has not shown evidence of the prerequisite or corequisite, the student will be temporarily enrolled in the course until the last day to add the class. The student will be given ample time to provide proof of prerequisite or corequisite or complete the waiver process for the prerequisite or corequisite at which time he/she will be officially enrolled. There are three options:

- Petition for Prerequisite/Corequisite Equivalency
- Petition for Prerequisite/Corequisite Substitution
- Prerequisite/Corequisite Challenge

Petition for Prerequisite/Corequisite Equivalency

The District will maintain a list of courses offered at other colleges or universities that satisfy the District’s prerequisites. A student who has taken one of these equivalent courses at another college or university may bring a transcript showing successful completion of the course to the Counseling Office, Admissions and Records Office or Dean’s Office and complete a Prerequisite/Corequisite Equivalency form. Upon verification, the student will be officially enrolled in the course.

Petition for Prerequisite/Corequisite Substitution

If the course does not appear on the pre-approved list, the student will have to complete a Petition for Prerequisite/Corequisite Substitution with the appropriate written documentation attached (course outline and transcript). If, upon review by the Department Chair, Dean, and/or Vice President of Academic and Student Affairs, the course is determined to be an equivalent prerequisite, the student will be officially enrolled in the course.

Petition for Prerequisite/Corequisite Challenge

If a student desires to challenge the prerequisite or corequisite, he/she must file a petition for Prerequisite/Corequisite Challenge with written documentation to the Office of Admissions and Records. A challenge will be resolved by the appropriate staff within five (5) working days. If the challenge is upheld, the student will be officially enrolled in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term; and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student enrolls for the subsequent term. If the challenge is not upheld, the student will be notified that he/she has been dropped from the course. The student shall bear the initial burden of showing that grounds exist for the challenge. Grounds for challenge shall include the following:

1. The student has acquired through work or life experiences the skills and knowledge that is presupposed in terms of the course or program for which it is established.

2. The student has not yet been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students and would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan.

3. The student demonstrates that he or she does not pose a threat to himself or herself or others in a course which has a prerequisite established to protect health and safety.

4. The prerequisite is not necessary and appropriate for success in the course and has not been established in accordance with the District’s process for establishing prerequisites and corequisites.

5. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner. The student will be subject to undue delay in attaining the goal in his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.

Program Preparation

Students should consult college counselors in preparing their programs. Required courses are listed under each vocational and liberal arts major prior to the course descriptions. Certain state university and college requirements are listed in the section “Transfer Information” to aid students who wish to develop a tentative program before meeting with a counselor. Continuing students should consult a counselor as soon as possible for assistance in preparing a program of classes. Students may not enroll in classes which have conflicting or “overlapping” scheduled meeting times.

Study Load

A full-time study load is 12 units. A student may not carry more than 18 units a semester without special permission. Such permission
Admissions, Registration and Enrollment Information

is ordinarily reserved for students who have maintained a grade-point average of 3.0 the previous semester. (See section on Grades and Grade Points for explanation of grade-point average.) An absolute maximum unit load is set for 25 units at an individual college or combination of Peralta colleges. Advance approval from a counselor for carrying excess of 18 units, including variable units, must be filed in the Admissions and Records Office. For summer session, a maximum unit load is set for 10 units. It is recommended that students who are employed consider carefully their unit loads and study time in relationship to the number of hours they spend on their jobs.

Procedures and Policies Regarding Student Access to Education Records

In compliance with requirements established by the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, as amended) and regulations in Title 5 of the California Administrative Code Chapter 6, a cumulative record of enrollment, scholarship, and educational progress shall be kept for each student.

A. Release of Student Records: No instructor, student, educational progress shall be kept for each record of enrollment, scholarship, and Administrative Code Chapter 6, a cumulative and regulations in Title 5 of the California Act of 1974 (Public Law 93-380, as amended) by the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, as amended) for explanation of grade-point average. The release is subject to the conditions in Education Code Section 76225.

B. Federal Military Recruitment

The following information shall be released to the Federal military for the purposes of federal military recruitment:

1. Student names
2. Addresses
3. Listings
4. Dates and places of birth
5. Levels of education
6. Majors
7. Degrees received
8. Prior military experience
9. And/or the most recent previous educational institutions enrolled in by the students

10. Student records may be released to appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a student or other persons, subject to applicable federal or state law.

1. Student records shall be released pursuant to a former or current student’s written consent.
2. “Directory information” may be released in accordance with the definitions in Board Policy 5040.
3. Student records shall be released pursuant to a judicial order or a lawfully issued subpoena.
4. Student records shall be released pursuant to a federal judicial order that has been issued regarding an investigation or prosecution of an offense concerning an investigation or prosecution of terrorism.
5. Student records may be released to officials and employees of the District only when they have a legitimate educational interest to inspect the record.
6. Student records may be released to authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials, or their respective designees or the United States Office of Civil Rights, where that information is necessary to audit or evaluate a state or federally supported educational program or pursuant to federal or state law. Exceptions are that when the collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner that will not permit the personal identification of students or their parents by other than those officials, and any personally identifiable data shall be destroyed when no longer needed for that audit, evaluation, and enforcement of federal legal requirements.
7. Student records may be released to officials of other public or private schools or school systems, including local, county or state correctional facilities where education programs are provided, where the student seeks or intends to enroll or is directed to enroll. The release is subject to the conditions in Education Code Section 76225.
8. Student records may be released to agencies or organizations in connection with a student’s application for, or receipt of, financial aid, provided that information permitting the personal identification of those students may be disclosed only as may be necessary for those purposes as to financial aid, to determine the amount of the financial aid, or conditions that will be imposed regarding financial aid, or to enforce the terms or conditions of financial aid.
9. Student records may be released to organizations conducting studies for, or on behalf of, accrediting organizations, educational agencies or institutions for the purpose of developing, validating, or administrating predictive tests, administering financial aid, programs, and improving instruction, if those studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of those organizations and the information will be destroyed when no longer needed for the purpose for which it is conducted.

[Image of Peralta College]
<table>
<thead>
<tr>
<th>Department</th>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records</td>
<td><a href="mailto:bccadmissionsrecords@peralta.edu">bccadmissionsrecords@peralta.edu</a> Loretta Newsom: <a href="mailto:lnewsom@peralta.edu">lnewsom@peralta.edu</a> (510) 981-2805</td>
</tr>
<tr>
<td>Campus Life</td>
<td><a href="mailto:bcc-campuslife@peralta.edu">bcc-campuslife@peralta.edu</a> John Nguyen: <a href="mailto:johnnguyen@peralta.edu">johnnguyen@peralta.edu</a> (510) 981-2877</td>
</tr>
<tr>
<td>Career &amp; Transfer Center</td>
<td><a href="mailto:bcc-careertransfercenter@peralta.edu">bcc-careertransfercenter@peralta.edu</a> Andrea Williams: <a href="mailto:amwilliams@peralta.edu">amwilliams@peralta.edu</a> (510) 981-2811</td>
</tr>
<tr>
<td>Cashier’s Office</td>
<td><a href="mailto:BCC-Bursar@peralta.edu">BCC-Bursar@peralta.edu</a> Guang Chen: <a href="mailto:gchen@peralta.edu">gchen@peralta.edu</a> (510) 981-2842</td>
</tr>
<tr>
<td>Counseling</td>
<td><a href="mailto:counselingbcc@peralta.edu">counselingbcc@peralta.edu</a> <a href="https://www.berkeleycitycollege.edu/wp/counseling/">https://www.berkeleycitycollege.edu/wp/counseling/</a> (510) 981-2842</td>
</tr>
<tr>
<td>EOPS/CARE/CalWORKs</td>
<td><a href="mailto:BCC-EOPS@peralta.edu">BCC-EOPS@peralta.edu</a> Ramona Butler: <a href="mailto:rbutler@peralta.edu">rbutler@peralta.edu</a> (510) 981-2832</td>
</tr>
<tr>
<td>Financial Aid</td>
<td><a href="mailto:bcc-finaid@peralta.edu">bcc-finaid@peralta.edu</a> Loan Nguyen: <a href="mailto:lnguyen@peralta.edu">lnguyen@peralta.edu</a> (510) 981-2808</td>
</tr>
<tr>
<td>Learning Communities:</td>
<td><a href="mailto:bcc-learningcommunities@peralta.edu">bcc-learningcommunities@peralta.edu</a> Christina Taing Rivera Skyler Barton (510) 353-3891 (510) 981-5029</td>
</tr>
<tr>
<td>First Year Experience, Umoja, Puente Project</td>
<td><a href="mailto:rrjohnson@peralta.edu">rrjohnson@peralta.edu</a> Ronda Johnson (510) 981-2831</td>
</tr>
<tr>
<td>NextUp</td>
<td><a href="mailto:BCC-PSSD@peralta.edu">BCC-PSSD@peralta.edu</a> (510) 981-2813 Leave a message at (510) 981-2812</td>
</tr>
<tr>
<td>PSSD</td>
<td><a href="mailto:bcc-ucrc@peralta.edu">bcc-ucrc@peralta.edu</a> Carolina Martinez: <a href="mailto:lmartinez@peralta.edu">lmartinez@peralta.edu</a> (510) 981-5004</td>
</tr>
<tr>
<td>Programs and Services for Students with Disabilities</td>
<td><a href="mailto:BCC-VeteransAffairs@peralta.edu">BCC-VeteransAffairs@peralta.edu</a> Jennifer Lenahan: <a href="mailto:jlenahan@peralta.edu">jlenahan@peralta.edu</a> (510) 981-5039</td>
</tr>
<tr>
<td>UCRC</td>
<td><a href="mailto:BCC-VeteransAffairs@peralta.edu">BCC-VeteransAffairs@peralta.edu</a> Jennifer Lenahan: <a href="mailto:jlenahan@peralta.edu">jlenahan@peralta.edu</a> (510) 981-5039</td>
</tr>
<tr>
<td>Undocumented Community Resource Center</td>
<td><a href="mailto:BCC-VeteransAffairs@peralta.edu">BCC-VeteransAffairs@peralta.edu</a> Jennifer Lenahan: <a href="mailto:jlenahan@peralta.edu">jlenahan@peralta.edu</a> (510) 981-5039</td>
</tr>
<tr>
<td>Veteran Resource Center</td>
<td><a href="mailto:bmartinez@peralta.edu">bmartinez@peralta.edu</a> Jasmine Martinez: <a href="mailto:jmartinez@peralta.edu">jmartinez@peralta.edu</a> (510) 981-2810</td>
</tr>
<tr>
<td>Vice President of Student Services</td>
<td><a href="mailto:bjgreer@peralta.edu">bjgreer@peralta.edu</a> Janine Greer MFT: <a href="mailto:jgreer@peralta.edu">jgreer@peralta.edu</a> (510) 981-2894 Monday: 9:00 a.m. – 5:00 p.m. Wed. - Fri. 9:00 a.m. – 5:00 pm</td>
</tr>
<tr>
<td>Wellness Center</td>
<td><a href="mailto:bmartinez@peralta.edu">bmartinez@peralta.edu</a> Jasmine Martinez: <a href="mailto:jmartinez@peralta.edu">jmartinez@peralta.edu</a> (510) 981-2810</td>
</tr>
</tbody>
</table>

BERKELEY CITY COLLEGE
REMOTE STUDENT SERVICES

Student Services Programs and Departments are Available:
Monday and Thursday – 8:00 a.m. – 6:00 p.m.
Tuesday and Wednesday – 8:00 a.m. – 7:00 p.m.
Friday – 8:00 a.m. – 4:30 p.m.
Student Services at Berkeley City College

Student Services

The California Community College System is unique in the world. Based on the principles of democracy, it is an integral part of the American system of public education. Open access is its hallmark; educational opportunity the goal. Since opening its doors in 1974, Berkeley City College has been committed to providing educational opportunities to students from diverse backgrounds and experiences.

At Berkeley City College, we are committed to our students’ success. This commitment begins the moment you are admitted to the college, and continues until you reach your educational goal. We provide you with assessment, orientation, counseling and follow up activities to ensure that you succeed.

Our faculty and staff stand ready to enter into a partnership with you to help you make the most of the educational opportunity that California’s community college system provides.

Berkeley City College offers a wide range of student support services to assist you in reaching your educational goals. You can learn more about these services below.

Admissions

The Admissions and Records Office, located in Room 152 at Berkeley City College, assists you with the registration and enrollment process. This also is the office where you can receive such assistance as adding or dropping a class, ordering copies of your transcripts, obtaining a variety of petitions (e.g., graduation, grade change, exemptions from matriculation, etc.) or where you pick up forms such as those pertaining to grading policies.

You can find further information about eligibility for admission to the college and registration procedures on page “Admissions, Registration and Enrollment Information” on page 9. The telephone number for the Admissions and Records Office is (510) 981-2805. bccadmissionsrecords@peralta.edu.

Student Success and Placement

All students will have an opportunity to qualify for transfer level math and English effective Summer and Fall 2019 enrollment, due to the enactment of AB 705. Students are now placed in math and English courses based on their high school records instead of taking a placement test and having courses assigned based on that test. Now student records are reviewed with a counselor and depending on your high school level, you will be placed in the appropriate course. The following documents can be used as multiple measures: college and/or high school transcript, high school AP (with a 3 or higher) and IB (with a 6 or higher) scores.

Student ID Card Photo Identification

The college will issue you a photo ID after you have paid your fees and are enrolled in at least one BCC course. Bring your official registration receipt or current print out to the Student Ambassador Desk to receive your picture identification. In subsequent semesters, you will need to obtain only a semester sticker for your photo ID Card. You will be charged to replace a lost card. Your BCC photo ID is very important because you will use it to access various BCC resources, such as tutoring, the library, your financial aid check, and other services. Additionally, some local business establishments, that offer discounts to students, require a photo ID.

Transfer and Career Information Services

The BCC Transfer and Career Center is a resource center designed to provide services and programs in career exploration, development, and transfer planning to facilitate student success. The center partners with Counseling, Instructional Faculty, Student Support Services, and community agencies to provide students with collaborative support for transfer and career goals. The Transfer and Career Center is committed to identifying and assisting with the needs of students from diverse and underrepresented backgrounds to help them discover a career path, connect with mentors, and engage in the career development and transfer process.

The Transfer and Career Center assists students one-on-one and in group workshops with:

- Career Development Services:
  - Career exploration, research, and assessments
  - Employment Services (Job search & Resume/Cover Letter review and assistance)
  - Mock interviews
  - Employment search techniques assistance
  - Computer Lab Access for Career Transfer Center Services
  - Access to career related resources and placement
  - Employment Fairs
  - Referrals to career and academic/transfer counseling

Transfer Resources:
- Cross Enrollment and Transfer Admission Guarantee (TAG) information
- Scholarship opportunities on campus and for transfer
- Researching transfer requirements and academic major exploration

• Transitional assistance to 4 year college and or universities
• Resources and information about Historically Black Colleges & Universities
• Access and connection with public and private university representatives
• Workshops specifically for UC and CSU bound transfer students
• College Transfer Fairs

TTC Services: See Monthly Calendar for Transfer and Career Center Schedule

Counseling Services

Berkeley City College offers counseling services for new and continuing students, including academic and career counseling tailored to each student individual academic goals. Students should consult with a counselor before or at the time of enrollment, for guidance with initial course placements, or to begin majors and career exploration to create initial Student Education Plan (SEP). All students are encouraged to meet with a counselor once a semester, to check in about academic progress and to update their SEP. Counseling services are offered in the following two formats to support the needs of students:

Quick Stop Counseling Services:
First-come, first-served, drop-in counseling services (5–10 minutes) to clear enrollment holds, pre-requisite/co-requisite holds, and general questions.

Hours of Operation:
Monday–Friday, 8:30 AM–4 PM
Location: 1st Floor

Academic, Transfer and Career Counseling Appointment Services:
Students can schedule a 30 minute to one hour long appointment to create student educational plans, explore majors and career, transfer counseling, clear academic probation and dismissal holds, petition for certificate and degrees. To reach the Counseling Department, please call our front desk phone at (510) 981-5036 or email us at counselingbcc@peralta.edu.

Hours of Operation: (by appointment only)
Monday–Thursday, 8:30 AM–5 PM
Tuesday & Wednesday, 8:30 AM–7 PM
Friday, 8:30 AM–4 PM
Location: 2nd Floor

Required courses for associate degrees and certificates appear under each major in the section “Degree and Certificate Programs at Berkeley City College.” Certain state university and four-year college requirements appear in the section “Transfer Information” to aid you if you wish to develop a tentative program before meeting with a counselor. Counseling services are available on a drop-in basis (10–15 minute session), or by appointment (30–60 minute...
Extended Opportunity Programs & Services (EOPS)

Eligibility
EOPS is a state funded program that provides academic support to students who meet the state criteria for being educationally disadvantaged. To qualify, you must be a California resident, be enrolled in at least 12 semester units, have completed fewer than 70 degree applicable units, have completed a FAFSA or California Dream Act (CADA) application, and be eligible for the California College Promise Grant Part B. (CCPG-B)

Services
The EOPS program is an academically oriented program. Student support services include student orientation, early registration, academic counseling, transfer assistance, peer advising, workshops, campus tours, and cultural awareness activities.

If you are interested in applying to the EOPS program applications, are available in the EOPS office (BCC 3rd floor) and on-line. For additional information please call 510-981-2819 or bcc-eops@peralta.edu.

California Work Opportunities and Responsibility to Kids (CalWORKs)

Eligibility
The Berkeley City College CalWORKs program is a state funded program for students who receive Cash Aid or CalWORKs benefits for the entire family.

Services
The CalWORKs program is committed to academic success for our student parents. Services include academic and career counseling, priority registration, tutorial services, job readiness training, childcare assistance, specialized workshops and student conferences. To schedule an appointment to discuss eligibility please come to the CalWORKs office, BCC 3rd floor, or contact the CalWORKs staff, 510-981-2847.

Cooperative Agencies Resources for Education (CARE)
CARE is a supplemental program of EOPS designed to support single head of household parents with at least one child under the age of 18 when parent and or child(ren) are receiving Cash Aid or CalWORKs benefits. Services include all EOPS services plus monthly childcare and transportation stipends. For more information and to apply please contact the EOPS office, 510-981-2819 or bcc-eops@peralta.edu.

Financial Aid
Berkeley City College offers financial assistance to help you meet the basic cost of your education if you qualify. Education costs include tuition and fees, books and supplies, personal expenses, transportation, and living costs (room and board, medical, child care, etc.). For a full listing of financial aid programs and services, please refer to the Student Financial Aid section of the catalog, page “Student Financial Aid” on page 22.

Additional information can be obtained at the Financial Aid Office located on the first floor of Berkeley City College or by calling (510) 981-2941 or by email at bcc-finaid@peralta.edu.

First Year Experience Society of Scholars
Enroll in a BCC First Year Experience Community to help ensure your transfer success. A Learning Community is a cohort-based educational program. You take classes with the same group of people, get to know your classmates, and support each other while your instructors and counselors work with you to help you succeed. You can choose from Ignite to Transfer, The Puente Project (Latina/o themed community), and UMOJA (designed for African-American students).

To find out the first steps, which includes the scheduled special orientations, email sbarton@peralta.edu or cltaing@peralta to schedule an appointment.

NextUp (CAFYES)
The NextUp program provides support for foster youth on campus including service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, unmet need grants, referrals to health services, mental health services, and housing assistance, and other related services.

In order to qualify, students must meet EOPS eligibility, under age 26, have been in foster care on or after their 16th birthday, and enrolled in at least 9 units (waivers available). For more information on the program please come to Room 349 or call (510)981-2831.

Programs and Services for Students with Disabilities
Programs and Services for Students with Disabilities (PSSD), also referred to as Disabled Students Programs and Services (DSPS), provide assistance to facilitate equal educational opportunities for students with disabilities. Services are voluntary for qualified students who request services and program counselors work directly with students to identify and prescribe reasonable academic accommodation to meet the individual student’s needs. Academic accommodations and other support services may include alternate media, adaptive equipment, sign language interpreting, testing accommodations, note-taking assistance, priority registration, and referral to other campus and community resources.

The Learning Disability (LD) Specialist provides assessment and study skills assistance for students who may have learning difficulties. The specialist may also provide you with an individualized assessment to determine academic and cognitive strengths and challenges.

The Alternate Media Specialist can arrange for books and study materials to be reformatted from their standard or published form to a targeted alternate format appropriate to the particular student’s disability. This helps to ensure equal access to instructional materials in alternate formats, including Braille, large print, e-text, audio, and tactile graphics.

In order to be eligible for disability support services at Berkeley City College, you must provide documentation of a verified disability and make an appointment to meet with a program counselor or with the LD Specialist by calling (510) 981-2812 or (510) 981-2813. If you need disability support services at any of the other three Peralta colleges, you must make an appointment at that campus’ office that serves students with disabilities.

Online information about BCC DSPS can be found at: http://www.berkeleycitycollege.edu/wp/pssd/

Alternate Format Textbook Program
If you are a student with a qualifying disability, you may be eligible to obtain your classroom materials such as textbooks, handouts, syllabi and exams in an alternate format. The Alternate Media Office provides this service.

To receive alternate media, you must be a registered PSSD student and referred by a PSSD counselor who works with you to complete the alternate media request form. You are required to provide proof of ownership for each textbook for which you are requesting alternate media and to sign a copyright agreement. Because the PSSD Office must approve accommodations to students seeking these materials, and because of the complexities involved in obtaining alternate media, you are encouraged to submit your request at least four weeks in advance of the semester start date.

Alternate Formats Available
- Publisher’s E-text
- In-house produced E-text (PDF, DAISY, MS Word)
- Learning Ally and other DAISY audio
- Braille
- Large print
- Tactile graphics

Technology Available
Although students are encouraged to acquire their own assistive technology for accessing alternate media materials, a limited supply of equipment is available for loan each semester from DSPS. The following assistive technologies are available for student use:
• JAWS for Windows (a screen reader for the blind)
• ZoomText (a screen enlarger for low-vision students)
• Kurzweil 3000 Firefly (a read and learn program for students with learning differences)
• Kurzweil 1000 (a scan and read system for the blind)
• Dragon Naturally Speaking (voice dictation software)

In addition, each of the college’s open computer labs and the campus library provide PSSD computer stations for students with disabilities. Contact PSSD at (510) 981-2812 or (510) 981-2813 for more information.

ADA Compliance/Access
The Programs and Services for Students with Disabilities (PSSD) office and the American Disabilities Act Compliance Officer (ADA) take every opportunity to educate the college community about reasonable accommodations for students with disabilities. Generally, the campus community is sensitive, but on occasion it occurs, students do have protection under the Rehabilitation Act of 1973 (Sections 504 and 508) and the Americans with Disabilities Act. The college encourages students to contact the ADA Compliance Officer at (510) 981-2830 for guidance in addressing any barrier to either programmatic or physical access on campus.

The Jerry L. Adams Learning Resources Center
You are welcome to visit the Jerry L. Adams Learning Resources Center on the first floor of Berkeley City College in Room 112. Group tutoring, peer tutoring, one-to-one tutoring, and workshops are available to help you improve study habits and be more likely to succeed. Tutoring is available in English, ESOL, mathematics, ASL, and Spanish as well as in general study skills. Tutoring is free of charge for any BCC student with a current BCC photo ID card. Priority for tutoring goes to BCC students who require basic skills learning assistance. To schedule time with a tutor, you can visit Room 114 or call (510) 981-2827.

Susan A. Duncan Library
Berkeley City College’s Susan A. Duncan Library, located in room 131 on the first floor, houses books, print journal titles, and a variety of audio visual materials. In addition, the library also subscribes to various online databases which provide access to thousands of electronic books, full-text journal articles, and other learning materials. In addition to a circulating books collection, the library maintains a reserve textbook collection that can be checked out by students for short-term loan periods. Most reserve items are 2-hour loans.

Your Peralta photo ID with a current enrollment sticker serves as your library card. With your library card you have access to the holdings of all four Peralta college libraries (BCC, College of Alameda, Laney, and Merritt).

Currently, the library has computer terminals that provide student access to the Internet and library catalog which indexes the holdings of all four Peralta colleges, including Berkeley City College. Two computers are reserved for PSSD users. Students may also check-out laptop computers, headphones, calculators, and dry erase markers for use on the campus. In addition, there are 5 group study rooms that are available for student use.

Library computers provide access to databases and various on line resources including Library catalogs at UC, Berkeley, Cal State East Bay, San Francisco State University, and the various Bay Area public library systems, including Berkeley and Oakland. Any current California resident can obtain a library card and have research and checkout privileges at Berkeley Public Libraries. Access to the University of California at Berkeley libraries when necessary is available for nominal fees provided that you have a current BCC student identification card.

There are reference librarians available to assist you with developing research strategies. For more information, please call (510) 981-2824.

Student Equity and Achievement (SEA) Program
The goal of the Student Equity and Achievement (SEA) Program is to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditional underrepresented groups through the following:
1. Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.
2. Ensuring students complete their educational goals and a defined course of study.
3. Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

Through the Student Equity and Achievement (SEA) Program, the goal is to move the equity work from students services to the classroom by celebrating students’ successes and achievements. Using Guided Pathways as a framework, Berkeley City College will focus on supporting a strong start for students by providing core matriculation services or orientation, counseling and advising, referral to specialized student support services and education planning (SEP), adopt placement policies, reverse mainstreaming of AB 705, implement early alert system to provide intrusive intervention, support course completion of transfer level English and Mathematics courses within a sequence of support or noncredit courses, and support education goal completion.

Scholarships and Awards
The College maintains a limited list of scholarships and awards, which are sponsored by various alumni, professional groups, and friends of the college. Most scholarships are special merit awards, which are used to recognize students who have distinguished themselves in areas of academic performance and co curricular activities and who demonstrate financial need. The sponsoring agencies or the campus screening committee select the recipients. Annual, ongoing scholarship include the following:

Chancellor’s Trophy
This scholarship is awarded each year to a Peralta student, graduating or transferring to a four-year institute or professional program / school, carrying a minimum of 12 units per semester and should have earned college credits of not less than 36 semester units. The student must have an overall grade point average of 2.0, based on a 4.0 scale. The finalists are screened by a committee composed of the Chancellor and two members of the Board of Trustees. The district-wide winner receives an award of $1,000. The three other college winners receive $500. Candidates should have a record of active participation and leadership in extra-curricular activities during their college attendance. Applications are usually available in late Feb.

John and Deborah Tunis Scholarship Award
This $500 scholarship is available to support female students who demonstrate financial need and outstanding academic achievement and potential in pursuing their career and degree in one of three categories: math / science, business / industry or vocation education. Additional criteria include the applicant’s volunteer and community service activities and achievements. Applicants with a minimum of three full completed semesters are preferred.

The scholarship will be awarded to a qualifying student currently enrolled in one of the Peralta Colleges. The recipient will be selected from four semi-finalists, one from each college, upon review of applications by the Tunis family.

The Jerry L. Adams Scholarship of the Berkeley Community Fund
The Jerry L. Adams Scholarship commemorates Mr. Adams’ extraordinary commitment to thousands of community college students during his 35+ year career with the Peralta Community College District. This scholarship is intended to keep his spirit of community and political activism, as well as commitment and collaboration, in the forefront of future generations. Mr. Adams, an African-American educator from Talladega, Alabama, was an inspiration to all of those who came in contact with him through his passion for education, his advocacy for civil and human rights for all people, and his unflinching commitment to underrepresented individuals. This scholarship was created as an encouragement to individuals to pursue their goals while developing skills that can make positive changes in their communities and in the lives of their peers.

Three awards are made from this scholarship fund. Two $500 scholarships are available to continuing students who are in the process of completing an AA/ AS degree, a Certificate...
of Completion or course work leading to transfer to a four-year institution. One $2,000 scholarship is available for a student who is graduating from BCC and is transferring to a four-year institution.

This scholarship recognizes and supports the success of BCC students who (1) take and successfully complete basic mathematics and/ or English courses or equivalent, with a grade "C" or better, (2) are pursuing an associate degree or certificate of completion, and (3) persist in their mathematics studies and/or who graduate with an associate degree and transfer to a four-year university.

Initial screening will be conducted by the BCC Scholarship Committee. For more information on this scholarship, please speak with a BCC counselor.

Peralta Association of African American Affairs Scholarship (PAAAA)

The PAAAA scholarship consists of eight awards totaling $4000. Two students from each of the Peralta colleges receives $500. These scholarships are intended to recognize African American students attending the Peralta colleges who demonstrate academic achievements, leadership skills, and community services in the African American community. These scholarships assist them in continuing their education.

Eligibility for these scholarships includes: (1) enrollment in at least six degree-applicable semester units at a community college or four-year institution in the fall semester; (2) enrollment in at least six degree-applicable semester units at the student’s home college in the spring semester; (3) completion of a minimum of twenty-four degree-applicable semester units as of the previous fall semester with a 3.00 GPA; (4) two letters of recommendation: one from an instructor, counselor, or classified staff at the student’s home college and one from a community service agency on official letterhead; and (5) submission of a complete application packet (including letters of recommendation) to the PAAAA scholarship representative on the BCC campus.

Student Services

The ASBCC and its committee provide an opportunity to assume a leadership role and actively participate in the organization, planning, and implementation of student activities. The college encourages you to support the student body through active participation in the ASBCC.

Student Clubs

The Associated Students of Berkeley City College (ASBCC) charters all student clubs. These clubs must submit a constitution that the ASBCC approves. Any group of students having a common interest may petition the ASBCC for recognition as a chartered club. The club must also have a faculty sponsor and adhere to the general rules and regulations that the ASBCC and the college and district administration have established. Members of the faculty or staff must supervise all activities and events student group sponsor.

Phi Theta Kappa Honor Society

Phi Theta Kappa is an international community college honor society established to promote scholarship, service, community leadership, and fellowship. Berkeley City College’s chapter, Beta Gamma Nu, was founded in Feb 1996. Chapter members participate in numerous campus and community projects. Membership is open to you if you have accumulated 12 degree-applicable semester units in the Peralta Community College District, 8 units of which must have been completed at Berkeley City College, and have a cumulative grade point average of 3.5 or higher. You must also be pursuing a degree or certificate or be planning to transfer to a four-year institution.

Veterans

The California State Approving Agency, the Council for Private Postsecondary and Vocational Education, and the Veterans Administration approves Berkeley City College as a degree-granting institution for veterans and eligible dependents of veterans seeking educational and vocational training under Title 38, United States Code. Services include counseling and financial assistance. To receive VA benefits at Berkeley City College, veterans and dependents must do the following:

1. Meet with the BCC VA Academic counselor and have a Student Education Plan completed, outlining the requirements of the program you have declared as your objective. The educational objective must be an educational goal that is offered at Berkeley City College and has been approved by the California state approving agency. Unofficial transcripts of any previous college or university work can be used by the counselor to determine your remaining requirements at this meeting.

2. Apply for admission to the college through Admissions and Records at: http://www.peralta.edu or through Open CCC.

3. Complete the assessment and orientation process (Room 121 on the first floor).

4. Meet with the BCC VA Academic counselor and have a Student Education Plan completed, outlining the requirements of the program you have declared as your objective. The educational objective must be an educational goal that is offered at Berkeley City College and has been approved by the California state approving agency. Unofficial transcripts of any previous college or university work can be used by the counselor to determine your remaining requirements at this meeting.

All veterans must make an appointment with the counseling office during your first semester in attendance, in order to complete a veteran’s evaluation, and course requirements for current educational objective. Evaluations cannot be done on a drop-in basis. The evaluation is required prior to certification of your second semester, and if and when you change to a new major a new evaluation must be completed prior to further certification. Only courses indicated in the evaluation will be certified for payment by the Veterans Administration, as these are the courses that are needed to complete graduation or transfer requirements.

4. Verify prior college credit by having official transcripts sent to:

Office of Admissions & Records
Peralta Community College District
333 E. 8th St. Oakland, CA 94607

All students receiving Veterans Benefits are required to submit official academic transcripts from all schools previously attended, during or after military service – whether or not benefits were received or units completed. Enrollment will only be certified for one semester pending evaluation of prior credit. These transcripts will be used when determining prior credit for courses that satisfy major requirements when completing our Evaluation of Course Requirements.

5. Submit applicable documents to the veterans’ specialist (Room 345) for the processing of your educational benefits:

- Application (Form 22-1990) and DD214 for the Veteran Student, application (Form 22-5490) and dependent documentation for the Veterans’ Dependents Program.

Determination of eligibility will be made and you will be notified of such awards. It is the responsibility of veterans continuing at the college to notify the BCC veterans’ specialist (Room 345) of any change in address, major, unit status, courses, grades, education plan, academic objective, and number of dependents to be claimed. Failing to do so may result in overpayment of benefits which would need to be repaid to the VA. Class attendance verification forms must be turned in on a monthly basis to the veterans’ specialist (Room 345).

Call (510) 981-5039 for more information.

Credit for Military Experience

Completion of a minimum of one year’s active duty with the Armed Forces of the United States, including completion of a basic or recruit training program and receipt of an honorable discharge, provides six semester units toward the associate degree.

The BCC veterans specialist will submit the DD214 to the PCCD Office of Admissions and Records to obtain the credit once 12 semester units has been completed at the Peralta Colleges. In addition, a DD-214 may also be used to satisfy the requirements of CSU General Education Area E.

If you have completed courses taken during military service, the BCC veterans’ specialist

Student Organizations/Associated Students of Berkeley City College (ASBCC)

The Associated Students of Berkeley City College (ASBCC) is the official organizational representative of the student body. Officers of the ASBCC are elected through student elections each spring semester for the following academic year. The ASBCC President appoints students to fill any vacancies, and the ASBCC officers confirm the appointment by a simple majority vote.

The ASBCC provides the students a voice on policy issues at Berkeley City College and for the Peralta Community College District. Additionally, the ASBCC charters clubs and provides awareness of issues pertaining to the students of Berkeley City College. All ASBCC meetings are open to the public.

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will request evaluation of the ACE or SMART transcripts from the PCCD Office of Admissions and Records.

**Standards of Progress for Veteran Students Receiving Benefits**

If you are on academic probation for two consecutive semesters, you shall be subject to discontinuance of benefits if you earned a cumulative grade point average of less than 2.0 ("C" grade). This directive is separate and apart from the college’s standards for academic dismissal. Also if you are placed on progress probation, you shall be terminated when the percentage of "W" (Withdrawal), "NP" (not passed), or "I" (Incomplete) grades reaches at least fifty percent (50%) of all grades recorded in two semesters. If the college allows you to remain on probation beyond this period, the Veterans’ Administration will still discontinue your benefits and will terminate any further certification of benefits (CFR 21,4253 [d]).

**Air Force ROTC (AFROTC) Instruction for Students at Berkeley City College**

In 2011, Berkeley City College entered into an agreement with the University of California, Berkeley, which hosts Air Force ROTC Detachment 085, making Air Force ROTC available to qualified students at Berkeley City College who desire to earn appointments as commissioned officers in the United States Air Force. This agreement applies only to Air Force ROTC courses, education, and training.

Air Force ROTC is offered through the Aerospace Studies department at U.C. Berkeley. Students may enroll in and attend one course per semester at the U.C. Berkeley campus at a cost equal to that at BCC. Topics covered in AFROTC courses include Basic Military knowledge (1-credit), Military History (1-credit), Leadership Training (3-credits), and U.S. National Security Affairs and Preparation for Active Duty (3-credits). Additional components of the ROTC program include 3 hours per week of fitness activities, 2 hours per week of Leadership Lab, and a 4-week Summer Field Training.

Upon completion of the program and granting of 4-year degree, students will commission as Second Lieutenants in the United States Air Force. To be eligible for AFROTC, applicants should be a full-time student, plan on transferring to a B.S. or B.A. degree-granting program, and meet additional fitness, GPA, testing, and other requirements. Qualified students may also compete for Air Force ROTC scholarships. Interested students should visit the department website [http://airforcerotc.berkeley.edu](http://airforcerotc.berkeley.edu), call (510)642-3572, or e-mail afrotc@military.berkeley.edu.

**Army ROTC Instruction for Students at Berkeley City College**

Students who wish to take Army ROTC classes may do so in affiliation with UC Berkeley. These courses are fully accredited through the university and are transferable. Please direct all enrollment inquiries to armyrotc@military.berkeley.edu or phone (510) 642-7682.

**Institutional Learning Outcomes: Student Services Definitions (ILO)**

Institutional level student outcomes are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services.

The following provides the student services definitions to the seven institutional areas:

- **Ethics and Personal Responsibility**
  Students will be able to understand consequences of their actions and then act collaboratively in the college community.

- **Information Competency**
  Students will demonstrate the ability to find relevant college information, resources, and services necessary for student success.

- **Communication**
  Students will be able to engage in effective communication with college personnel and peers.

- **Critical Thinking**
  Students will be able to understand concepts, isolate facts, generate pros and cons, and draw conclusions to identify and achieve their educational goals.

- **Computational Skills**
  Students will be able to use quantitative reasoning to understand and assess the costs and benefits of their actions and decisions during their college experience.

- **Global Awareness**
  Students will be able to acknowledge and act with sensitivity toward the diverse customs, beliefs, and lifestyles that exist within the college community.

- **Self-awareness and Interpersonal Skills**
  Self-awareness and interpersonal skills are reflected in the ability to analyze one’s own actions, see the perspective of other people, and work effectively with others in groups.

Each student services area includes outcomes which reflect one or more of these institutional learning outcomes.
Student Financial Aid

General Information Regarding Financial Assistance:

Financial Aid is intended to help students who might not otherwise be able to attend college. Although the primary responsibility for meeting college costs rests with the student and his or her family, it is recognized that many families have limited resources and are unable to meet the cost of a college education. Peralta Colleges offers several types of financial aid which are funded through federal, state, local agencies, Peralta Colleges Foundation and the colleges themselves. The major categories include:

- **Grants.** These awards are based on financial need and do not require repayment.
- **Loans.** Such awards must be repaid after the student leaves school or drops below half-time enrollment. Most have a low rate of interest.
- **Employment.** This type of award is based on financial need and provides the student with an opportunity to earn money for school through employment with participating Federal Work Study Employers.
- **Scholarships.** These awards are based on scholastic achievement and/or financial need and/or student activity involvement. They do not require repayment.
- **Special Programs.** Some students qualify for benefits through the Veterans Administration, California State Department of Rehabilitation and Bureau of Indian Affairs, among others. Eligibility requirements vary.

Student Financial Aid

However, a “home” campus must be determined for financial aid purposes for the academic year. The home campus is the college at which the student plans to complete their academic objective. For additional information and the most recent updates, please refer to: [http://www.web.peralta.edu/financial-aid/](http://www.web.peralta.edu/financial-aid/)

- **When do I apply?** The application process for financial aid begins with the completion of the Free Application for Federal Student aid (FAFSA) at [http://www.fafsa.gov](http://www.fafsa.gov). The application is available Oct 1, for the following fall semester. Priority for aid will be given to students who apply early. A complete application and all corresponding documentation must be submitted to the Financial Aid Office. If you apply late or complete your Financial Aid application late, your application will be treated on a “first-come, first-served” basis until funds are exhausted. Students must apply each year for financial aid, beginning in October for the following academic year. There are various Financial Aid deadlines throughout the year. Check the financial aid website for a complete listing of deadlines.

- **What are the Eligibility Requirements?** In order to qualify for financial aid a student must be enrolled in an eligible program of study leading to completion of an AA/AS degree, transfer requirements or a certificate program; maintain satisfactory academic progress; for most programs, have demonstrated financial need; be a U.S. citizen or eligible non-citizen; certify compliance with selective service registration requirements; not be in default on any student loan or owe a refund on any grant made under any Title IV program; have a social security number, and have a high school diploma, or GED. Effective July 1, 2012 the Ability to Benefit test is no longer offered. Students without a H.S. diploma or GED who passed the Ability to Benefit test or completed 6 college credits towards a degree or a certificate prior to July 1, 2012 are still eligible to continue receiving aid in future years. For additional information, visit the campus Financial Aid Office or refer to the campus financial aid web page. You may also apply online at [http://www.fafsa.gov](http://www.fafsa.gov).

Withdrawals and Repayment of Financial Aid Funds

Federal aid recipients who withdraw or are dropped from all classes by the instructor are subject to regulations regarding the Return of Title IV funds. Students who withdraw or are dropped from all classes prior to completing more than 60% of the enrollment period are subject to these rules. Based on the date of the complete withdrawal or drop, the Financial Aid Office will determine the amount, if any, of “unearned” federal financial aid is received by the student.

If the student received more financial aid than the amount earned, the student will be billed for the overpayment. Financial aid recipients are advised to 1) avoid total withdrawal from all classes, 2) successfully complete all units during the semester, 3) if completely withdrawn, repay any “unearned” financial aid as soon as possible. Failure to do any of the above may result in the loss of financial aid eligibility.

Financial Aid Programs

California College Promise Grant (CCPG)

California Community College students are charged an enrollment fee. However, fee waivers are available for qualified California resident students through the California College Promise Grant Program. Students may be eligible for a California College Promise Grant (CCPG) if (1) you or your family are receiving Temporary Assistance for Needy Families (TANF), General Assistance, or Supplemental Security Income (SSI) or State Supplemental Program (SSP) aid; (2) you are qualified for and receiving other financial aid; (3) your family’s income meets the established guidelines; or (4) you qualify under Special Classifications Enrollment Fee Waivers, see questions on the CCPG.


Loss of California College Promise Grant (CCPG) Fee Waiver

Beginning Fall 2016, students who do not maintain minimum academic and/or progress standards for two consecutive primary semesters will be subject to loss of eligibility for the California College Promise Grant (CCPG). The change was effective fall 2016. Students who are eligible for the CCPG may lose their eligibility if they fail to maintain a cumulative GPA of 2.0 or higher and complete more than 50 percent of their coursework. If a student’s cumulative GPA falls below 2.0 for two consecutive primary terms (fall or spring), the student is disqualified for the CCPG. If the cumulative number of units completed is not more than 50 percent in two consecutive primary terms, the student is disqualified for the CCPG. Any combination of two consecutive primary terms (fall/spring semesters) of academic or progress probation may result in loss of CCPG eligibility.

Foster Youth, as defined in Education Code 66025.9(b), shall not be subject to loss of CCPG under this section. This exemption is
constitutes official notification of your expected status. You will receive a Student Aid Report (SAR) combined with other forms of aid to meet the financial assistance for those who need it. Pell Grants are intended to be the basic grants. They are designed to be available to students with financial need who receive the Pell Grant. Funds are limited.

### Supplemental Educational Opportunity Grant (SEOG)

The SEOG is a federal grant designed for most students with financial need who receive the Pell Grant. Funds are limited. Students awarded SEOG Grants are expected to meet the academic and/or progress standards and wish to petition their status may do so if they have an acceptable GPA verification for certain students. Pell Grants are federal grants intended to provide financial assistance to those who need it to attend post-high school educational institutions. Basic grants are intended to be the base of a financial aid package and may be combined with other forms of aid to meet the full cost of education. The actual amount of your grant is determined by your estimated family contribution, the total cost of attending college and your enrollment status.

After your FAFSA application is processed, you will receive a Student Aid Report (SAR) from the Department of Education, which constitutes official notification of your expected family contribution (EFC). The lower the EFC, the higher your award will be.

### Federal Work-Study (FWS)

This federally funded program provides employment opportunities to students with financial need. Students awarded FWS receive an allocation of funds earned through part-time jobs on or off-campus. FWS provides an excellent “learning process” through on-the-job training. Students must be enrolled at least half time and be eligible for financial aid to participate in FWS.

### Extended Opportunity Programs and Services (EOPS)

This program is primarily for the recruitment and retention of students from under-represented groups who are both educationally and economically disadvantaged. Referrals for grants are made for full-time EOPS students only. For additional information regarding this program, visit the campus EOPS office.

### Student Loans

These loans are available to students who are enrolled at least half-time. The Federal Government will pay interest on subsidized loans during in-school period and during the grace period following the student’s termination or graduation. The grace period is for six months. The student is responsible for paying the interest on unsubsidized loans during the in-school and grace periods. Students are eligible if they meet the Department of Education’s criteria as listed with the Financial Aid Office. Further information about loans may be obtained on the Financial Aid website.

### Scholarships

Scholarships are available from various individuals and organizations. The amounts of, and qualifications for, these scholarships vary. Students interested in scholarships should check periodically with the Peralta Foundation Scholarship office for more information. Scholarships are constantly being made available to students. Visit: http://web.peralta.edu/foundation/scholarships-and-grants/.

### Chafee Foster Youth Grant

This grant of up to $5,000 is available to current or former California foster youth under 22 years of age who wish to take vocational training or college courses. Students must also enroll at least half time in an eligible school, their program of study must be at least one academic year long, and they must attend class regularly and meet Satisfactory Academic Progress (SAP) Standards.

### Bureau of Indian Affairs (BIA)/Tribal Grants

The Bureau of Indian Affairs provides grants to assist eligible American Indian students in meeting educational costs. To be eligible, the applicant must be at least one-fourth American Indian, Eskimo, or Aleut heritage, as certified by a Tribal Agency served by the Bureau of Indian Affairs.

Tribal Grants are for eligible students who belong to federally recognized Indian Tribes. Tribes generally have their own applications, deadlines and eligibility criteria.

### Cal Grant B and C

Cal Grant programs are available to California residents who qualify. A student must be a U.S. Citizen, a permanent resident or an eligible non-citizen, and a California resident attending an eligible college located in California and making Satisfactory Academic Progress. The college electronically transmits GPA verification for certain students.


If you miss the March 2, Cal Grant deadline AND you plan to attend a community college in the fall, you have until Sep 2 to apply. However, the number of Cal Grant awards is limited.

### Student Consumer Information

Please note: Students are now limited to six full-time (600%) years of Pell Grants in a lifetime at any college. Students are advised that the financial aid information included here is limited. Additional information on all financial aid categories is available on the Financial Aid website or upon request at the campus Financial Aid Office.

### Satisfactory Academic Progress (SAP) Standards

Federal regulations mandate that all institutions of higher education establish minimum standards of “satisfactory academic progress” for students receiving financial assistance. All students who apply for and receive financial assistance are expected to meet the academic standards described in Peralta Colleges’ Financial Aid Satisfactory Progress Policies and Procedures.

Remedial Coursework

If a student receives financial aid for remedial coursework, and completes one (1) year or 30 units, no further aid will be paid for remedial study. The student may continue to enroll in remedial classes, but financial aid payments will be calculated only for degree-applicable coursework.

English for Speakers of Other Languages (ESOL) Coursework

Students who enroll in excessive ESOL coursework (over 45 units) without enrolling in classes leading toward their stated educational major or goal will be notified by the Financial Aid Office. ESOL students will be strongly urged to enroll in coursework that will assist them in completing their educational goal.

Financial Aid Census Date

Each term the Financial Aid Office establishes a census date after which no adjustments will be calculated on funds paid for that term for units added or dropped. Please check with your home campus financial aid for the Financial Aid Census dates. Courses added (such as late start courses) after FA census date will not be aid eligible.

Disbursement

In order to receive a disbursement, a student must have a completed application, completed financial aid file and be enrolled in the required number of units.

Most aid is distributed on a three payment per semester basis. Normally, the first payment is the week before the term begins, the second payment may be expected during the first week of each semester, and the third payment after the mid-point of each semester.

Student loans are disbursed in accordance with procedures set forth by federal regulations.

Federal Work-Study recipients will be paid once a month. Financial Aid funds are disbursed by BankMobile, a third party funds management service that has partnered with Peralta Community College District (PCCD). For more information about BankMobile, visit this link: https://bankmobiledisbursements.com/refundchoices/

It is critical that all students update and maintain their mailing address with PCCD. There are fees associated with BankMobile. Please read, review, and understand the BankMobile Fee Schedule. More information about BankMobile fees can be found here http://web.peralta.edu/financial-aid/sample-page/peraltacard-faqs/

Dream Act Scholars

What is the California Dream Act?

The California Dream Act is comprised of two state laws, AB 130 and AB 131, that allow AB 540 students to apply for and receive several types of financial aid, including:

- California College Promise Grant (formerly BOG Waiver)
- State financial aids such as Cal Grants, Chafee Grant, and Student Success Completion Grant (SSCG)
- Assistance from EOPS, CARE, or CalWORKS
- Privately-funded scholarships

Eligible AB 540 students can complete the Dream Act Application by going to the website: https://dream.csac.ca.gov/.

What is an AB 540 student?

AB 540 allows Non-resident students who meet certain qualifications to exempt from paying Non-resident enrollment fees. These students may include undocumented students, students who are US citizens but who are not CA residents, and dependent students whose parents are not CA residents. AB 540 students are those who:

- Have attended a CA high school for a minimum of three years; or
- Attained credits in California from a California high school equivalent of at least three or more years of full-time high school coursework and a total of three or more years of attendance in California Elementary schools, California secondary schools, or a combination of those schools.
- Graduated or will graduate from a California high school or attainment of General Education Development (GED), High School Equivalency Test (HiSET), or Test Assessing Secondary Completion (TASC), and
- Will register or enroll in an accredited and qualifying California college or university AND
- If required, complete an affidavit saying you have filed (or will file when you are eligible to do so) for legal immigration status.
# California Dream Act Financial Aid Program

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* To apply for any or all of the financial aid programs requiring the California Dream Application, you only need to complete and submit ONE application.

- The California Dream Application can be found at [https://dream.csac.ca.gov](https://dream.csac.ca.gov)
- The Chafee Grant Application can be found at [https://www.chafee.csac.ca.gov/StudentApplication.aspx](https://www.chafee.csac.ca.gov/StudentApplication.aspx)
- The GPA Verification can be found at [http://www.csac.ca.gov/doc.asp?id=1177](http://www.csac.ca.gov/doc.asp?id=1177)
Transfer Information

Transfer Information

One of the primary missions of a community college is to prepare students for transfer to four-year colleges and universities. If you are planning to transfer to a California public four-year university, you should complete the lower division (freshman/sophomore) major prep, as well as general education and elective courses for a total of 60 transferable units so that you can transfer with junior (upper division) standing. Although it is not required for transfer, many students earn an Associate Degree ADT or Certificate in addition to completing transfer requirements.

Berkeley City College (BCC) students may choose to transfer to a California State University, a campus of the University of California, or to a private college or university in California, as well as out-of-state. BCC has developed a number of partnerships with local four-year institutions, including a Cross Enrollment Program with California State University East Bay, the University of California, Berkeley, and Mills College (see “The Cross-Enrollment Program (CEP)” on page 26).

BCC has a variety of resources to assist students with the transfer process. The college’s Transfer and Career Information Center.

Planning to Transfer

If you wish to study at a four-year college or university after attending Berkeley City College, you should take note of the following suggestions:

1. See a Berkeley City College counselor by appointment to develop an appropriate Student Education Plan (SEP) to assist you in planning your transfer and to ensure that you take appropriate transferable courses to meet requirements while at Berkeley City College. If you have completed coursework at another college, you should inform the counselor when scheduling your appointment and, if possible, bring an official transcript to your appointment.

2. Read the four-year college or university catalog and website regarding:
   a. Transfer admissions requirements;
   b. Major requirements and degrees offered;
   c. General education or breadth requirements; and, application and financial aid deadlines.

3. Review information regarding transferability of courses, including lower-division major requirements and general education requirements, and articulation agreements for the University of California (UC) and the California State University (CSU) systems which are available online at http://www.ASSIST.org.

4. Identify the degree credit in lower-division community college courses which are articulated lower-division major courses at the four-year college or university (general education, major, graduation, or elective degree credit).

5. A maximum of 70 lower-division transferable semester (or 105 transferable quarter) units can be applied toward the total number of Bachelor’s degree units required in the University of California or California State University systems. Total units transferable to independent and private colleges vary. Subject credit for all transferable courses in excess of 70 semester units may be granted to satisfy university lower-division (i.e., general education, major, and graduation) requirements.

6. Complete all courses designated as required lower-division preparation for the major prior to transfer, especially when admission to the major is contingent upon successful completion of specific courses (i.e., with selective or impacted majors).

7. Plan to complete the lower-division requirements for most transfer majors. The Student Education Plan (SEP) developed with a counselor will assist you in planning your programs and understanding any required prerequisites.

8. Applications for admission to the University of California and the California State University are available online at http://www.ASSIST.org (in the left hand navigation bar) or at http://www.universityofcalifornia.edu/admissions, the University of California and at https://www2.calstate.edu/apply for the California State University. The Transfer and Career Information Center staff can provide assistance in obtaining many catalogs and applications for independent and private institutions.

9. You must assume complete responsibility for compliance with regulations and instructions for selecting the courses that will permit you to meet your educational objectives for transfer and for satisfying prerequisites for any programs or courses.

Transfer to a Four-Year College or University

If you are completing requirements for the Associate Degree and are also planning to transfer to a four-year college or university, the college reminds you that the Associate Degree alone does not usually qualify you for admission. You should meet with a Berkeley City College counselor regarding admission, general education, and major prep requirements to be sure that your Berkeley City College program of study (which may include an Associate Degree for Transfer to CSU) will meet the course, unit, and grade requirements of the college to which you seek admission.

Attend Four-Year Colleges and Universities Before Transfer

The Cross-Enrollment Program (CEP)

Current law allows undergraduate students who meet certain eligibility criteria and are enrolled at any California Community College, the California State University, or the University of California to enroll, without formal admission in any of the other systems. BCC also offers a Cross-Enrollment Program with Mills College, a private liberal arts college for women, located in Oakland. In order to participate in Cross Enrollment:

1. You must be enrolled at least six units at Berkeley City College during the current semester that the student seeks to cross-enroll at a four-year institution.

2. You must pay the appropriate tuition required by Berkeley City College for the semester in which the student seeks to cross-enroll.

3. You must have the appropriate academic preparation, as determined by the host campus, consistent with the standard applied to currently enrolled students, i.e., completion of pre-requisites. Admission to the course is subject to availability and instructor approval.

4. You may not enroll in a course that is offered at Peralta Community College District.

For more information, visit: https://www.berkeleycitycollege.edu/wp/counseling/concurrent-enrollment/

Instructions for registration into Cross Enrollment Program (CEP) courses:

- Complete a CEP application and turn it in to CEP Coordinator. The application is available online.

- Once eligibility is verified, the CEP Coordinator will send the student an e-mail confirmation and the enrollment petition form for the specific Host Campus. Complete the Student Information section of your enrollment petition form and sign.

- Submit the form to the CEP Coordinator for the Home Campus (BCC) Certification and signature

- Seek approval and obtain signature from the instructor at the Host Campus on the first day of class.

- Submit the form to the Host Campus Admissions and Records Office, or its equivalent, for enrollment and the Host Campus Certification by their deadline.

- Submit a copy of the signed enrollment petition form to the CEP Coordinator, at the Home (BCC) Campus.
Transfer Information

to students who meet specific unit, transfer coursework, and GPA requirements. Students who complete the university’s admission application, the TAG application process, and meet the contractual requirements are guaranteed admission.

If you are preparing for a Transfer Admissions Guarantee, you begin by working with a BCC Counselor early in your academic preparation and develop a Student Education Plan (SEP). With a Student Education Plan in place, you have the knowledge that each course taken has been agreed upon and that you will lose no credit when you transfer.

Currently, Berkeley City College has Transfer Admission Guarantees with (6) University of California campuses and Golden Gate University.

• University of California (TAG)
  • UC Davis
  • UC Irvine
  • UC Merced
  • UC Riverside
  • UC Santa Barbara
  • UC Santa Cruz

To complete a TAG with a University of California campus, you must have completed 30 transferable units at the time of application. Each campus has specific eligibility criteria, GPA requirements, and guidance on major preparation. If you decide to participate in the TAG program, please meet with a Berkeley City College Counselor by appointment to determine your eligibility.

Additional information about the specific TAG requirements can be found at:
http://www.universityofcalifornia.edu/admissions/transfer/guarantee.

To apply for a TAG you are required to complete an online application and submit it during the filing period (Sep 1–Sep 30). The application can be found at https://uctag.universityofcalifornia.edu. You also must apply for admission to UC during the appropriate application filing period (Aug 1–Nov 30). This application can be found at:
http://www.universityofcalifornia.edu/apply.

You should meet with a Berkeley City College Counselor by appointment for additional information.

• Golden Gate University (TAG)

To complete a TAG with Golden Gate University, you must:
  • Have a minimum cumulative GPA of 2.0;
  • Complete a minimum of 24 transferable semester units; and
  • Meet the English Language Proficiency Requirement, which can be met in a variety of ways.

You should meet with a Berkeley City College Counselor by appointment for additional information.

Historically Black Colleges and Universities Transfer Agreement Project

To learn the list of participating HBCU’s, go to:
http://ccctransfer.org/hbcu/

Articulation Agreements

Articulation is the process that facilitates the successful transfer of students from community colleges to undergraduate baccalaureate programs at other colleges and universities. It is the development of formal written agreements that explain how courses transfer from one institution to another, either “as comparable to” or “acceptable in lieu of specific course requirements” at four-year institutions. Successful completion of articulated courses related to admission criteria, general education, and major preparation, according to a Student Education Plan (SEP) developed with the assistance of a Counselor will ensure successful and competitive transfer.

The Berkeley City College Articulation Officer and Counselors have information regarding the updated articulation agreements between Berkeley City College and the California State University campuses, the University of California campuses, and some private colleges. Articulation agreements with the CSU and UC campuses are available at http://www.ASSIST.org.

By working closely with your Counselor, you will be able to complete the first two years (minimum of 60 semester units) of a four-year college degree at Berkeley City College and then transfer as a junior (an upper division student).

General Education Transfer Requirements

You have the option of fulfilling General Education/Breadth requirements in one of the following ways:

• IGETC—primarily used when applying to multiple UCs and CSUs (not advisable for high unit majors);
• CSU GE/Breadth—used when applying to CSUs only; and
• UC Campus Specific Requirements—an option used depending on the choice of major and college.

A listing of approved courses in these three general education requirement options is available from a Counselor or at http://
The University of California includes nine general campuses throughout the state—Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. A tenth campus in San Francisco offers graduate and professional programs in the health sciences.

Transfer Information

The University of California admissions requirements for transfer vary according to the student’s eligibility to enroll at UC when you graduated from high school. In addition, if you wish to enroll in an impacted upper-division major, you must meet additional admissions requirements.

General Transfer Requirements

You should place the highest priority on completing the General Education Breadth ( Castegn) and preparing courses for your choice of major. Major preparation gives you the best opportunity to begin upper-level courses after transfer. Some campuses require completion of certain major preparation requirements before transfer. Lack of such major preparation may affect eligibility for the major, particularly if there are many applicants and a limited number of spaces. The general education or breadth requirements are designed to give University undergraduates a broad background in all major academic disciplines—natural sciences, physical sciences, social sciences, humanities, and fine arts.

It is important to develop a Student Education Plan (SEP) that first gives attention to minimum admission eligibility and completion of major preparation, and then incorporates the most appropriate General Education (GE) pattern. Typically, completion of GE is not required for admission to some majors; it is required for graduation from UC. There are two options for completing GE. If you are pursuing a major with few required major preparation courses, you should consider completing the Inter-segmental General Education Transfer Curriculum (IGETC). If you are pursuing a major with a large number of preparatory courses, you should consider the UC campus specific GE pattern. Each school and college at every UC campus has its own set of GE requirements. You should consult with a Counselor for assistance in developing a Student Education Plan (SEP) that plans for major preparation and the most appropriate General Education pattern option.

Three Parts to prepare for transfer:

• Minimum Transfer Admissions Eligibility: courses and grades that prepare you to be minimally eligible for UC transfer;

• Major Preparation: courses that prepare you to complete a major after transferring; and

• General Education (GE): Courses that satisfy the GE requirements for graduation from UC.

Minimum Transfer Admissions Eligibility

Students eligible to enter UC after high school graduation, (Subject, Scholarship, and Examination requirements for freshman status were met), or students who were identified by UC in the senior year as eligible under the Eligibility in the Low Context (ELC) Program are minimally eligible to transfer with a “C” (2.00) average in transferable coursework. Students who met the Scholarship Requirement, but did not satisfy the Subject Requirement for UC eligibility as a freshman must take transferable college courses in the missing subjects, earning a “C” or better in each course, and have an overall “C” (2.00) average in all transferable coursework to be minimally eligible to transfer. Students who were not eligible for admission to UC after high school graduation because the Scholarship Requirement was not met must meet minimum eligibility requirements as follows:

1. Complete 60 semester units of UC transferable college credit with a grade point average of at least 2.4 (2.8 for non-residents) AND

2. Complete a course pattern requirement to include:

   a. Two transferable college courses (3 semester units each) in English composition; AND

   b. One transferable college course (3 semester units) in Mathematical Concepts and Quantitative Reasoning; AND

   c. Four transferable college courses (3 semester units each) chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, the physical and biological sciences.

Other Baccalaureate Degree Requirements

1. Entry Level Writing Requirement (formerly Subject A)

   An English composition requirement that each student must satisfy to graduate may be met by one of the following methods:

   • Score of at least 3 on the College Board Advanced Placement Examination in English.

   • Score of at least 680 on Writing Section of the SAT Reasoning Test.

   • Score of at least 5 on the International Baccalaureate Higher Level Examination in English Literature (formerly IB HL English 1A).

   • Score of 6 or higher on the International Baccalaureate Standard Level Examination in English (Language A).

   • Completion of a UC transferable community college course of 3 units in English composition with a “C” grade or better.

2. American History and Institutions

   This requirement may be met by one of the following methods:

   • Satisfactory completion in high school of a one-year course in U.S. History or a half-year course in both American Government and U.S. History with a grade of “C” or better (except UCLA which requires a “B” average and Santa Barbara requires a college-level course).

   • Completion of UC transferable college history/government course(s).

Additional information can be found at: http://www.universityofcalifornia.edu/admissions
University of California Transfer Pathways

UC Transfer Pathways provide students with road-maps to the most popular majors at any UC campus. These pathways will be especially helpful to students who know (or have a general idea) of a major they would like to study, but have not decided which UC campus or majors they would like to apply to.

Each pathway outlines the set of courses students should take to be competitive in one of 20 of the most popular majors found at every UC campus. Some campuses may want fewer courses for admission, but none will expect more. In addition, campuses may have grade requirements for particular courses, but with this road-map, students will know which classes to take to prepare for all campuses in a single major.

The majors are as follows:
- Anthropology
- Biochemistry
- Biology
- Business Administration
- Cell Biology
- Chemistry
- Communication
- Computer Science
- Economics
- Electrical Engineering
- English
- History
- Mathematics
- Mechanical Engineering
- Molecular Biology
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology

Additional information can be found at the following websites:
- UC Transfer Pathways Information: [https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/transfer-pathways/](https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/transfer-pathways/)

University of California—Berkeley Campus

The Berkeley campus of the University of California is on the semester system. If you are applying to the College of Letters and Sciences, you may fulfill your lower-division general education requirements by completing IGETC or by completing the College of Letters and Sciences Breadth Requirements.

Transfer students with 60 or more transferable semester units who are admitted to the College of Letters and Science must have satisfied the Essential Skills in:

1. Reading and composition
2. Foreign language
3. Quantitative reasoning prior to admission

The Breadth Requirement for courses outside the field of the major is required for all community college transfers. You should make every effort to complete as many of the seven-course requirements as possible. UC Berkeley College of Letters and Sciences Breadth Requirements for 2020–2021 are listed from page “University of California at Berkeley Campus” College of Letters and Sciences: Breadth Requirements” on page 35 and are available from a Counselor, or at:
[http://www.assist.org](http://www.assist.org)

This list is subject to revision and is updated annually.

The California State University

The following information applies to the 23 campuses of the California State University System: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, and Stanislaus.

Transfer Requirements

You will qualify for admission as a transfer student if you have a grade-point average of 2.0 ("C") or better in all transferable units completed; are in good standing at the last college or university attended; and meet any of the following standards:

1. You were eligible as a freshman at the time of application for admission or at the time of graduation from high school, provided you have been in continuous attendance at a college since graduation; OR
2. You were eligible as a freshman except for the college preparatory subject requirements and have completed appropriate college courses in the missing subjects; OR
3. You have completed at least 60 transferable semester units and have completed appropriate college courses to make up missing college preparatory subjects (non-residents must have a 2.4 grade-point average or better).

A maximum of 70 transferable semester (105 quarter) units earned in a community college may be transferred to the California State University. No upper division credit is allowed for courses taken at a community college.

Consult with a Berkeley City College Counselor or any CSU Admissions Office for further information about alternative ways to satisfy the subject requirements. Berkeley City College Counselors will provide assistance in determining which BCC courses satisfy the subject requirements.

Minimum Eligibility For Upper Division Transfer Applicants:

1. Completion of at least 60 transferable units with a minimum grade-point average of 2.0;
2. Within the total units completed, you must complete a minimum of 30 lower division units of General Education/Breadth; and
3. Completion of areas A1, A2, A3, and B4 with a grade of "C" or better.

United States History, Constitution and American Ideals Certification

To complete the CSU graduation requirement before transfer, you must complete one course from both 1 and 2 listed below to be certified that the requirement in U.S. History, Constitution and American Ideals has been met:

1. United States History: History 7A or 7B
2. United States Constitution, California State and Local Government: Political Science 1

Associate Degrees for Transfer (ADT) to a California State University

California Community Colleges are now offering Associate Degrees for Transfer (ADT) to the CSU. These may include Associate in Arts (AA-T) or Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing in the CSU system. It does not guarantee admission to specific majors or campuses.
Students who have been awarded an ADT (AA-T or AS-T) are able to complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester or 90 quarter units.

To view the most current list of Berkeley City College's ADTs and to find out which CSU campuses accept each degree, please see the following page or visit: http://www.adegrewithaguarantee.com. Current and prospective community college students are encouraged to meet with a Counselor to review their options for transfer and to develop a Student Educational Plan (SEP) that best meets their goals and needs.

### AA-T and AS-T Requirements

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

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. A minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "Pass-No Pass" basis (title 5 SS 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); or the California State University Inter-segmental General Education Transfer Curriculum (IGETC) pattern. Students must complete IGETC and/or the Associate Degree for Transfer (ADTs). For more information, please see a counselor for details. Berkeley City College currently offers the following Associate Degrees for Transfer (ADTs). For more information, please see a Counselor for details. Berkeley City College ADTs are:
   - Anthropology, AA-T
   - Art History, AA-T
   - Studio Art, AA-T
   - Biology, AS-T
   - Business Administration, AS-T
   - Communication Studies, AA-T
   - Economics, AA-T
   - Elementary Teacher Education, AA-T
   - English, AA-T
   - Film, Television, and Electronics Media, AS-T
   - Global Studies, AA-T
   - History, AA-T
   - Mathematics, AS-T
   - Philosophy, AA-T
   - Political Science, AA-T
   - Psychology, AA-T

### Course Identification Numbering System (C-ID)

The Course Identification Numbering System (C-ID) is a statewide numbering system that is different from the course numbers assigned by individual California Community Colleges. A C-ID Designator next to a course means that the course is comparable in content and scope to a similar course offered by participating California colleges and universities. Thus, if a catalog lists a C-ID Designator for a course, students can be assured that the course will be accepted at another California Community College that offers a course with the same C-ID Designator.

The C-ID Numbering System is particularly useful for students attending more than one California Community College since C-ID Designators are often applied to courses students need to prepare for transfer. Below is the current list of Berkeley City College courses that have a C-ID Designator.

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**Note:** This list changes periodically. Consult a Counselor and/or visit http://www.c-id.net or http://www.assist.org for the most current list of courses.
Completion of all the requirements in the Inter-segmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or the University of California system without the need, after transfer, to take additional lower-division, GE courses to satisfy campus GE requirements. However, completion of the IGETC is not a requirement for admission to the CSU or UC system nor is the only way to fulfill lower division GE requirements (see reverse side for more information about IGETC exceptions, restrictions, and certification).

For more specific information, please see a counselor before enrolling in these courses. The IGETC is not advisable for all transfer students. The IGETC is most advantageous for transfers who have not yet decided on a major or a campus. Once a student has identified a major, it is important to give priority toward fulfilling all required major preparation courses, particularly in “high unit” majors that select applicants on the basis of satisfaction of lower division major requirements. If a student is pursuing a major that requires extensive lower division preparation, they may be better served by taking courses which fulfill the CSU General Education/Breadth requirements or the general education of the specific UC campus or college to which they plan to transfer, examples of such majors include, but are not limited to: Computer Science, Business, Engineering, Pre-professional schools, and Sciences. (Note: Students transferring to UC San Diego’s Eleanor Roosevelt and Revelle Colleges may complete IGETC, but they must also meet specific general education requirements of those colleges).

Restrictions: A student who is initially enrolled at a UC and is returning to the same UC campus (after attending a community college) is considered a “re-admit” and cannot use IGETC. However, students who initially enroll at a UC, attend a community college and return to a different UC campus, may be able to use IGETC, but should check with the campus they wish to attend. This restriction does not apply to students who have taken UC summer session or Extension classes only.

Certification: The “Request for Certification” form is available and can be filed in the Admissions & Records Office. Berkeley City College (Peralta Community College District) can certify either full certification (completion of all requirements in each subject-area) or partial certification (maximum of two courses missing and completed after transfer). Students are responsible for completing minimum admission requirements for the CSU and UC systems if partially certified. Note: UC Berkeley’s College of Letters & Science requires full certification of IGETC (See a counselor for details). Once certification is completed, student records (transcript) will reflect the full or partial certification of IGETC. Students who transfer without certification will have to meet the general education requirements of the specific UC or CSU to which they are transferring. This may require completion of additional courses after transfer.

Official transcripts of any coursework completed outside Peralta District must be on file prior or accompany the certification request. Courses taken at other California Community Colleges will be placed in the IGETC area identified by the offering college the term the course was taken. Courses taken at other colleges or universities (other than a CA Community College) may be used on IGETC as long as the courses are determined to meet IGETC course standards. Except for courses from other California Community Colleges’ IGETC, coursework from other institutions will not be used to fulfill the Critical Thinking requirement, Area 1B (See a counselor for more information).

Students who transfer without certification requires full certification of IGETC (See a counselor for details). Once certification is completed, student records (transcript) will reflect the full or partial certification of IGETC. Students who transfer without certification will have to meet the general education requirements of the specific UC or CSU to which they are transferring. This may require completion of additional courses after transfer.

Students who complete the program will be able to:
- Speak, read, and write clearly and effectively with audience awareness; analyze communications for meaning, purpose, effectiveness, and logic.
- Identify problems/arguments, isolate facts related to arguments, generate multiple solutions to problems, predict consequences, and use evidence and sound reasoning to justify well-informed positions.
- Master college-level computational skills and apply them to concrete problems; demonstrate algorithmic competence appropriate to multiple levels.
- Analyze consequences of actions taken and their impact on society and self; demonstrate collaborative involvement in community interests.
- Identify and explain diverse customs, beliefs, and lifestyles, as well as cultural, historical, and geographical issues that shape perceptions.
- Find, evaluate, use, and communicate information in all its various formats; demonstrate library literacy, research methodology, and technological literacy.
- Analyze own actions and perspectives of other persons and work effectively with others in groups.

Program Learning Outcomes

Students who complete the program will be able to:

- Analyze their own actions and perspectives of other persons and work effectively with others in groups.
- Master college-level computational skills and apply them to concrete problems; demonstrate algorithmic competence appropriate to multiple levels.
- Identify problems/arguments, isolate facts related to arguments, generate multiple solutions to problems, predict consequences, and use evidence and sound reasoning to justify well-informed positions.
- Master college-level computational skills and apply them to concrete problems; demonstrate algorithmic competence appropriate to multiple levels.
- Analyze consequences of actions taken and their impact on society and self; demonstrate collaborative involvement in community interests.
- Identify and explain diverse customs, beliefs, and lifestyles, as well as cultural, historical, and geographical issues that shape perceptions.
- Find, evaluate, use, and communicate information in all its various formats; demonstrate library literacy, research methodology, and technological literacy.
- Analyze own actions and perspectives of other persons and work effectively with others in groups.
## Transfer Information

### 2020–2021 Inter-segmental General Education Transfer Curriculum (IGETC)

<table>
<thead>
<tr>
<th>AREA 1—ENGLISH COMMUNICATION</th>
<th>LEGEND: R=REMAINING IP=IN PROGRESS C=COMPLETED</th>
<th>R</th>
<th>IP</th>
<th>C</th>
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<tbody>
<tr>
<td><strong>CSU:</strong></td>
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<tr>
<td>3 courses required, one each from Group A, B, and C.</td>
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<tr>
<td><strong>UC:</strong></td>
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<tr>
<td>1 course from Group A</td>
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</tbody>
</table>

**Group A:** English Composition, 3 Semester (or 4–5 Quarter) Units

- **ENGL 1A**

**Group B:** Critical Thinking—English Composition, 1 course, 3 Semester (or 4–5 Quarter) Units

- **BIOL 32**
- **COMM 5**
- **ENGL 5**

**Group C:** Oral Communication (CSU and ADT requirement), 1 course, 3 Semester (or 4–5 Quarter) Units

- **COMM 3, 4, 20, 45**

### AREA 2—MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

1 course: (3 Semester Units or 4–5 Quarter Units)

- **MATH 1A, 2A, 3A, 3B, 3C, 3E, 3F, 13, 16A, 16B**

*Transfer credit is limited by either UC or CSU or both. Please consult with a Counselor.*

### AREA 3—ARTS AND HUMANITIES

At least 3 courses, with at least one from the Arts and one from the Humanities: 9 Semester (or 12–15 Quarter) Units

**Group A—Arts:**

- **ART 1, 2, 3, 4, 16, 182(\*)**
- **ENGL 21**

**Group B—Humanities:**

- **ARAB 1B**
- **ART 182(\*)**
- **ASAME 30**
- **ENGL 1B, 17A, 17B, 20, 44B, 47, 50, 85A, 85B, 85C**
- **PHIL 1, 2, 16, 20A, 20B, 31A(\*), 35(\*)**, 37

*Students will receive credit and certification for one course only.*

### AREA 4—SOCIAL AND BEHAVIORAL SCIENCES

At least 3 courses from at least 2 disciplines or an interdisciplinary sequence: 9 Semester (or 12–15 Quarter) Units

*Students will receive credit and certification for one course only.*

- **AFRAM 1, 33**
- **ANTHR 2, 3, 13, 18, 55**
- **ASL 55A**
- **CHDEV 51**
- **COMM 6, 10, 19**
- **ECON 1, 2, 20**
- **ETHST 1, 2**
- **GEOG 3, 18**
- **HIST 1, 2A, 2B, 3A, 3B, 7A, 7B, 19, 21, 31**
- **HUMAN 55**
- **HUSV 117**
- **LAT 33**
- **POSCI 1, 2, 3, 4, 6, 12, 19, 20**
- **PSYCH 1A, 6, 21**
- **SOCSC 2**
- **SOC 1, 2, 5, 6, 7, 8, 13, 18**
- **WS 1**

### AREA 5—PHYSICAL AND BIOLOGICAL SCIENCES

At least 2 courses, one from Physical Science and one from Biological Science; at least one must include a Laboratory (indicated by “L” in parentheses): 7–9 semester (or 9–12 quarter) units.

**A. Physical Sciences:**

- **ASTR 10**
- **CHEM 1A(L), 1B(L), 12A(L), 12B(L), 18(L), 30A(L), 30B(L)**
- **GEOG 1** (add GEOG 1L to clear lab requirement), 19
- **GEOL 10** (add GEOL 10L to clear the lab requirement)
- **PHYS 3A (L), 3B (L), 4A(L), 4B(L), 4C(L)**
- **PHYS 20**

**B. Biological Sciences:**

- **ANTHR 1 (add ANTHR 1L to clear the lab requirement)**
- **BIOL 1A(L), 1B(L), 3(L), 10(L), 13/13L, 25(L), 33(L), 34/34L, 50A(L), 50B(L), 50C(L)**

**C. Laboratory Science:**

One course shown with (L) in Physical Sciences or Biological Sciences.
**Languages Other Than English (UC Requirement Only)**

You may demonstrate proficiency as follows:

1. Completion of a college course equivalent to 2nd level high school LOTE with "C" (2.0) or better; OR
2. Completion of 2nd level high school course work in one language other than English with a grade of "C-" or better (May use high school level LOTE courses completed in 7th and 8th grade); OR
3. Completion of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English (documentation required); OR
4. Satisfactory score on the College Board Subject Test (formerly SAT II) in a language other than English (see a Counselor for required scores); OR
5. Score of 3 or better on the College Board Advanced Placement Examination in a language other than English; OR
6. Score of 5 or better on the International Baccalaureate Higher Level Examination in a language other than English OR
7. Satisfactory completion of a proficiency test administered by a community college or University in a language other than English (documentation required)
8. Complete a Defense Language Institute Foreign Language Center (DLIFLC) language other than English course with a "C" or better grade; OR
9. Earn a grade of "C" or better on an GCSE O-Level or GCE A-Level exam in LOTE.

Proficiency met by completing one of the following BCC courses:

- ARAB 1A, 1B, 30A
- ASL 50, 50AB, 51, 51AB, 52, 52AB, 53, 53AB
- CHIN 1
- FREN 1A, 1B
- PORT 1A, 1B
- SPAN 1A, 1B, 2A, 2B, 22A, 22B

**AMERICAN INSTITUTIONS: United States History, Constitution, and American Ideals Requirement (CSU GRADUATION REQUIREMENT ONLY)**

*Note: Courses used to meet this requirement may also be used to satisfy requirement in CSU-GE/Breadth, Area 4, (at the option of the receiving CSU campus), although units are counted once (Please see a counselor for details.)*

Any of the following combinations (two courses) are acceptable:

- PO SCI 1 AND HIST 7A OR HIST 7B

**IGETC Completed:**

- CSU ☐ YES
- UC ☐ YES

CSU Graduation Requirement American Institutions Completed: ☐ YES
University of California at Berkeley Campus
College of Letters and Sciences: Breadth Requirements

The following are primarily the breadth requirements for the College of Letters and Sciences only. Applicants to majors offered by the College of Chemistry, the College of Engineering, the College of Environmental Design, the College of Natural Resources, and Haas School of Business should check the individual transfer agreements for exceptions and breadth requirement guidelines.

- Full completion of IGETC satisfies the Essential Skills & Seven-Course Breadth Requirements. See majors in other colleges for their Breadth Requirements.
- For more specific information, please see a Counselor before enrolling in these courses.

Requirements for the College of Letters and Science are divided into two areas:

1. Essential Skills
2. The Seven-Course Breadth

Must be completed before graduation from Berkeley, students should make every effort to complete as many of the Seven-Course Breadth areas as possible before transfer.

Guidelines:
- Requirements have to be met with course work—no AP or IB Exam credit.
- Courses may be taken for a grade of “C” or better or P/NP or CR/NC (if P or CR means “C–” or better).
- Courses must carry a minimum of 3 units.
- Courses from one’s major department may be used.
- Not more than 2 courses offered by the same department may be used.
- Courses used for breadth credit may not be used to meet R&C, QR and FL Requirements.
## University of California at Berkeley Campus
### College of Letters and Sciences: Breadth Requirements

### ESSENTIAL SKILLS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Legend: R=Remaining IP=In Progress C=Completed</th>
<th>R</th>
<th>IP</th>
<th>C</th>
</tr>
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<tbody>
<tr>
<td><strong>1 – Reading &amp; Composition (R&amp;C):</strong></td>
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<tr>
<td>Students may also satisfy this requirement with a score or grade of:</td>
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<tr>
<td>• 5 on the Advanced Placement Exam in English Literature &amp; Composition; or</td>
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<tr>
<td>• 5 on the International Baccalaureate Higher Level Exam in English A1 Credential Exam; OR</td>
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<tr>
<td>The first half of this requirement can be satisfied by scoring:</td>
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<tr>
<td>• 4 on the Advanced Placement Exam in English Literature &amp; Composition; or</td>
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<tr>
<td>• 4 or 5 on the Advanced Placement Exam in English Language &amp; Composition</td>
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<tr>
<td>As of Fall 2018, A-level exam scores will no longer be accepted in satisfaction of any portion of the Reading &amp; Composition requirement.</td>
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<tr>
<td>Transfer students must fulfill this requirement with one of the options mentioned above or take the courses (with a grade of “C” or better) listed:</td>
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<tr>
<td>• ENGL 1A and 1B</td>
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<tr>
<td>College: __________________________ Course from Other College: __________________________</td>
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<td><strong>2 – Quantitative Reasoning (QR):</strong></td>
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<td>Students may also satisfy this requirement with a score or grade of:</td>
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<tr>
<td>• 600 on the SAT Reasoning Test; or</td>
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<tr>
<td>• 570 on the Math Achievement Test (SAT II Math Subject Exam) Level I (if taken between 1985 and Spring 2005) or 520 Level II (if taken May 1995 or later); OR</td>
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<td>• 28 on the ACT; OR</td>
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<tr>
<td>• 3 or better on the Advanced Placement Exam in Calculus AB or BC; OR</td>
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<tr>
<td>• 3 or better on the Advanced Placement Exam in Computer Science; OR</td>
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<tr>
<td>• 3 or better on the Advanced Placement Exam in Statistics; OR</td>
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<tr>
<td>• 5 or better on the International Baccalaureate Higher Level Math Exam; OR</td>
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<tr>
<td>• A, B, or C on the General Certificate Exam “A” Level Mathematics Exam.</td>
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<tr>
<td>Transfer students must fulfill this requirement with one of the options mentioned above or take one course (with a grade of “C-” or better) listed:</td>
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<tr>
<td>• MATH 1, 2, 3A, 3B, 3C, 3E, 3F, 13, 16A, 16B</td>
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<tr>
<td>College: __________________________ Course from Other College: __________________________</td>
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<tr>
<td><strong>3 – Foreign Language (FL):</strong></td>
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<tr>
<td>Students may also satisfy this requirement with a score or grade of:</td>
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<td>• Grade C- or better in the third year a high school foreign language or the second semester of a foreign language taught at UC Berkeley; or</td>
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<td>• 550 on the SAT II Foreign Language Subject Exam, if taken before May 1995; or</td>
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<tr>
<td>• 590 on the SAT II Subject Exam, if taken May 1995 or later;</td>
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<tr>
<td>• 3 or better on the Foreign Language Advanced Placement Exam;</td>
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<tr>
<td>• 5 or better on the International Baccalaureate Higher Level Exam in a Second Language (other than English) A2, B, or Standard Level Credential Exam</td>
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<tr>
<td>• C or better on the A-Level or GSCE/O-Level Foreign Language Exam.</td>
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<tr>
<td>Transfer students must fulfill this requirement with one of the options mentioned above or take one course (with a grade of “C-” or better) listed:</td>
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<tr>
<td>• ARAB 1B</td>
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<td>• ASL 51, 52, 53, 55B, 57</td>
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<tr>
<td>• FREN 1B</td>
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<tr>
<td>• PORT 1B</td>
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<tr>
<td>• SPAN 1B</td>
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<tr>
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*Continues on next page.*
### SEVEN-COURSE BREADTH

**Legend:** R=Remaining IP=In Progress C=Completed

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<th>Course Code</th>
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<tr>
<td><strong>1 – Arts and Literature: One course</strong></td>
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<tr>
<td>(*)</td>
<td>ART 1, 2, 3, 4, 13, 16, 182(*)</td>
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<td>ENGL 10A, 10B, 17A, 17B, 21, 50</td>
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<td>MUSIC 15A, 15B</td>
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<td>(*)</td>
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<tr>
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<td>Students will receive credit for one course only.</td>
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<td>College:</td>
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<td>Course from Other College:</td>
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<tr>
<td><strong>2 – Biological Sciences: One course</strong></td>
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<tr>
<td>(*)</td>
<td>ANTHR 1</td>
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<td>PHYS 20</td>
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<td>College:</td>
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<td>Course from Other College:</td>
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<td><strong>3 – Historical Studies: One course</strong></td>
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<td>Course from Other College:</td>
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<td><strong>4 – International Studies: One course</strong></td>
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<td>College:</td>
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<td>Course from Other College:</td>
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<td><strong>5 – Philosophy and Values: One course</strong></td>
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<td>HUMAN 30A(*), 40</td>
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<td>PHIL 1, 2, 10, 16, 20A, 20B, 31A(*), 35(**), 37</td>
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<td>WS 35(**)</td>
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<td>College:</td>
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<td>(*)</td>
<td>Course from Other College:</td>
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<tr>
<td><strong>6 – Physical Sciences: One course</strong></td>
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<tr>
<td>(*)</td>
<td>ASTR 10</td>
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<td>(*)</td>
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<td>GEOG 1</td>
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<td>PHYS 20</td>
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<td>(*)</td>
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<td>(*)</td>
<td>College:</td>
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<td>Course from Other College:</td>
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<td><strong>7 – Social and Behavioral Sciences: One course</strong></td>
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<td>(*)</td>
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<td>(*)</td>
<td>HIST 1, 2A, 2B, 7A, 7B, 19, 21, 31(*)</td>
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<td>(*)</td>
<td>HUMAN 5</td>
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<td>(*)</td>
<td>PHIL 11</td>
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<td>(*)</td>
<td>POSCI 1, 2, 3, 6, 20(++)</td>
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<td>(*)</td>
<td>PSYCH 1A, 6, 21</td>
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<td>SOC 1, 2, 5, 6(‘), 8, 13</td>
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<td>(*)</td>
<td>WS 1(+++)</td>
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<td>(*)</td>
<td>College:</td>
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<td></td>
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<tr>
<td>(*)</td>
<td>Course from Other College:</td>
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</tbody>
</table>

**AMERICAN CULTURES REQUIREMENT:**

One course (may be completed prior to transfer)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>College:</th>
<th>Course from Other College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*)</td>
<td>HIST 7A, 7B, 19, 21</td>
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<td></td>
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<tr>
<td>(*)</td>
<td>SOC 5</td>
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<td></td>
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<tr>
<td>(*)</td>
<td>College:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(*)</td>
<td>Course from Other College:</td>
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</tbody>
</table>
The California State University 2020–2021 General Education Breadth Requirements

Certificate of Achievement (Updated Annually)

Students who plan to transfer to the California State University system (CSU) are encouraged to pursue a Certificate of Achievement in Liberal Arts. Students are advised to consult with a Counselor to develop their own program of study.

CSU Transfer

The California State University System requires a transfer student seeking a bachelor’s degree to complete a forty-eight (48) unit breadth requirement, distributed among five academic areas. Thirty-nine (39) of the units are lower-division courses and may be completed at Berkeley City College. The five breadth requirement areas and the courses that will satisfy the requirements of each area are listed in the following table.

- Courses that are listed in more than one area but may not be counted in more than one area.
- For more specific information, please see a counselor before enrolling in these courses.

Effective Fall 2005, the upper division transfer applicant must have completed at least 60 transferable units with a minimum GPA of 2.0. Of these a minimum of 39 units of General Education/Breadth must be completed including Areas A1, A2, A3 and B4.

Certification: The “Request for Certification” form is available and can be filed in the Admissions and Records Office. Official transcripts of any coursework completed outside Peralta District must be on file prior or accompany the certification request. Courses taken at other California Community Colleges will be placed in the CSU-GE/Breadth area identified by the offering college the term the course was taken. Courses taken at other colleges or universities (other than a CA Community College) may be used on CSU-GE as long as the courses are determined to meet CSU-GE course standards.

NOTE: Students must request certification of CSU general education requirements from the Office of Admissions and Records prior to transfer. For full certification of GE requirements, student must complete 9 units from area A, a minimum of 9 units from areas B, C, and D, and 3 units from area E for a total of 39 units.

Program Learning Outcomes

Students who complete the program will be able to:

- Speak, read, and write clearly and effectively with audience awareness; analyze communications for meaning, purpose, effectiveness, and logic
- Identify problems/arguments, isolate facts related to arguments, generate multiple solutions to problems, predict consequences, and use evidence and sound reasoning to justify well-informed positions.
- Master college-level computational skills and apply them to concrete problems; demonstrate algorithmic competence appropriate to multiple levels.
- Analyze consequences of actions taken and their impact on society and self; demonstrate collaborative involvement in community interests.
- Identify and explain diverse customs, beliefs, and lifestyles, as well as cultural, historical, and geographical issues that shape perceptions.
- Find, evaluate, use, and communicate information in all its various formats; demonstrate library literacy, research methodology, and technological literacy.
- Analyze own actions and perspectives of other persons and work effectively with others in groups.
# 2020–2021 CSU General Education Breadth Requirements

### Transfer Information

<table>
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<tr>
<th>R</th>
<th>IP</th>
<th>C</th>
</tr>
</thead>
</table>

**THOUGH A COURSE MAY BE LISTED IN MORE THAN ONE AREA, IT COUNTS IN FULFILLING ONE AREA ONLY.**

**AREA A – ENGLISH LANGUAGE, COMMUNICATION, AND CRITICAL THINKING**

Minimum of 9 semester (or 12–15 quarter) units. One course from each sub-area must be completed with a grade of "C" or better.

**A1 – Oral Communication**

At least one (1) course from the following:

<table>
<thead>
<tr>
<th>COMM 3, 4, 20, 45</th>
<th>ESOL 50A</th>
</tr>
</thead>
</table>

College: __________________________________________
Course from Other College: __________________________
Advanced Placement: _______________________________

**A2 – Written Communication**

<table>
<thead>
<tr>
<th>ENGL 1A</th>
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</thead>
</table>

College: __________________________________________
Course from Other College: __________________________
Advanced Placement: _______________________________

**A3 – Critical Thinking** For some Engineering majors, exceptions may apply (see a counselor for details).

At least one course from the following:

<table>
<thead>
<tr>
<th>BIOL 32</th>
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<tr>
<th>COMM 5</th>
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<th>ENGL 5</th>
</tr>
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<table>
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<tr>
<th>PHIL 10, 11</th>
</tr>
</thead>
</table>

College: __________________________________________
Course from Other College: __________________________
Advanced Placement: _______________________________

**AREA B – SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING**

Minimum of 9 semester (or 12–15 quarter) units. One from Physical Sciences (B1), one from Life Sciences (B2), and one from Mathematics/Quantitative Reasoning (B4). One laboratory activity (L) required from either Physical Science or Life Science or ANTHR 1L or GEOG 1L. Math/Quantitative Reasoning (B4) with a grade "C" or better.

**B1 – Physical Science**

At least one course from the following:

<table>
<thead>
<tr>
<th>ASTR 10, 15</th>
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</table>

<table>
<thead>
<tr>
<th>CHEM 1A(L), 1B(L), 12A(L), 12B(L), 18(L), 30A(L), 30B(L)</th>
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<thead>
<tr>
<th>GEOG 1, 18, 19</th>
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<thead>
<tr>
<th>GEOL 10</th>
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<table>
<thead>
<tr>
<th>PHYS 3A(L), 3B(L), 4A(L), 4B(L), 4C(L), 10</th>
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<tr>
<th>PHYSC 20</th>
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</table>

College: __________________________________________
Course from Other College: __________________________
Advanced Placement: _______________________________

**B2 – Life Science**

At least one course from the following:

<table>
<thead>
<tr>
<th>ANTHR 1</th>
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<table>
<thead>
<tr>
<th>BIOL 1A (L), 1B (L), 3 (L), 10 (L), 13, 25, 33 (L), 34 (L), 50A(L), 50B(L), 50C (L)</th>
</tr>
</thead>
</table>

College: __________________________________________
Course from Other College: __________________________
Advanced Placement: _______________________________

**B3 – Laboratory Activity**

At least one course from either B1 or B2 with lab activity (L) or one of the following:

<table>
<thead>
<tr>
<th>ANTHR 1</th>
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<tr>
<th>BIOL 13L, 34L</th>
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<tr>
<th>GEOG 1L</th>
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<tr>
<th>GEOL 10L</th>
</tr>
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</table>

College: __________________________________________
Course from Other College: __________________________
Advanced Placement: _______________________________

**B4 – Math/Quantitative Reasoning**

At least one course, with a grade "C" or better, from the following:

<table>
<thead>
<tr>
<th>EDUC 18</th>
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<table>
<thead>
<tr>
<th>MATH 1, 2, 3A, 3B, 3C, 3E, 3F, 11, 13, 16A, 16B, 18, 50</th>
</tr>
</thead>
</table>

College: __________________________________________
Course from Other College: __________________________
Advanced Placement: _______________________________

Continues on next page
### CSU General Education Breadth Requirements (cont’d)

<table>
<thead>
<tr>
<th>Area</th>
<th>Minimum Units</th>
<th>Courses Required</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **Area C – Arts and Humanities** | Minimum of 9 semester (or 12–15 quarter) units with one course from Arts (C1), one course from Humanities (C2), and one course from either the Arts or Humanities. |  | Though a course may be listed in more than one area, it counts in fulfilling one area only. (*)
| C1 – Arts (Arts, Cinema, Dance, Music, Theater) | | | |
| ART 1, 2, 3, 4, 13, 16, 46, 182(*) | HUMAN 21, 26, 52(+), 53, 57, 182(*) | MMART 122B, 123 | MUSIC 10, 15A, 15B, 24 |
| ENGL 21 | | | WS 52 (+) |
| College: | | Advanced Placement: | |
| C2 – Humanities (Literature, Philosophy, Languages other than English): | |  | |
| ARAB 1A, 1B, 30A | | HUMAN 1, 5, 15, 30A(*), 30B, 40, 55, 182(*) | M/LAT 30A, 30B |
| ART 182(*) | ASAME 30 | PHIL 1, 2, 10, 16, 20A, 20B, 31A(*), 35(**), 37 | |
| ASL 50, 50AB, 51, 51AB, 52AB, 53, 53AB | CHIN 1 | PORT 1A, 1B | |
| FREN 1A, 1B | | WS 35(**) | |
| College: | | Advanced Placement: | |
| **Area D – Social Sciences** | Minimum of 9 semester (or 12–15 quarter) units with courses from at least two different disciplines. |  | |
| AFRAM 1, 33 | COMM 6, 10, 19 | HIST 1, 2A, 2B, 3A, 3B, 7A, 7B, 19, 21, 31 | POSCI 1, 2, 3, 4, 6, 19, 20 |
| ANTHR 2, 3, 13, 18, 55 | ECON 1, 2, 20 | HUMAN 55 | PSYCH 1A, 6, 21 |
| ASAME 11 | ETHST 1, 2 | HUSV 117 | SOC 1, 2, 5, 6, 7, 8, 13, 18 |
| ASL 55A | GEOG 3, 18 | M/LAT 33 | SOCS 2 |
| CHDEV 51 | | | WS 1 |
| College: | | Advanced Placement: | |
| **Area E – Lifelong Learning & Self-Development** | Minimum of 3 semester (or 4–5 quarter) units, one course from the following. (*) Students will receive credit and certification for one course only. DD-214 documentation can be used to satisfy Area E. (+) This course can only be used for Area E if taken in Fall 2015 or later. |  | |
| COUN 24, 57 | CHDEV 51 | HLTED 1 | PSYCH 1A(+), 6, 21 |
| College: | | Advanced Placement: | |
| **American Institutions: U.S. History, Constitution and American Ideals** | This graduation requirement can be completed at BCC prior to transfer. Any of the following combinations (two courses) are acceptable. Note: Courses used to meet this requirement may also be used to satisfy requirement in CSU-GE/Breadth, Area D, (at the option of the receiving CSU campus), although units are counted once. (Please see a counselor for details.) | | |
| POSCI 1 AND HIST 7A OR HIST 7B | | | |
| CSU-GE Completed: ☐YES | CSU Graduation Requirement American Institutions Completed: ☐YES | | |
A s a Berkeley City College student, you should be familiar with college policies and regulations. This section includes information about a variety of academic policies, including attendance regulations, grades and grading options, course repetition, study load limits, and transcripts. Take a few moments to read through this important material. If you have questions, contact your counselor or instructor.

Academic Policies and Procedures

Academic Recognition—Honor Roll
You are placed on the Honor Roll if you complete 12 or more units with a semester grade point average of 3.25 or better. Your honor status GPA (grade point average) is computed on the basis of units attempted and completed District-wide, and your Honor Roll status is assigned to the college where you complete the majority of your units for a particular semester.

(Units awarded in “P” graded classes are not counted in the GPA calculation.)

Graduation with Honors—Associate Degree Honors
If you maintain an overall GPA of 3.25 or better and complete all the required coursework for an Associate degree, you can graduate with honors. You can earn one of three levels of honors at graduation: “With Honors,” “With High Honors,” and “With Highest Honors.”

- To earn the Associate degree “With Honors” (Cum Laude), you must have an overall cumulative grade point average of 3.25 to 3.49.
- To earn the Associate degree “With High Honors” (Magna Cum Laude), you must have an overall cumulative grade point average of 3.50 to 3.74.
- To earn the Associate degree “With Highest Honors” (Summa Cum Laude), you must have an overall cumulative grade point average of 3.75 to 4.0.

Your honor status GPA is computed on the basis of units attempted and completed District-wide, excluding non-Associate degree courses numbered 250–299, 348, and non-credit courses numbered 400–699. Also, all lower-division units that you have earned from regionally accredited degree-granting institutions outside of the Peralta District colleges are included in the GPA calculation. Finally, your honor status is assigned to the college awarding the Associate degree.

Academic Renewal Policy
It is possible for you to have two semesters or 24 total units of poor grades (“D”, “F”, “FW”, or “NP”) earned within the Peralta District colleges forgiven when computing your cumulative grade point average. To do this, you must formally/legally petition to have your poor grades (substandard grades) alleviated and disregarded in the calculation of your cumulative grade point average.

You petition by obtaining and submitting the form “Alleviation of Substandard Academic Performance” at the Office of Admissions and Records. (Available online at: http://web. peralta.edu/admissions/academic-renewal- alleviation/)

A minimum of two semesters or a maximum of 24 semester units of coursework at all Peralta Colleges which has been legally petitioned may be alleviated and disregarded in the computation of cumulative grade-point averages. You must meet the following conditions to be eligible for academic renewal:

a. A period of one year must have elapsed since you received the poor grades that you want to petition to be alleviated;

b. You must have completed at least 15 units of coursework, either in the Peralta Community College District or another regionally accredited college or university, with a GPA of 2.5 since receiving the grades you are petitioning to be disregarded; and

c. You must formally petition and present evidence that the poor grades earned are not representative of your present scholastic ability and level of performance.

Coursework completed at an institution outside the Peralta District cannot be used to satisfy this requirement.

Please note: When coursework is forgiven, the permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history. Veterans who request alleviation of substandard academic performance may be required to reimburse the VA for changes in your cumulative grade point average.

Academic Standing

Good Standing
To remain in good academic standing, you must maintain a cumulative grade point average of 2.0 or higher.

If your cumulative grade point average is less than 2.0 at the end of any term, you will be placed on academic probation and considered scholastically deficient. There are two types of scholastic deficiency: probation and dismissal. There are two types of probation: academic and progress. Similarly, there are two types of dismissal: academic and progress.

Academic and Progress Probation

- Academic Probation
If you have attempted at least 12 semester units and have a cumulative GPA of less than 2.0 in the Peralta Community College District, you will be placed on academic probation. You will receive special counseling, including consideration of possible reduction of your study load. If you have a cumulative grade point average of less than 2.0 at the end of any term, either semester or summer session, you will be placed on academic probation during the following term of attendance and shall remain on academic probation until your cumulative grade point average is 2.0 or higher. You will also lose priority registration.

- Progress Probation
If you have enrolled in a total of at least 12 semester units as indicated on your total academic record in the Peralta Community College District, you shall be placed on progress probation when the percentage of “W”, “I”, and “NP” grades recorded reaches at least 50% of all grades recorded. You will remain on progress probation until your percentage of “W”, “I”, and “NP” grades falls below 50% of all grades recorded. You will also lose priority registration.

Academic and Progress Dismissal

- Academic Dismissal
If you have been placed on academic probation and you earn a cumulative grade point average of less than 1.75 in all units attempted in each of three (3) consecutive semesters, you become subject to dismissal. Summer session and regular intercessions are considered a semester.

- Progress Dismissal
If you have been placed on progress probation, you are subject to dismissal if the percentage of units in which you have enrolled reaches or exceeds 50% in at least three (3) consecutive semesters for which entries of “W”, “I”, and “NP” grades are recorded.

- Dismissal Procedures
Once you are placed on dismissal, you must either make an appointment to see a Counselor or attend a workshop to address the reasons you are on probation and petition for readmission. A Counselor will make a recommendation to the Vice President of Student Services or the Dean of Student Services regarding the possibility of continued registration. You will be notified within a specified time regarding whether or
Course Repetition Administrative Procedure

The Peralta Community College District Administrative Procedure 4225 provides detail regarding course repetition and course repeatability and should be referenced. This procedure follows state regulations in Title 5.

Following is a summary and is not intended to replace or change Administrative Procedure 4225:

A. Students may petition to repeat a course for one of the following reasons:

1. To alleviate substandard academic work ("D," "F," "FW," "NP," or "NC") or because a "W" was earned. (Two repeats permitted; thus you can only take the course three times).

2. To meet a "legally mandated training requirement as a condition of continued paid or volunteer employment" (documentation required).

3. To address a "significant change in industry or licensure standards which is necessary for a student’s employment or licensure" (documentation required).

4. Because of "extenuating circumstances" including verified cases of accidents, illness, or other circumstances beyond the student’s control.

5. Because "another institution of higher education to which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating the course in question" (documentation required).

6. Because of a "significant lapse of time" (no less than 36 months) and "there is a properly established recency prerequisite for the course or program pursuant to Title 5 section 55003."

B. Students can repeat courses for one of the following reasons and a petition is not required.

1. A student is permitted to enroll in a variable unit open-entry/open-exit course as many times as necessary to complete the entire curriculum of the course once.

2. A student may repeat Cooperative Work Experience for a total of 16 semester units, with a maximum of six (6) semester credit hours during one enrollment period in general work experience and a maximum of 8 semester credit hours during one enrollment period in occupational work experience.

3. A student may repeat a course which is designated as repeatable because repetition of that course is required by CSU and/or UC for completion of a bachelor’s degree.

4. A student may repeat a course for purposes of Intercollegiate Athletics

Academic Policies and Procedures

(350 contact hours per year per sport and 175 contact hours in courses that focus on conditioning and skill development) or participation for up to four (4) semester enrollments in that course.

5. A student may repeat courses that are designed specifically for participation in non-athletic competitive events between students from different colleges and the event is sanctioned by a formal collegiate or industry governing board.

6. A student may enroll in active participatory courses in physical education, visual or performing arts that are related in content for no more than four (4) courses in each course area (even if a "W" is received).

C. A student with a disability may repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in Title 5 section 56029.

As noted above, in many instances, course repetition requires completion of the "Course Repetition Form" which is available online at: http://web.peraltacollege.edu/admissions/files/2011/06/Course-Repetition-Due-to-Substandard-Grade-11-5-14.pdf.

Independent Study

Independent Study allows a student to explore an area of study or project of his/her choice not covered by regular catalog offerings. Such study may include directed field experience, research, or development of skills and competence.

Conditions for Independent Study

A. You must have approval of the department chair.

B. You must be concurrently enrolled in at least one other class at the college.

C. You must have prior successful academic experience in the content of the course. The college will publish by full-time instructional faculty; are graded in a manner consistent to other course offerings; and you have access to the instructor during the instructor’s office hours or at other times with the instructor’s consent.

D. You may accrue a maximum of 5 units in any one discipline, regardless of the number of repeats.

Approval Process for Independent Study

A. You must demonstrate that your background is adequate for the proposed course of study and you must have prior successful academic experience in the particular discipline of study.

B. You must submit the required Independent Study form, with a written request, including an outline of the project to the instructor (contract full-time instructor) and obtain written approval prior to the end of the second week of the semester.

C. You must have approval of the department chair.

D. You must have the approval of the Office of Instruction.

Independent Study Course Characteristics

A. Independent Study courses are conducted by full-time instructional faculty; are graded in a manner consistent to other course offerings; and you have access to the instructor during the instructor’s office hours or at other times with the instructor’s consent.

B. These courses may count as electives and generally do not fulfill specific Associate degree requirements.

C. Transfer credit for Independent Study (49’s) is contingent upon an evaluation of the course by the receiving University of California. Independent Study (49’s) transfers as elective credit to the CSU system.

Credit by Examination

Berkeley City College presently offers a credit by examination option for the following courses:

• Mathematics 201, Elementary Algebra;

• Mathematics 203, Intermediate Algebra, to meet the Associate degree general education requirement (see "Associate Degree Requirements (cont’d)" on page 54, Plan II);

• American Sign Language 52, 52A, 52B, 53, 53A, 53B;

• CIS 200, Computer Concepts and Applications, to meet the Associate degree general education requirement (see “Associate Degree Requirements (cont’d)” on page 54, Plan II)

• MM/AN 1B, 3A, 10, 20A, MMART 3

As other courses are established with a credit-by-examination option, the college will publish them in the Berkeley City College Catalog and Catalog Supplement.

If you are a registered student who is attending classes, are in good standing (not on probation), and have completed at least 12 semester units at Berkeley City College, you may petition to take an equivalency examination in the courses listed above. You may obtain a “Petition for Credit by Examination” from the Office of Admissions and Records, a Counselor, or online at: http://web.peraltacollege.edu/admissions/files/2011/06/Petition-for-credit-by-examination-02-16-2016-rev.pdf. You should accompany the petition form with evidence of knowledge or experience in the content of the course. The department chairperson for the course involved makes the final determination of eligibility to challenge a course by examination.

You may accrue a maximum of 15 semester units using credit by examination. The District will record units earned on your record as a letter grade or "P" as determined by each department and grading policy. You are not permitted to challenge by examination any course of a lower level than a course you have previously completed.

Credit by examination is not part of your current work load and cannot be counted toward the 12-unit residency, veteran’s benefits, financial aid, athletic eligibility, or similar purposes.
Academic Policies and Procedures

College Credit for Advanced Placement (AP) Tests, International Baccalaureate (IB), and the College-Level Examination Program (CLEP)

General Guidelines
In order to receive credit for either AP, IB, or CLEP:

- You must be enrolled in the Peralta Community College District to apply for such credit;
- You are not required to have completed any specific number of units in the Peralta Community College District prior to applying for such credit;
- You may use units earned through any of these exams to meet major or baccalaureate degree requirements (to see the unit values awarded by the Peralta Community College District for any of these exams, please see the charts that follow each section);
- You may not use units from these exams to satisfy financial aid, veterans, or EOPS eligibility criteria;
- You may not use units from these exams to satisfy the 12-unit residency requirement at any of the Peralta Community College District’s four colleges; and
- If you have earned credit from an AP exam, you should not enroll in a comparable college course because credit will not be granted for both the exam and the course.
- You must be enrolled in the Peralta Community College District to apply for such credit.

Advanced Placement Tests
You will be granted credit for College Entrance Examination Board (CEEB) Advanced Placement (AP) tests with scores of 3, 4, 5 (see the AP chart which follows) in specific subject areas for certificates, Associate degrees, CSU General Education Breadth certification and IGETC certification.

The unit/credit value granted for a college certificate or Associate degree may vary from the unit/credit value given by a UC or a CSU. You may use units earned by AP examinations toward CSU, General Education Breadth Certification, (partial or full), according to the CSU approved list below and you may use units earned by AP examinations to meet Inter-segmental General Education Transfer Curriculum (IGETC) as per the approved list below.

Each AP exam may be applied to one IGETC area as satisfying one course requirement, with the exception of Language Other Than English (LOTE).

There is no equivalent AP exam for IGETC Area 1B or CSU GE Breadth Area A3, Critical Thinking/Composition. There is no equivalent AP exam for IGETC Area 1C or CSU GE Breadth Area A1, Oral Communication.

If you have passed more than one AP exam in Calculus, only one exam may be used for credit/unit purposes for a certificate, Associate degree, CSU GE certification, and IGETC certification.

Some four-year institutions (e.g., out-of-state, independent) may not accept AP credit. Actual transfer credit awarded for admission is determined by the CSU and UC. Individual CSU and UC campuses continue to determine the applicability and quantity of AP credits granted toward major or baccalaureate degree requirements.

In some areas, CSU grants additional units for elective credit toward eligibility for admission. The CSU campus to which you transfer determines the total number of units to be awarded for successful completion of Advanced Placement examination(s) and how the exam scores may apply to other graduation requirements.

For IGETC certification, AP examinations in Biology, Chemistry, or Physics B allow a community college to apply 4 semester or 5 quarter units to IGETC certification (as noted in the chart below). For Environmental Science, Physics C: Mechanics and Physics C: Electricity, Magnetism, 3 semester or 4 quarter units are applied for IGETC certification (as noted below); therefore, students who have completed these exams will be required to complete at least 4 semester or 5 quarter units to satisfy the minimum required units for Area 5.

The California State University Advanced Placement Policy can be found at its website: http://admission.universityofcalifornia.edu/counselors/exam-credit/ap-credits/index.html

The California State University Advanced Placement Policy can be found at its website: https://www2.calstate.edu/apply/transfer/Pages/advanced-placement-ap.aspx

Advanced Placement Exam Procedures
If you wish to apply for AP credit having received a score of 3, 4, 5 on any of the exams listed below, you should:

1. Obtain a “Petition for Advanced Placement Examination Credit” from the Admissions and Records Office
2. Attach official copies of AP score reports from the College Board or an official copy of your high school transcript (if it reports Advanced Placement Examinations)
3. Take the completed petition and supporting documentation to a Counselor for review
4. If you wish to receive credit for an AP examination not on this list, you should obtain a petition from the Admissions and Records Office and submit it to the Vice President of Instruction, who will evaluate requests on a case-by-case basis.
<table>
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<tr>
<th>AP Exam</th>
<th>PCCD Course</th>
<th>PCCD GE Area</th>
<th>PCCD Units</th>
<th>CSU GE Area/Units</th>
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### College Credit for Advanced Placement (AP) Tests (cont’d)

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¹ If a student passes more than one AP exam in calculus or computer science, only one examination maybe applied to the baccalaureate.
² If a student passes more than one AP exam in physics, only six units of credit maybe applied to the baccalaureate, and only four units of credit maybe applied to a certification in GE Breadth.
Academic Policies and Procedures

International Baccalaureate (IB) Examination Program

The Peralta Community College District may award International Baccalaureate Examination (IB) credit towards an Associate Degree General Education Requirement, or for CSU GE or IGETC transfer certification to those who attain an appropriate score on Higher Level (HL) Exams. If you are intending to transfer to a four-year institution, you should consult with a Counselor or the individual institution regarding its (IB) credit policy for major course work. A score of 5, 6, or 7 on Higher Level exams is required to grant credit for IGETC and CSU GE Breadth certification. The exception for CSU GE Breadth certification: a score of 4 on the following IB subjects is considered a passing score, Language A1 (any language) HL, Language A2 (any language) HL, Language B (any language) HL, Mathematics HL, and Theatre HL. An acceptable IB score for CSU GE Breadth equates to either 3 semester or 4 quarter units for certification purposes. If you have earned credit from an IB exam, you should not enroll in a comparable college course because credit will not be granted for both.

If you wish to apply for IB credit, please follow the steps below:
1. Obtain a “Petition for International Baccalaureate Examination Credit” form from the Admissions and Records Office
2. Attach an official IB transcript
3. Take the completed petition and supporting documentation to a Counselor for review

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### International Baccalaureate (IB) Examination Program

<table>
<thead>
<tr>
<th>IB Exam</th>
<th>PCCD Area</th>
<th>PCCD Units</th>
<th>CSU GE Area/Units</th>
<th>CSU Admissions Credit</th>
<th>IGETC GE Area/Units</th>
<th>UC Admissions Credit</th>
<th>UC Limitations toward Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology HL</td>
<td>1</td>
<td>3</td>
<td>B2</td>
<td>6</td>
<td>5B w/o Lab</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>1</td>
<td>3</td>
<td>B1</td>
<td>6</td>
<td>5a w/o Lab</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>Economics HL</td>
<td>2</td>
<td>3</td>
<td>D</td>
<td>6</td>
<td>4</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>Geography HL</td>
<td>2</td>
<td>3</td>
<td>D</td>
<td>6</td>
<td>4</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>History HL (any region)</td>
<td>2 or 3</td>
<td>3</td>
<td>C2 or D</td>
<td>6</td>
<td>3B or 4</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>Language A1 HL (any language, except English)</td>
<td>3</td>
<td>3</td>
<td>C2</td>
<td>6</td>
<td>3B or 6A</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>Language A2 HL (any language, except English)</td>
<td>3</td>
<td>3</td>
<td>C2</td>
<td>6</td>
<td>3B or 6A</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>Language A1 HL (any language)</td>
<td>3</td>
<td>3</td>
<td>C2 (if completed prior to Fall 2013)</td>
<td>6</td>
<td>3B</td>
<td>3 units</td>
<td>5.3</td>
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<tr>
<td>Language A2 HL (any language)</td>
<td>3</td>
<td>3</td>
<td>C2 (if completed prior to Fall 2013)</td>
<td>6</td>
<td>3B</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>Language B HL (any language)</td>
<td>3</td>
<td>3</td>
<td>n/a</td>
<td>6</td>
<td>6A</td>
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</tr>
<tr>
<td>Mathematics HL</td>
<td>4b</td>
<td>3</td>
<td>B4</td>
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<td>2A</td>
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<td>5.3</td>
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<tr>
<td>Physics HL</td>
<td>1</td>
<td>3</td>
<td>B1</td>
<td>6</td>
<td>5A w/o Lab</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>2</td>
<td>3</td>
<td>D</td>
<td>3</td>
<td>4</td>
<td>3 units</td>
<td>5.3</td>
</tr>
<tr>
<td>Theatre HL</td>
<td>3</td>
<td>3</td>
<td>C1</td>
<td>6</td>
<td>4</td>
<td>3 units</td>
<td>5.3</td>
</tr>
</tbody>
</table>

*The IB curriculum offers language at various levels for native and non-native speakers. Language B courses offered at the intermediate level for non-native speakers. Language A1 and A2 are advanced courses in literature for native and non-native speakers respectively.*
College-Level Examination Program (CLEP)

The following CLEP examinations can be used for credit toward a Certificate, Associate degree, or CSU GE Breadth certification. CLEP exams cannot be used for IGETC certification.

You must have achieved at least a score of 50 on any of the following exams with the exception of a score of 59 on French Level II, 60 on German level II, and 63 on Spanish level II.

If you have earned credit from a CLEP exam, you should not enroll in a comparable college course because credit will not be granted for both.

CSU may grant additional units for elective credit toward eligibility for admission. Also, there are some CLEP exams not listed below for which CSU may grant elective credit. Please check with the CSU to which you plan to transfer. The California State University CLEP Policy can be found at their website: http://castlereagh/acadAff/codedmemos/AA-2015-02.pdf

If you wish to apply for CLEP credit, you should:
1. Obtain a “Petition for CLEP Credit” from the Admissions and Records Office;
2. Attach official copies of CLEP score reports from the College Board; and
3. Take the completed petition and supporting documentation to a Counselor for review.

<table>
<thead>
<tr>
<th>CLEP Exam</th>
<th>PCCD GE Area</th>
<th>PCCD GE Units</th>
<th>Units for CSU GE</th>
<th>CSU GE Area and/or American Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>D8</td>
</tr>
<tr>
<td>American Literature</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>C2</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>C2</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>B2</td>
</tr>
<tr>
<td>Calculus</td>
<td>4b</td>
<td>5</td>
<td>3</td>
<td>B4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>B1</td>
</tr>
<tr>
<td>College Algebra</td>
<td>4b</td>
<td>3</td>
<td>3</td>
<td>B4</td>
</tr>
<tr>
<td>College Algebra—Trigonometry</td>
<td>4b</td>
<td>3</td>
<td>3</td>
<td>B4</td>
</tr>
<tr>
<td>English Literature</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>C2</td>
</tr>
<tr>
<td>French Level II</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>C2</td>
</tr>
<tr>
<td>German Level II</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>C2</td>
</tr>
<tr>
<td>History, United States I</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>D6+US-1</td>
</tr>
<tr>
<td>History, United States II</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>D6+US-1</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>C2</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>4c</td>
<td>1*</td>
<td>0</td>
<td>n/a</td>
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<tr>
<td>Introductory Psychology</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>D9</td>
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<tr>
<td>Introductory Sociology</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>D0</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>B1 or B2</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>4b</td>
<td>4</td>
<td>3</td>
<td>B4 (If completed prior to Fall 2006)</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>D2</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>D2</td>
</tr>
<tr>
<td>Spanish Level II</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>C2</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>4b</td>
<td>3</td>
<td>3</td>
<td>B4</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>C2 or D6</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>D6</td>
</tr>
</tbody>
</table>

*Unit awarded based on the minimum required for PCCD General Education Area 4c.
Academic Policies and Procedures

Incomplete defaults:

- Assigned incomplete grade.
- The incomplete symbol will revert to an "IP" symbol if the stipulation has not been met by the allotted deadline. The "IP" symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation.
- The appropriate grade and unit credit shall be assigned and appear on the student’s record for the term in which the course is completed.
- The "IP" shall not be used in calculating grade point averages.

IP In Progress

The "IP" symbol shall be used to indicate that the course extends beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of a grade must await its completion. The "IP" symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate grade and unit credit shall be assigned and appear on the student’s record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages.

RD Report Delayed

The "RD" symbol may be assigned by the Office of Admissions and Records only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is temporary. This temporary symbol shall not be used in calculating grade point averages and shall be replaced by a permanent symbol as soon as possible.

W Withdrawal

A withdrawal reported to the Office of Admissions and Records during the first four weeks of instruction (or thirty percent [30%] of instruction under the semester system, summer session, intersession and short-term courses) shall not be noted on the student’s academic record.

A "W" symbol can be awarded any student between the end of the fourth week of instruction and the end of the fourteenth week of instruction (or between 30–75% of instruction under the semester system, summer session, intersession, and short-term courses).

The academic record of a student who has not withdrawn from class or has not been dropped by an instructor within the time allowed by this policy must reflect a grade other than "W" as awarded by the instructor. The "W" symbol shall not be used for academic probation but only for progress probation.

A "W" shall not be assigned "if a determination is made pursuant to (Title 5) sections 9900 et seq, that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment or that the student withdrew because he or she reasonably believed that remaining in the course would subject him or her to discriminatory treatment or retaliation for alleging discriminatory treatment. In such instances, no symbol will be assigned.

MW Military Withdrawal

The "MW" shall be assigned only for students who are members of an active or reserve military unit and who receive orders compelling a withdrawal from courses. Upon verification of orders, the "MW" symbol may be given in lieu of a grade at any time after the last day to withdraw without receiving a letter grade (14 weeks for semester courses). The "MW" shall not be counted in determining "progress probation" and in calculating grade points for dismissal.

For students who are members of an active or reserve military unit and who receive orders compelling a withdrawal from courses, the Peralta Community College District shall, upon petition of the affected student, refund the entire enrollment fee unless academic credit is awarded.

EW Excused Withdrawal

"Excused Withdrawal" (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances making course completion improbable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student’s behavioral violation or if the student requested and was granted a mid-semester transfer. Upon verification of these conditions and consistent with the District’s required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the Governing Board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW." (2) Excused withdrawal shall not be counted in progress probation and dismissal calculations. (3) Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt. (4) In no case may an excused withdrawal result in a student being assigned an "FW" grade.

(F) Notwithstanding the limits set forth above, apportionment will be limited as set forth in Title 5, section 58161

Pass/No Pass Option

Each Peralta College shall determine which courses can be offered on a Pass/No Pass basis and shall specify in the college catalog which courses have this option. (In absence of such a determination, a course will be presumed to be offered on a letter-grade basis.) The student’s decision to take a course for Pass/No Pass must be made prior to the fourth week of instruction (30% of instruction for summer session and short-term classes). The student must go into the Passport Student Center to choose P/NP.

Evaluative Symbols/Grading Scale

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Final</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Excused</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
<td>0</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory Progress</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>MW</td>
<td>Military Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>FW</td>
<td>Falling</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<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>Passing, less than satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
<td>0</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory Progress</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>EW</td>
<td>Excused Withdrawal</td>
<td>0</td>
</tr>
</tbody>
</table>

Symbol Definition Grade Point

FW Failing

The FW grade indicates a failing grade because the student has ceased to participate in the class sometime after the withdrawal deadline. The FW grade is treated in the same manner as an F grade for the purposes of calculating grade point average, course repetition, and academic standings for probation/dismissal.

I Incomplete

The grade of I is only appropriate when the student has completed a minimum of two-thirds of the work for a course with a passing grade. Conditions for removal of the "I" and the grade assigned shall be filed with the Office of Admissions and Records and a copy given to the student. A final grade shall be assigned when the stipulation has been completed, or when the time limit for completing the work has passed. The "I" symbol must be made up no later than one year following the end of the term in which it was assigned. The "I" symbol shall not be used in calculating units attempted or counted in GPA.

NP No Pass

Less than satisfactory; units not counted in GPA.

SP Satisfactory Progress

Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol).

IP In Progress

The "IP" symbol shall be used to indicate that the course extends beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of a grade must await its completion. The "IP" symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation.

RD Report Delayed

The "RD" symbol may be assigned by the Office of Admissions and Records only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is temporary. This temporary symbol shall not be used in calculating grade point averages and shall be replaced by a permanent symbol as soon as possible.

W Withdrawal

A withdrawal reported to the Office of Admissions and Records during the first four weeks of instruction (or thirty percent [30%] of instruction under the semester system, summer session, intersession and short-term courses) shall not be noted on the student’s academic record.

A "W" symbol can be awarded any student between the end of the fourth week of instruction and the end of the fourteenth week of instruction (or between 30–75% of instruction under the semester system, summer session, intersession, and short-term courses).

The academic record of a student who has not withdrawn from class or has not been dropped by an instructor within the time allowed by this policy must reflect a grade other than "W" as awarded by the instructor. The "W" symbol shall not be used for academic probation but only for progress probation.

A "W" shall not be assigned “if a determination is made pursuant to (Title 5) sections 9900 et seq, that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment or that the student withdrew because he or she reasonably believed that remaining in the course would subject him or her to discriminatory treatment or retaliation for alleging discriminatory treatment.” In such instances, no symbol will be assigned.

EW Excused Withdrawal

“Excused Withdrawal” (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances making course completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student’s behavioral violation or if the student requested and was granted a mid-semester transfer. Upon verification of these conditions and consistent with the District’s required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the Governing Board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an “EW.” (2) Excused withdrawal shall not be counted in progress probation and dismissal calculations. (3) Excused withdrawal shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt. (4) In no case may an excused withdrawal result in a student being assigned an “FW” grade.

(F) Notwithstanding the limits set forth above, apportionment will be limited as set forth in Title 5, section 58161

Pass/No Pass Option

Each Peralta College shall determine which courses can be offered on a Pass/No Pass basis and shall specify in the college catalog which courses have this option. (In absence of such a determination, a course will be presumed to be offered on a letter-grade basis.) The student’s decision to take a course for Pass/No Pass must be made prior to the fourth week of instruction (30% of instruction for summer session and short-term classes). The student must go into the Passport Student Center to choose P/NP.
All units earned on a Pass/No Pass basis in California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements, but such courses shall not be included in determining a student’s grade point average.

Students planning to transfer to a four-year institution are cautioned that in most cases courses in which a grade of “P” was earned will not be counted toward their major. Furthermore, limitations are imposed on the number of units of “P” that will be counted toward a Bachelor’s degree. The student should consult the catalog of the transfer institution for more specific information on regarding the use of courses in which a “P” grade was received.

Grade-Point Average

The cumulative grade-point average (GPA) is computed by dividing the total number of units a student has attempted into the total number of grade points the student has earned.

The grade-point average is determined by the following formula: Total grade points earned, divided by total semester units attempted = GPA.

Example: A student who earns 5 units of “A,” 4 units of “B,” 3 units of “C,” 2 units of “D,” and 2 units of “P” would compute the GPA as follows:

<table>
<thead>
<tr>
<th>Attempted</th>
<th>Completed</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Units</td>
<td>5 Units</td>
<td>A x 5 = 20</td>
</tr>
<tr>
<td>4 Units</td>
<td>4 Units</td>
<td>B x 4 = 12</td>
</tr>
<tr>
<td>3 Units</td>
<td>3 Units</td>
<td>C x 3 = 6</td>
</tr>
<tr>
<td>2 Units</td>
<td>2 Units</td>
<td>D x 2 = 2</td>
</tr>
<tr>
<td>0 Units</td>
<td>2 Units</td>
<td>P x 2 = 0</td>
</tr>
<tr>
<td>14 Units</td>
<td>16 Units</td>
<td>40 earned</td>
</tr>
</tbody>
</table>

40 grade points earned divided by 14 units attempted = 2.86 GPA

Units for which a W, MW, P, NP, or I were assigned are not counted in units attempted.

Conversion of quarter units to semester units used by all colleges and universities who are on the semester system is as follows:

Divide quarter units by 1.5 to determine the equivalent unit value in terms of semester units. For example, three quarter units of work equals two A

Enrollment in Conflicting Classes

You may not enroll in classes that conflict or overlap in time schedules.

Excess Units

You may not carry more than 18 units at the Peralta Colleges without prior approval. You must obtain counselor approval for enrollment in 18.5–21.5 units. Enrollment in 22–25 units requires approval from the Vice President of Student Services. Under no circumstances will the college grant approval above 25 units for all Peralta Colleges.

The maximum number of units for the Summer Session is 10.

Prerequisites, Corequisites and Recommended Preparation

The Peralta Community College District has established certain prerequisites, corequisites, and recommended preparation (advisory) for courses and programs in a manner consistent with law and good practice. The District and college believe that these requirements are necessary for your academic success. Students who do not meet these requirements are highly unlikely to receive a satisfactory grade in the course. You may not officially enroll in a course without the appropriate prerequisite, corequisite, or equivalent preparation. You may enroll in a course without the recommended preparation, but are advised you might not derive as much benefit from instruction as you would if you satisfy the recommended preparation.


• **Prerequisite** means a condition of enrollment that the college advises, but does not require you to meet before or in conjuction with enrollment in a course or educational program. A prerequisite represents a set of skills or a body of knowledge that enables you to achieve a greater depth or breadth of knowledge of course material but without which you are still likely to succeed in a course or program. If a student has not shown evidence of the prerequisite or corequisite, the student will be temporarily enrolled in the course until the last day to add the class. The student will be given ample time to provide proof of prerequisite or corequisite or complete the waiver process for the prerequisite or corequisite at which time he/she will be officially enrolled. There are three options:
  • Petition for Prerequisite/Corequisite Equivalency
  • Petition for Prerequisite/Corequisite Substitution
  • Petition for Prerequisite/Corequisite Challenge

• **Petition for Prerequisite/Corequisite Equivalency or Substitution**

After you have completed the English, Mathematics, or ESOL assessment test, you should meet with a Counselor regarding course placement and for removal of any prerequisite holds.

If you have completed a comparable or equivalent prerequisite or corequisite course outside the Peralta Community College District, you should meet with a Counselor and provide a transcript showing the comparable or equivalent course. If upon review, the Counselor determines that the prerequisite or corequisite course has been taken at another college, the Counselor will remove the prerequisite hold and the student will be able to enroll in the course.

• **Petition for Prerequisite/Corequisite Equivalency**

The District will maintain a list of courses offered at other colleges or universities that satisfy the District’s prerequisites. A student who has taken one of these equivalent courses at another college or university may bring a transcript showing successful completion of the course to the Counseling Office, Admissions and Records Office or Dean’s Office and complete a Petition for Prerequisite/Corequisite Equivalency form. Upon verification, the student will be officially enrolled in the course.

• **Petition for Prerequisite/Corequisite Substitution**

If the course does not appear on the pre-approved list, the student will have to complete a Petition for Prerequisite/Corequisite Substitution with the appropriate written documentation attached (course outline and transcript). If, upon review by the Department Chair, Dean, and/or Vice President of Instruction, the course is determined to be an equivalent prerequisite, the student will be officially enrolled in the course.
• Petition for Prerequisite/Corequisite Challenge

If a student desires to challenge the prerequisite or corequisite, he/she must file a petition for Prerequisite/Corequisite Challenge with written documentation to the Office of Admissions and Records. A challenge will be resolved by the appropriate staff within five (5) working days. If the challenge is upheld, the student will be officially enrolled in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term; and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student enrolls for the subsequent term. If the challenge is not upheld, the student will be notified that he/she has been dropped from the course. The student shall bear the initial burden of showing that grounds exist for the challenge.

Grounds for challenge shall include at least one of the following:

1. You have acquired through work or life experiences the skills and knowledge that is presupposed in terms of the course or program for which it is established.
2. You have not yet been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students and would be delayed by a semester or more in attaining the degree or certificate specified in your Student Educational Plan.
3. You demonstrate that you do not pose a threat to yourself or others in a course which has a prerequisite established to protect health and safety.
4. The prerequisite is not necessary and appropriate for success in the course and has not been established in accordance with the District’s process for establishing prerequisites and corequisites.
5. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
6. You will be subject to undue delay in attaining the goal in your educational plan because the prerequisite or corequisite course has not been made reasonably available.

Upon submission of the “Petition for Prerequisite/ Corequisite Challenge” you will be able to enroll in the class. The challenge will be resolved by the appropriate faculty member within five (5) working days. If the challenge is upheld, you will be officially enrolled in the course.

If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term, and if the challenge is upheld, you shall be permitted to enroll if space is available when you enroll for the subsequent term. If the challenge is not upheld, you will be notified in writing that they have been dropped.

Academic Policies and Procedures

Scholastic Standards

Each instructor assigns grades to students based on standards established as appropriate for each class. An instructor may use written papers, participation in class discussions, oral presentations, projects, laboratory experiments, midterm and final examinations, and other methods to demonstrate learning as well as class attendance/participation to determine grades. You are responsible for complying with the criteria the instructor uses in grading; consult your course syllabus for details. You should consult with instructors during office hours for assistance.

Grade Corrections

The District will change no grade without the consent, in writing, by the instructor who assigned the grade except under the conditions of clerical errors, bad faith, fraud, and incompetency.

No grade changes will be made if two years have passed since the end of the semester for which the instructor assigned the grade. Grades are not subject to change by reason of a revision of judgment on the instructor’s part. An instructor may revise an Incomplete (“I”) only on the basis of a new examination or additional work undertaken as agreed upon when the (“I”) grade was originally submitted.

The Request for Record Correction form is available online at: www.peralta.edu/Projects/322/A_R_Forms/Request_for_Record_Correction.doc

Transcript of Record

The Peralta Community College District has retained Credentials, Inc. to accept transcript orders online through their secured site. You must pay transcript fees at the time you submit your request. The first two transcripts ever requested are free; thereafter, $6.00 per copy for regular service, mailed within 7 to 10 business days and $12.00 for rush service mailed within 3 to 5 business days. See the website for other expedited delivery options: http://web.peralta.edu/admissions/official-transcript-request/. Students can order official transcripts even if they owe for fees and tuition (AB 13).

Your official transcripts will include all coursework completed at Berkeley City College, College of Alameda, Laney College, and Merritt College. (Note: The $2.00 handling charge applies to all free transcripts.)

Transfer Credit from Other Colleges

Students transferring from another accredited institution may request to use some of this credit to meet Peralta District degree or certificate requirements. Official transcripts should be sent directly from the transfer institution to the District Admissions and Records office. The review of transfer units occur when the graduation petition is submitted to the college Admissions and Records office. External transcripts become the property of the Peralta Community College District. Transcripts submitted to Peralta District will not be released to students, other colleges or other agencies.

Classroom Recording

Students must have permission from the instructor(s) to make audio or video recordings or take photographs in the classroom.

Students with disabilities who need to use classroom recording as an accommodation should contact the Disabled Students Programs and Services (DSPS) Office to make the necessary arrangements and do so in a timely manner.

Photo by Lena Morita
This section describes the requirements for completing Associate degrees and certificates. The units for each associate degree or certificate vary according to the program you choose. In the section following this one, you will find the list of degree and certificate programs offered at Berkeley City College.

If you pursue a degree or certificate, you should meet with a BCC counselor to review the requirements and to develop a Student Educational Plan (SEP). Once you develop your educational plan, you should meet regularly with your counselor to review your progress.

As you near the completion of your degree or certificate, you must file a petition to have your course work evaluated. BCC’s class schedule provides you with deadline dates for filing the petition. We will look forward to your participation in our graduation ceremony held at the end of the spring semester.

### Associate Degree and Certificate Requirements

The State Chancellor’s Office, California Education Code, and the Board of Trustees of the Peralta Community College District prescribe the requirements for awarding associate degrees and certificates. Berkeley City College offers four types of associate degrees. The Associate in Arts (AA), the Associate in Science (AS), the Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees. For additional information regarding the AA-T and AS-T degrees, see “Transfer Information” on page 26.

The Associate in Arts (AA) and the Associate in Science (AS) require the completion of all Berkeley City College (Peralta Community College District) general education graduation requirements (see “Associate Degree General Education Requirements” on page 53) and specified major degree requirements.

The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) are designed to provide a clear pathway to a CSU major and baccalaureate degree. Students who are awarded an AA-T or AS-T 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. You should meet with a Counselor regarding these degrees and complete a Student Education Plan.

The Associate Degrees for Transfer (AA-T or AS-T) require the completion and certification of the California State University General Education (CSU GE: see “The California State University 2020–2021 General Education Breadth Requirements” on page 37) or the Inter-segmental General Education Transfer Curriculum (IGETC) pattern (see “2020–2021 Inter-segmental General Education Transfer Curriculum (IGETC)” on page 31) as well as the specific Associate Degree for Transfer (AA-T or AS-T) major degree requirements.

If you are completing an Associate Degree, you are responsible for filing all transcripts of previous college work and for filing a “Petition for an Associate Degree” by the deadline date during the semester in which you plan to complete the requirements. If you are completing a certificate, you are responsible for filing a “Petition for a Certificate” by the deadline date during the semester in which you plan to complete the requirements. (See the college calendar in the class schedule for deadline dates.)

### Overall Requirements for An Associate In Arts (AA) Degree or Associate In Science (AS) Degree

If you are a candidate for the Associate degree (AA or AS), you must complete at least 60 units which include courses in a major, general education, and electives, as necessary.

1. You must complete at least 19 units in general education (see below for details).
2. The college requires a minimum number of 18 units for the major. The maximum number of units varies with the major. You should refer to the individual curriculum patterns for this information. You must earn a grade of “C” or better in each course in the major.

**Note:** When the units from general education and the major do not total 60 units, you must complete any degree-applicable course(s), referred to as electives, until you obtain the total of 60 units.

3. You must take at least 12 of the required units at Berkeley City College.
4. You must achieve a minimum grade-point average of 2.0 (C) in EACH of the following:
   - Overall grade-point average; AND
   - General education requirements
5. You must earn a grade of “C” or better for each course in the major and in areas 4a and 4b of general education.

### Catalog Rights

Students completing the requirements for the Associate degree (local), the Associate Degree for Transfer, Certificate of Achievement, or Certificate of Proficiency have catalog rights. Your catalog rights are defined as maintaining enrollment in at least one semester per academic year, excluding summer session and intersession, in any of the Peralta Colleges. The withdrawal symbol (W) constitutes enrollment. Your catalog rights include the following:

1. The regulations in effect at the time you entered the college, provided you have been in continuing enrollment until you have completed the requirements for the degree/certificate;
2. The regulations current at the time you re-enter the major program and remain in continuing enrollment until you complete the requirements of the degree/certificate; OR
3. The regulations current at the time you file and receive the degree/certificate.

### Associate Degree General Education Requirements (Not for AA-T or AS-T)

General education requirements for the Associate in Arts and Associate in Science degrees appear below:

- A minimum grade point average 2.0 or better is required in both overall grade point average and G.E. Requirements.
- Grade “C” or better is required in each course for the major, English Composition (Area 4a) & Mathematics (Area 4b).
- Eligibility for graduation upon satisfactory completion of 60 degree-applicable units.
- At least 12 of the 60 degree-applicable units must be completed at Berkeley City College.
- While a course may satisfy more than one G.E. Requirement, it may not be counted more than once, (see exception for Ethnic Studies—Area 5).
- It is the student’s responsibility to file a “Petition for an Associate Degree” by the deadline date (see Class Schedule for deadline).
- For more specific information, please see a Counselor before enrolling in these courses.

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

**Note:** While a course might satisfy more than one general education requirement, the college will not count it more than once for this purpose (see Exception for Ethnic Studies courses). PCCD will accept a course with a minimum of 4 quarter units to satisfy an area that requires a minimum of 3 semester units and a course with a minimum of 1.5 quarter units to satisfy Area 4c, which requires a minimum of 1 semester unit.

The following list of courses reflects general education courses taught at Berkeley City College. The college will revise this list each semester as courses are added or deleted from the curriculum.

### Certificates

**Certificate of Achievement**

The college grants certificates of achievement to students who complete the required courses in accordance with state approved prescribed standards. The requirements for the certificate vary with each occupational curriculum; some
may require more than one or two years to complete depending on course scheduling. Certificates of Achievement come in two forms, depending on the curriculum. Certificates of Achievement are approved by the State Chancellor’s Office of the California Community Colleges.

(1) The first type of Certificate of Achievement requires a minimum of 18 semester units in the major, a grade of “C” or better in each course, and at least 12 units of associate degree level work completed at Berkeley City College. (2) The second type of Certificate of Achievement requires completion of 12 – 17.5 units in a specified program of courses with a grade of “C” or better in each course.

Certificate of Proficiency
The college grants a certificate of proficiency to you if you complete the required courses in accordance with the college’s prescribed standards. The requirements for the certificate vary with each program. Requirements include up to 17.5 units and a grade of “C” or better in each course. A Certificate of Proficiency will not appear on your transcript.

Certificates of Proficiency do not qualify for Financial Aid.

Choose a Berkeley City College Learning Community to Help Ensure Your College Success!

Berkeley City College’s Learning Community Cohort programs—where you enroll in two or more related classes together—offer easy scheduling and support that helps you succeed in college.

Berkeley City College Scholars Program
The BCC Scholars Program’s mission is to actively engage students in fostering a thoughtful community that promotes access and student success. It is designed to assist first-time college students in making a smooth transition into Berkeley City College. The program works collaboratively with the Extended Opportunity Program and Services (EOPS) and BCC Learning Communities to provide ongoing academic, career and personal development support to create a foundation for persistence toward a timely graduation and/or transfer to four-year university/colleges.

FYE (First Year Experience)
If you are a high school graduate who wants to attend BCC full-time to obtain an associate degree in two years then transfer to a four-year college, First Year Experience (FYE) is for you. This innovative cohort program provides intensive support and early planning to help you succeed in college. You may apply to this program if you qualify for English 1A.

For details, visit http://www.berkeleycitycollege.edu/wp/fye

LEAP (Learning English for Academic Purposes/English for Speakers of Other Languages)
If you are a high intermediate or advanced ESOL student interested in earning a certificate or degree in the United States, LEAP can help you succeed. Study with a community of peers, and receive extra counseling and support in achieving your goals.

For details, visit http://www.berkeleycitycollege.edu/wp/leap/

PACE Pathways (Program for Adult College Education)
If you are a working adult who wants to complete an associate in arts degree, with or without transfer, PACE Pathways is for you. Currently the longest running learning community program in the Peralta Community College District, PACE Pathways has a great track record in helping working adults like you finish their associate in arts degrees and transfer into four-year academic programs.

For details, visit http://www.berkeleycitycollege.edu/wp/pace-pathways

PERSIST (Personal Initiative and Social Transformation)
If you want to attend BCC full-time to earn your associate degree and want to transfer to a four-year university or train for a variety of Career and Technical Education (CTE) jobs, PERSIST cohort is for you. PERSIST was designed to help you transfer to California universities and private colleges. It also allows you to quickly enter Career and Technical Education (CTE) pathways in Multimedia Arts, Public & Human Services, and in TEACH.

For details, visit http://www.berkeleycitycollege.edu/wp/persist

PERSIST to College (Personal Initiative and Social Transformation for High School Students)
If you are a high school student who wants to start college before graduating from high school, PERSIST to College is for you. This cohort program provides you with a focused transition to college. You may be able to finish one year of college credit while you are still attending high school.

For details, visit http://www.berkeleycitycollege.edu/wp/persist-to-college
**Associate Degree General Education Requirements**

<table>
<thead>
<tr>
<th>AREA 1 – NATURAL SCIENCE</th>
<th></th>
<th>Legend: R=Remaining IP=In Progress C=Completed</th>
<th>R</th>
<th>IP</th>
<th>C</th>
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<td>One course with a minimum value of 3 semester units.</td>
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<td>Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course should help you develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physics, and other scientific disciplines (AP 4100).</td>
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<td>BIOL 1, 1B, 3, 4, 10, 13, 25, 33, 34, 50A, 50B, 50C</td>
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<td>AREA 2 – SOCIAL AND BEHAVIORAL SCIENCES</td>
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<td>(*) or (**) Students will receive credit for one course only.</td>
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<td>Courses in the social and behavioral sciences are those that focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course should help you develop an awareness of the method of inquiry the social and behavioral sciences use. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in anthropology, economics, history, political science, psychology, sociology, and related disciplines (AP 4100).</td>
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<td>ANTHR 2, 3, 13, 18, 55</td>
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<td>ASL 55A</td>
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<td>AREA 3 – HUMANITIES</td>
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<td>One course with a minimum value of 3 semester units.</td>
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<td>(*) or (**) Students will receive credit for one course only.</td>
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<td>Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course should help you develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion (AP 4100).</td>
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### AREA 4 – LANGUAGE AND RATIONALITY:

One course from each sub area must be completed.

Courses in language and rationality are those that help you develop the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system you use (AP 4100).

#### 4a. English Composition

One course, 3 semester units minimum (unless otherwise noted) with a grade of “C” or better.

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#### 4b. Mathematics

(with a grade of “C” or better) May be met by one of the two plans listed below.

**Plan I:** Completion of one course, 3 semester units minimum (unless otherwise noted) from the following list.

- **EDUC** 18
- **MATH** 1, 2, 3A, 3B, 3C, 3E, 3F, 13, 16A, 16B, 18, 50, 203, 230

**Plan II:** Credit by Examination of Mathematics 203

(1) Students interested in Credit by Examination should contact the Mathematics Department Chair.

(2) Examination may be repeated one time only when grade is less than “C”.

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### AREA 5 – ETHNIC STUDIES

One course with a minimum value of 3 semester units.

Note: Any course listed in Area 5—Ethnic Studies that is also listed in another area may be used to satisfy both areas. However, the units are counted only once.

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<th>College:</th>
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Berkeley City College’s associate degree and certificate programs prepare you to complete your formal education and/or train you for jobs in today’s competitive job market. A degree or certificate from Berkeley City College also starts you on the path to lifelong learning.

If you choose a full-time schedule, you may complete a 60-unit associate degree in about two years or a 30-unit certificate in one year. However, you may wish to attend classes part time; thus it would take longer to complete your studies.

Berkeley City College offers Associate in Arts Degrees for Transfer. Associate in Science degrees, as well as Associate Degrees for Transfer. Associate in science degrees are in areas such as computer information systems. Associate in arts degrees and certificates are in areas such as American Sign Language, art, business, English, English for Speakers of Other Languages, global studies, liberal arts, multimedia arts, public and human services, and Spanish. Associate in Arts Degrees for Transfer (AA-Ts) are in Anthropology, Art History, Communication Studies, Elementary Teacher Education, English, History, Philosophy, Political Science, Psychology, Sociology, Spanish and Studio Arts. Associate in Science Degrees for Transfer (AS-Ts) are in Business Administration and Mathematics. Many of our faculty are practicing professionals who work in their fields and who form valuable college connections to business and industry. 

Academic and career counseling are available days and evenings to meet a variety of busy schedules.

### Associate Degree and Certificate Programs

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ASSOCIATE DEGREE</th>
<th>CERT OF ACHIEVEMENT</th>
<th>CERT OF PROFICIENCY</th>
<th>CERT OF COMPETENCY</th>
<th>CERT OF COMPLETION</th>
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<tbody>
<tr>
<td>American Sign Language</td>
<td>AA</td>
<td>CA</td>
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<tr>
<td>Analytical Chemistry</td>
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<td>CA</td>
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<tr>
<td>Anthropology</td>
<td>AA-T</td>
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<tr>
<td>Art</td>
<td>AA</td>
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<tr>
<td>Art History</td>
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<tr>
<td>Art: Figure Studies</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Biotechnology</td>
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</tr>
<tr>
<td>Biotechnology Research Laboratory Assistant</td>
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<tr>
<td>Biotechnology Laboratory Assistant</td>
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<td>Business Administration</td>
<td>AS-T</td>
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<tr>
<td>Business Administration</td>
<td>AS-T</td>
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<td>Management and Entrepreneurship</td>
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<tr>
<td>Office Skills for Business</td>
<td>CA</td>
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<td>Communication Studies</td>
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<td>Computer Information Systems</td>
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<tr>
<td>Advanced Computer Programming</td>
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<td>CA</td>
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<tr>
<td>Applied Comp. Inf. Systems</td>
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<td>CA</td>
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<td>Web Programming</td>
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<td>CA</td>
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<td>Economics</td>
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<td>Education</td>
<td>AA-T</td>
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<td></td>
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</tr>
<tr>
<td>Education: School Readiness</td>
<td>CP</td>
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<td>Elementary Teacher Education</td>
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<td>Liberal Studies—Teacher Preparation</td>
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<td>Teacher’s Aide</td>
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<td>English</td>
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<tr>
<td>Academic Composition Skills</td>
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<td>English Language/ Writing</td>
<td>AA</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Creating Writing/Fiction</td>
<td>CA</td>
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<td></td>
</tr>
</tbody>
</table>

The college awards an Associate in Art degree (AA), an Associate in Science degree (AS), a Certificate of Achievement (CA), or a Certificate of Proficiency (CP) in liberal arts, science, occupational fields, or specialized areas of study. The college also awards non-credit certificates (NC) such as a Certificate of Completion or Certificate of Competency. The Associate in Arts for transfer (AA-T) and the Associate in Science for transfer (AS-T) are intended for students who plan to complete a Bachelor’s degree in a similar major at a CSU campus. BCC Catalog Supplements are issued regularly to update this information.
## Course Announcements/Descriptions

The courses listed in this section constitute the curriculum offerings at Berkeley City College. Not all courses are offered every semester. Check the class schedule for the current semester’s offering. Information for each course includes:

- **Unit credit:** Semester credit for the course. One unit of credit is defined as one hour of lecture, which requires two hours of outside preparation for each hour of lecture or three hours of laboratory work each week.
- **Lecture/Lab Hours:** Designates the number of contact hours of lecture or laboratory a course meets during a term.
- **Prerequisites:** Designed to ensure your academic background is sufficient for success in the course.
- **Transferability:** “UC” means transferability to the University of California system; “CSU” means transferability to the California State University System.
- **Course Description:** A brief statement about the subject matter covered in the course.
- **Course Numbering:** Course numbers do not necessarily correspond to those found in four-year colleges or universities.

### Course Numbers and Credit

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Credit</th>
<th>Degree-Applicable</th>
<th>Transferable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–199</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>200–249</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>250–299</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>400–499 (Apprenticeship)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>400–499 (Co-op Ed)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>500–699</td>
<td>Non-Credit (Free)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>700–799</td>
<td>Not for Credit (Fee-based)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>800–899</td>
<td>Not for Credit (Fee-based)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>900–949</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>950–999</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

The following table indicates which courses in each number series are credit/noncredit, which are applicable for Associate degrees at Peralta colleges, and which are transferable to institutions within the California State University and the University of California Systems.

### Inter-segmental General Education Transfer Curriculum (IGETC):

- **Identifies community college courses that can be used to fulfill general education requirements at any UC or CSU campus.**

### California State University (CSU) General Education Breadth Requirements (CSU GE):

- **Identifies community college courses that can be used to fulfill general education requirements at any CSU campus.**

### Area(s):

- **Identifies the general education requirement area(s) that the course meets.**

Other important information about courses in this section includes:

- **Cooperative Work Experience:** Program in which students are awarded credit for knowledge gained through on-the-job experience during the semester enrolled.
- **Independent Study:** Designed to permit study not covered by regular catalog offerings; allows you to pursue projects under faculty advisement and supervision.
- **Selected Topics:** New courses being offered on an experimental basis prior to being institutionalized. Selected topics courses are publicized in the college’s class schedule and are numbered 48, 248 or 348 in the individual subject areas.

### Course Student Learning Outcomes:

- **Student learning outcomes for the following courses are maintained in the CurricUNET curriculum management system and the TaskStream SLO/Assessment management system.**

### Grading Policy:

- **GR indicates that a course can be taken for a letter grade only; P/NP indicates that a course can be taken for pass/no pass only; and GR or P/NP indicates that a course can be taken for either a letter grade or for pass/no pass. Noncredit courses also have an SP grade option.**

---

The following table indicates which courses in each number series are credit/noncredit, which are applicable for Associate degrees at Peralta colleges, and which are transferable to institutions within the California State University and the University of California Systems.
AFRICAN-AMERICAN STUDIES

AFRAM 1, Introduction to African-American Studies
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2, 5; CSU area D; IGETC area 4
Overview of the field of African American Studies: History, literature, the arts and material culture, as well as sociological, political, economic, public policy, and philosophical perspectives on the experience of people of African descent in the United States. 2203.00

AFRAM 33, The Roots of African-American Culture
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2, 3, 5; CSU area D; IGETC area 4
Historical dimensions of the African-American experience: Emphasis on formation of a distinctive African-American culture. 2203.00

AMERICAN SIGN LANGUAGE PROGRAMS

Berkeley City College’s ASL Program enables students to acquire the communicative competence in ASL and the cultural sensitivity needed to interact successfully with members of the American Deaf community. American Sign Language (ASL) is the fourth most used language in the United States. It is the major language that the American Deaf population uses.

Students who will benefit from this program include the following: those who wish to expand their language skills and cultural knowledge to enhance other majors (e.g., interpreting, education, social work, and psychology); those who need to fulfill a university foreign language requirement; parents of deaf children; and deafened adults. Students will develop skills which will also make them more marketable to potential employers who encounter the Deaf.

American Sign Language

Associate Degree and Certificate of Achievement*

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 50</td>
<td>4</td>
</tr>
<tr>
<td>ASL 51</td>
<td>4</td>
</tr>
<tr>
<td>ASL 52</td>
<td>4</td>
</tr>
<tr>
<td>ASL 53</td>
<td>4</td>
</tr>
<tr>
<td>ASL 55A</td>
<td>3</td>
</tr>
<tr>
<td>ASL 55B</td>
<td>3</td>
</tr>
<tr>
<td>ASL 57</td>
<td>3</td>
</tr>
<tr>
<td>ASL 200B</td>
<td>2</td>
</tr>
<tr>
<td>ASL 202B</td>
<td>2</td>
</tr>
<tr>
<td>ASL 464</td>
<td>2</td>
</tr>
</tbody>
</table>

*Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education and Electives</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Units 60

*For the Certificate of Achievement, students must complete the 30 units of required courses. For the Associate Degree, students must complete the 30 units of required courses plus 30 units of General Education requirements and elective courses.

Recommended Course Sequence

You can use the following pattern to complete an Associate in Arts degree or a Certificate of Achievement in American Sign Language. This is only one possible pattern. If you wish to earn an associate degree or certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

Course | Units
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>ASL 50</td>
<td>American Sign Language I</td>
</tr>
<tr>
<td>ASL 55A</td>
<td>History and Culture of Deaf People in America I</td>
</tr>
<tr>
<td>General Education or Elective classes for AA</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

2nd Semester/Spring | |
| ASL 51 | American Sign Language II | 4 |
| General Education or Elective classes for AA | 11 |
| Total | 15 |

Summer Session | |
| ASL 200A | Classifiers I | 2* |
| ASL 202A | Finger spelling and Numbers I | 1* |

3rd Semester/Fall | |
| ASL 52 | American Sign Language III | 4 |
| ASL 57 | Structure of American Sign Language | 3 |
| ASL 202B | Finger spelling and Numbers II | 7 |
| General Education or Elective classes for AA | |
| Total | 15 |

4th Semester/Spring | |
| ASL 53 | American Sign Language IV | 4 |
| ASL 55B | History and Culture of Deaf People in America II | 3 |
| ASL 200B | Classifiers II | 2 |
| ASL 464 | Occupational Work Experience in American Sign Language | 2 |
| General Education or Elective classes for AA | 4 |
| Total | 15 |

*ASL 200A (Classifiers, 2 Units) and ASL 202A (Finger spelling and Numbers I, 1 Unit) are optional classes.

Program Learning Outcomes

Students who complete the program will be able to:

- Demonstrate expressive competence in ASL.
- Demonstrate receptive competence in ASL.
- Demonstrate awareness of and respect for the language, history and culture of Deaf people, including their values, beliefs, and customs.
- Demonstrate appropriate cultural behavior at events where a majority of attendees are Deaf people and ASL native signers, e.g. school, club, organization, etc.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 50</td>
<td>American Sign Language I</td>
<td>4</td>
<td>3 hrs lecture, 3 hrs lab (GR or P/NP).</td>
<td>Fundamentals of ASL conversation and storytelling; basic information about the Deaf community and Deaf culture. Acceptable for credit: UC/CSU. Prerequisite: ASL 50A or 50B.</td>
</tr>
<tr>
<td>ASL 50A</td>
<td>American Sign Language I (Module A)</td>
<td>2</td>
<td>1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).</td>
<td>Continuation of American Sign Language: Fundamentals of ASL conversation and storytelling; basic information about the Deaf community and Deaf culture.</td>
</tr>
<tr>
<td>ASL 50B</td>
<td>American Sign Language I (Module B)</td>
<td>2</td>
<td>1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).</td>
<td>Continuation of American Sign Language: Fundamentals of ASL conversation and storytelling; basic information about the Deaf community and Deaf culture.</td>
</tr>
<tr>
<td>ASL 51</td>
<td>American Sign Language II</td>
<td>4</td>
<td>3 hrs lecture, 3 hrs lab (GR or P/NP).</td>
<td>Fundamentals of ASL conversation and storytelling; basic information about the Deaf community and Deaf culture.</td>
</tr>
<tr>
<td>ASL 51A</td>
<td>American Sign Language II (Module A)</td>
<td>2</td>
<td>1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).</td>
<td></td>
</tr>
<tr>
<td>ASL 51B</td>
<td>American Sign Language II (Module B)</td>
<td>2</td>
<td>1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).</td>
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</tr>
<tr>
<td>ASL 52</td>
<td>American Sign Language III</td>
<td>4</td>
<td>3 hrs lecture, 3 hrs lab (GR or P/NP).</td>
<td>Expanded study of Sign Language with emphasis on conversation skills and storytelling; continued expansion of knowledge of Deaf culture and Deaf community.</td>
</tr>
<tr>
<td>ASL 52A</td>
<td>American Sign Language III (Module A)</td>
<td>2</td>
<td>1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).</td>
<td></td>
</tr>
<tr>
<td>ASL 52B</td>
<td>American Sign Language III (Module B)</td>
<td>2</td>
<td>1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).</td>
<td></td>
</tr>
<tr>
<td>ASL 53</td>
<td>American Sign Language IV</td>
<td>4</td>
<td>3 hrs lecture, 3 hrs lab (GR or P/NP).</td>
<td>Expanded study of Sign Language with emphasis on conversation skills and storytelling; continued expansion of knowledge of Deaf culture and Deaf community.</td>
</tr>
<tr>
<td>ASL 53A</td>
<td>American Sign Language IV (Module A)</td>
<td>2</td>
<td>1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).</td>
<td></td>
</tr>
<tr>
<td>ASL 53B</td>
<td>American Sign Language IV (Module B)</td>
<td>2</td>
<td>1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).</td>
<td></td>
</tr>
</tbody>
</table>
ASL 200A, Classifiers I
2 Units
2 hrs lecture (GR or P/NP).
Prerequisite: ASL 50 or 50B.
Introduction to the basic aspects of American Sign Language classifiers. 0850.00

ASL 200B, Classifiers II
2 Units
2 hrs lecture (GR or P/NP).
Prerequisite: ASL 51 or 51B.
Study of classifier types and functions in American Sign Language: Identification of various classifiers and their use to enhance and expand storytelling abilities. 0850.00

ASL 202A, Finger spelling and Numbers I
1 Unit
0.5 hrs lecture, 1.5 hrs lab (GR or P/NP).
Prerequisite: ASL 50 or 50B.
Introduction to numerical and finger spelling systems in American Sign Language. 0850.00

ASL 202B, Finger spelling and Numbers II
1 Unit
0.5 hrs lecture, 1.5 hrs lab (GR or P/NP).
Prerequisite: ASL 51 or 51B.
Advanced systematic practice in numerical and finger spelling skills in ASL. 0850.00

ASL 464, Occupational Work Experience in American Sign Language
1–2 Units
Hrs to be arranged (P/NP).
Prerequisite: ASL 52 or 52B.
Acceptable for credit: CSU
Supervised field experience in American Sign Language: Extension of classroom-based learning at an on-the-job or community location to facilitate development of ASL skills and to provide exposure to Deaf culture. 0850.00

ANTHROPOLOGY

Associate in Arts for Transfer Degree (AA-T)

The Associate in Arts in Anthropology for Transfer Degree is designed for students who plan to transfer to a four-year institution as anthropology majors. In this program, the students gain exposure to the four subfields of anthropology (biological, archaeological, cultural, and linguistic anthropology).

Students who successfully complete the AA-T in Anthropology earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a program or major in anthropology or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 18–20 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see "Associate Degrees for Transfer (ADT) to a California State University" on page 29.

Students are advised to consult with a Berkeley City College Counselor and/or the Social Sciences Department Chair for additional information and to verify transfer requirements.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHR 1</td>
<td>Introduction to Physical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTHR 2</td>
<td>Introduction to Archaeology and Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>ANTHR 3</td>
<td>Introduction to Social and Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

List A—Select 3–4 units from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ANTHR 1L</td>
<td>Physical Anthropology Laboratory</td>
<td>1</td>
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<tr>
<td>ANTHR 18</td>
<td>Introduction to Anthropological Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 13</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

List B: Select one course from the following or any 3-unit course not already used for List A.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SOC 120</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 28</td>
<td>Introduction to Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
</tbody>
</table>
### Recommended Course Sequence

You can use the following pattern to complete an Associate in Arts in Anthropology for Transfer Degree. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH 1  Introduction to Physical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1L  Physical Anthropology Lab</td>
<td>1</td>
</tr>
<tr>
<td>General Education and Electives</td>
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<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>2nd Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH 3  Introduction to Social Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 13  Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
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<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>3rd Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH 18  Introduction to Anthropological Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2  Introduction to Archaeology and Prehistory</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
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<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>4th Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>ANTHR 13  Urban Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### Program Learning Outcomes

Students who complete the program will be able to:

- Explain core concepts of anthropology including biological, archaeological, and social cultural subfields.
- Demonstrate skills in the scientific methods used by contemporary anthropologists.
- Describe an appreciation for the biological, historical, and cultural diversity of our world.
ARABIC

ARAB 1A, Elementary Modern Standard Arabic
5 Units
5 hrs lecture (GR or P/NP).
This course is equivalent to two years of high school study.
Acceptable for credit: UC/CSU.
AA/AS area 3; CSU area C2; IGETC area Language

Study and practice in understanding, speaking, reading and writing Modern Standard Arabic: Emphasis on understanding basic grammatical concepts and vocabulary building; basic readings in Arabic and multinational Arab life and culture.

ARAB 1B, Elementary Modern Standard Arabic
5 Units
5 hrs lecture (GR or P/NP).
Prerequisite: ARAB 1A.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2; IGETC area Language

Continuation of ARAB 1A: Study and practice in understanding, speaking, reading and writing Modern Standard Arabic with continuing emphasis on understanding basic grammatical concepts and vocabulary building; basic readings in Arabic and multinational Arab life and culture.

ARAB 30A, Beginning Conversational Arabic
3 Units
3 hours lecture, 3 hours lab (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2; IGETC area Language

Introduction to conversational Arabic: Use of modern formal spoken Arabic in conversation and discussion; elementary grammar.

ART PROGRAMS

The Art Department offers both an Associate in Arts Degree and Certificates of Achievement programs. Various required and elective courses focus on individual creative development and provide a broad range of classroom and studio experiences. Art courses fulfill requirements for transfer or prepare students for careers requiring competency in visual media.

Art

Associate in Arts Degree

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 18</td>
<td>3</td>
</tr>
<tr>
<td>ART 20</td>
<td>3</td>
</tr>
<tr>
<td>ART 22</td>
<td>3</td>
</tr>
<tr>
<td>ART 27</td>
<td>3</td>
</tr>
<tr>
<td>ART 50</td>
<td>3</td>
</tr>
<tr>
<td>ART 137</td>
<td>3</td>
</tr>
</tbody>
</table>

Art History for Electives—Select 3 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 2</td>
<td>3</td>
</tr>
<tr>
<td>ART 3</td>
<td>3</td>
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<tr>
<td>ART 4</td>
<td>3</td>
</tr>
<tr>
<td>ART 13</td>
<td>3</td>
</tr>
<tr>
<td>ART 16</td>
<td>3</td>
</tr>
<tr>
<td>ART 182</td>
<td>3</td>
</tr>
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</table>

Studio Art Electives—Select 6 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 24</td>
<td>2</td>
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<tr>
<td>ART 29</td>
<td>2</td>
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<td>ART 30</td>
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<tr>
<td>ART 31</td>
<td>2</td>
</tr>
<tr>
<td>ART 46</td>
<td>3</td>
</tr>
<tr>
<td>ART 47</td>
<td>3</td>
</tr>
<tr>
<td>ART 52</td>
<td>3</td>
</tr>
<tr>
<td>ART 54</td>
<td>2</td>
</tr>
<tr>
<td>ART 119</td>
<td>3</td>
</tr>
<tr>
<td>ART 133A</td>
<td>3</td>
</tr>
<tr>
<td>ART 133B</td>
<td>4</td>
</tr>
<tr>
<td>ART 181</td>
<td>3</td>
</tr>
<tr>
<td>ART 162</td>
<td>2</td>
</tr>
</tbody>
</table>

Recommended Course Sequence

You can use the following pattern to complete an Associate in Arts degree in Art. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.
Associate Degree & Certificate Programs/Course Announcements & Descriptions

Courses

1st Semester/Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 20</td>
<td>3</td>
</tr>
<tr>
<td>Beginning Drawing &amp; Composition</td>
<td></td>
</tr>
<tr>
<td>Art History Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Education or General Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

2nd Semester/Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 22</td>
<td>3</td>
</tr>
<tr>
<td>Continuing Drawing &amp; Composition</td>
<td></td>
</tr>
<tr>
<td>ART 137</td>
<td>3</td>
</tr>
<tr>
<td>Beginning Figure Drawing &amp; Composition</td>
<td></td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

3rd Semester/Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 27</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Figure Drawing &amp; Composition</td>
<td></td>
</tr>
<tr>
<td>ART 50</td>
<td>3</td>
</tr>
<tr>
<td>Beginning Painting</td>
<td></td>
</tr>
<tr>
<td>Studio Art Elective</td>
<td>2</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>

4th Semester/Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 18</td>
<td>3</td>
</tr>
<tr>
<td>Critique and the Creative Process</td>
<td></td>
</tr>
<tr>
<td>Studio Art Electives</td>
<td>4</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Students who complete the program will be able to:

- Communicate and problem-solve in at least two media.
- Write a visual analysis/critique of their own and others’ art based on both form and content, and their relations to a global context.
- Recall and summarize key movements in the history of art and contemporary art on a global scale and understand and articulate how this legacy influences their artwork.
- Assemble a portfolio of strong artwork which collectively demonstrates skill, understanding of techniques in a given medium, originality, thoughtfulness, and personal expression.

Art History

Associate in Arts for Transfer Degree (AA-T)

The Associate in Arts in Art History for Transfer Degree is designed for students planning to transfer into the art history major at CSU. Students who study art history will explore the relationship between art and architecture, artists and aesthetics, and the cultural and social context in which the art was made. The AA-T in Art History provides students with a strong foundation in the terminology and principles of the visual arts, a cross-cultural examination of historical and contemporary art, and an introduction to the techniques and media of drawing.

Students who successfully complete the AA-T in Art History earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in art history or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 18 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see “Associate Degrees for Transfer (ADT) to a California State University” on page 29.

Students are advised to consult with a Berkeley City College Counselor for additional information and to verify transfer requirements.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2</td>
<td>History of Western Art from Prehistory through the Middle Ages</td>
</tr>
<tr>
<td>ART 3</td>
<td>History of Western Art from Renaissance to Contemporary Art</td>
</tr>
<tr>
<td>ART 20</td>
<td>Beginning Drawing and Composition</td>
</tr>
</tbody>
</table>

Non-Western Art History Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 16</td>
<td>Introduction to Islamic Art</td>
</tr>
</tbody>
</table>

Studio Art Electives—Select 3 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 22</td>
<td>Intermediate Drawing and Composition</td>
</tr>
<tr>
<td>ART 46</td>
<td>2D Visual Design</td>
</tr>
<tr>
<td>ART 47</td>
<td>3D Visual Design</td>
</tr>
<tr>
<td>ART 50</td>
<td>Beginning Painting</td>
</tr>
<tr>
<td>MMART 3</td>
<td>Introduction to Digital Art</td>
</tr>
</tbody>
</table>

Art History Electives—Select 3 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 4</td>
<td>History of Modern Art (1800 to Present)</td>
</tr>
<tr>
<td>ART 13</td>
<td>History of Women in Art (19th and 20th Centuries)</td>
</tr>
<tr>
<td>ART 182</td>
<td>Introduction to Visual Culture</td>
</tr>
<tr>
<td>HUMAN 30B</td>
<td>Human Values/Aesthetics</td>
</tr>
</tbody>
</table>

Major Requirements 18

General Education (IGETC or CSU GE) and Electives 42

Total Units 60
Recommended Course Sequence

You can use the following pattern to complete an Associate in Arts in Art History for Transfer degree. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>ART 2</td>
<td>History of Western Art from Prehistory through the Middle Ages</td>
</tr>
<tr>
<td>ART 20</td>
<td>Beginning Drawing and Composition</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>2nd Semester/Spring</td>
<td></td>
</tr>
<tr>
<td>ART 3</td>
<td>History of Western Art from Renaissance to Contemporary Art</td>
</tr>
<tr>
<td>Studio Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>3rd Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>Art History Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
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<tr>
<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>4th Semester/Spring</td>
<td></td>
</tr>
<tr>
<td>ART 16</td>
<td>Introduction to Islamic Art</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Students who complete the program will be able to:

- Identify, examine, and assess representative works of art and architecture from prehistory through contemporary art, employing appropriate art, historical terminology.
- Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
- Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through contemporary art.

Art: Figure Studies

Certificate of Achievement

Berkeley City College’s Art: Figure Studies Certificate of Achievement provides students with a strong foundation in both traditional and contemporary approaches to the figure. Students who complete the Certificate of Achievement in Art: Figure Studies can obtain entry-level jobs in Illustration, Multimedia, Gaming, Mobile Technology and other industries that rely on creating and rendering the figure.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 20</td>
<td>Beginning Drawing and Composition</td>
</tr>
<tr>
<td>ART 29</td>
<td>Special Projects: Figure Drawing</td>
</tr>
<tr>
<td>ART 30</td>
<td>Beginning Figure Drawing: Anatomy</td>
</tr>
<tr>
<td>ART 119</td>
<td>Figure Painting in Context</td>
</tr>
<tr>
<td>ART 137</td>
<td>Beginning Figure Drawing and Composition</td>
</tr>
<tr>
<td>MM/AN 1</td>
<td>Drawing for Animation</td>
</tr>
</tbody>
</table>

Art History Electives—Select 3 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1</td>
<td>Introduction to Art History</td>
</tr>
<tr>
<td>ART 2</td>
<td>History of Western Art from Prehistory through the Middle Ages</td>
</tr>
<tr>
<td>ART 3</td>
<td>History of Western Art from Renaissance to Contemporary Art</td>
</tr>
<tr>
<td>ART 4</td>
<td>History of Modern Art (1800 to Present)</td>
</tr>
<tr>
<td>ART 13</td>
<td>History of Women in Art (19th and 20th Centuries)</td>
</tr>
<tr>
<td>ART 182</td>
<td>Introduction to Visual Culture</td>
</tr>
<tr>
<td>HUMAN 182</td>
<td>Introduction to Visual Culture</td>
</tr>
</tbody>
</table>

Studio Art Electives—Select 4–5 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 18</td>
<td>Critique and the Creative Process</td>
</tr>
<tr>
<td>ART 24</td>
<td>Special Projects: Drawing</td>
</tr>
<tr>
<td>ART 27</td>
<td>Intermediate Figure Drawing and Composition</td>
</tr>
<tr>
<td>ART 31</td>
<td>Continuing Figure Drawing: Anatomy</td>
</tr>
<tr>
<td>ART 54</td>
<td>Special Projects: Painting</td>
</tr>
<tr>
<td>ART 133A</td>
<td>Mural Design and Creation I</td>
</tr>
<tr>
<td>ART 133B</td>
<td>Mural Design and Creation II</td>
</tr>
<tr>
<td>MM/AN 1A</td>
<td>Drawing for Animation</td>
</tr>
<tr>
<td>MM/DI 4/4L</td>
<td>Introduction to Photoshop/Lab3</td>
</tr>
</tbody>
</table>

Total Units: 23–24

Recommended Course Sequence

You can use the following pattern to complete a Certificate of Achievement in Art: Figure Studies. This is only one possible pattern. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>ART 20</td>
<td>Beginning Drawing &amp; Composition</td>
</tr>
<tr>
<td>ART 137</td>
<td>Beginning Figure Drawing &amp; Composition</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
<tr>
<td>2nd Semester/Spring</td>
<td></td>
</tr>
<tr>
<td>ART 30</td>
<td>Beginning Figure Drawing: Anatomy</td>
</tr>
<tr>
<td>Studio Art Elective</td>
<td>4–5</td>
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<tr>
<td>Total</td>
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<tr>
<td>3rd Semester/Fall</td>
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</tr>
<tr>
<td>ART 119</td>
<td>Figure Painting in Context</td>
</tr>
<tr>
<td>MM/AN 1A</td>
<td>Drawing for Animation</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
<tr>
<td>4th Semester/Spring</td>
<td></td>
</tr>
<tr>
<td>ART 29</td>
<td>Special Projects: Figure Drawing</td>
</tr>
<tr>
<td>ART History</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Students who complete the program will be able to:

- Assemble a portfolio of strong drawings, painting, sculptures or digital media featuring the human figure that demonstrate skill and understanding of techniques in various media.
- Assemble a portfolio of strong drawings, painting, sculptures or digital media featuring the human figure that combine personal style and technical skills to create a provocative, insightful, and inventive composition that integrates the figure with its environment.
- Produce drawings in various media reflecting an understanding of anatomical function, surface depiction, skeletal and muscle attachments, proportion and physicality particular to the human form.
- Write a visual analysis/critique of their own and others’ art of the figure based on both form and content, and its relation to a historical and global context.
Studio Arts

Associate in Arts Degree for Transfer (AA-T)

The Associate in Arts in Studio Arts for Transfer Degree provides students with a strong foundation in the terminology and principles of the visual arts, two-and three-dimensional design, and an introduction to various techniques and media. Topics also explored include the relationship between form and content, historical and contemporary approaches to art and art making, and personal expression.

Students who successfully complete the AA-T in Studio Arts earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a program or major in studio arts or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 24 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. See “Associate Degrees for Transfer (ADT) to a California State University” on page 29 for a more detailed description of Associate Degrees for Transfer.

Students are advised to consult with a Berkeley City College Counselor for additional information and to verify transfer requirements.

Required Courses:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 3</td>
<td>3</td>
</tr>
<tr>
<td>ART 20</td>
<td>3</td>
</tr>
<tr>
<td>ART 46</td>
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</tr>
<tr>
<td>ART 47</td>
<td>3</td>
</tr>
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</table>

Studio Art Requirements:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 22 Intermediate Drawing and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ART 50 Beginning Painting</td>
<td>3</td>
</tr>
<tr>
<td>MMART 003 Introduction to Digital Art</td>
<td>3</td>
</tr>
</tbody>
</table>

Art History Electives—Select 3 units from the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2</td>
<td>3</td>
</tr>
<tr>
<td>ART 4</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Requirements: 24

Recommended Course Sequence

You can use the following pattern to complete the Associate in Arts in Studio Arts for Transfer Degree (AA-T). If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>ART 3 History of Western Art from Renaissance to Contemporary Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 20 Beginning Drawing and Composition</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
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</tbody>
</table>

2nd Semester/Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 46 2D Visual Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 50 Beginning Painting</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
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</tbody>
</table>

3rd Semester/Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 22 Intermediate Drawing and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ART 47 3D Visual Design</td>
<td>3</td>
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<tr>
<td>General Education and Electives</td>
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</tr>
<tr>
<td>Total</td>
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</table>

4th Semester/Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 003 Introduction to Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>Art History Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Students who complete the program will be able to:

- Assemble a portfolio of strong drawings, paintings, sculptures or digital media that demonstrate skill and understanding of techniques in various media.
- Assemble a portfolio of strong drawings, paintings, sculptures or digital media that combine personal style and technical skills to create provocative, insightful, and inventive compositions.
- Produce artwork in various media reflecting an understanding of line, shape, value, texture, space, color, scale, proportion, balance, mood, movement, mass, and emphasis.
- Write a visual analysis/ critique of their own and others’ art on both form and content, and its relation to a historical and global context.

ART 1, Introduction to Art History

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hrs lecture (GR or P/NP).</td>
<td></td>
</tr>
<tr>
<td>Recommended Preparation: ENGL 1A.</td>
<td></td>
</tr>
<tr>
<td>Acceptable for credit: UC/CSU</td>
<td></td>
</tr>
<tr>
<td>AA/AS area 3; CSU area C1; IGETC area 3A; (C-ID ARTH 100)</td>
<td></td>
</tr>
</tbody>
</table>

ART 2, History of Western Art: Prehistory through the Middle Ages

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hrs lecture (GR or P/NP).</td>
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</tr>
<tr>
<td>Recommended Preparation: ENGL 1A.</td>
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</tr>
<tr>
<td>Acceptable for credit: UC/CSU</td>
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</tr>
<tr>
<td>AA/AS area 3; CSU area C1; IGETC area 3A (C-ID ARTH 110)</td>
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</table>

ART 3, History of Western Art: Renaissance to Contemporary Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hrs lecture (GR or P/NP).</td>
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</tr>
<tr>
<td>Recommended Preparation: ENGL 1A</td>
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<tr>
<td>Acceptable for credit: UC/CSU</td>
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ART 4, History of Modern Art (1800 to Present)

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>3 hrs lecture (GR or P/NP).</td>
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<tr>
<td>Recommended Preparation: ENGL 1A.</td>
<td></td>
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<tr>
<td>Acceptable for credit: UC/CSU</td>
<td></td>
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</table>

ART 13, History of Women in Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hrs lecture (GR or P/NP).</td>
<td></td>
</tr>
<tr>
<td>Acceptable for credit: UC/CSU</td>
<td></td>
</tr>
<tr>
<td>AA/AS area 3; CSU area C1; IGETC area 3A</td>
<td></td>
</tr>
</tbody>
</table>

Study of the works of selected women painters and sculptors.
ART 16, Introduction to Islamic Art
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3: CSU area C1;
IGETC area 3A
Introduction to Islamic art: Concentration on architecture, painting, and objects from the Middle East, North Africa, Asia, and the Indian subcontinent; the relationship among art, politics, everyday life, and gender identities and relations; European and American opinions of Islamic arts and culture. 1001.00

ART 18, Critique and the Creative Process
3 Units
2 hrs lecture, 4 hrs lab
(OR P/NP).
Recommended preparation: ART 1, 4, 13, 20, 30, 46, 47, 50 or 137. Students should have a working familiarity with their chosen medium as well as access to facilities to continue this work.
Acceptable for credit: UC/CSU
AA/AS area 3
Introduction to critique in support of the creative process: Development of a personal style, theme, and cohesive body of art work within a supportive community; development of an artist’s packet for professional review; methods and theories for monitoring and stimulating the creative process; analysis and evaluation of art work from a variety of perspectives. 1002.10

ART 20, Beginning Drawing and Composition
3 Units
2 hrs lecture, 4 hrs lab (GR or P/NP).
Acceptable for credit: UC/CSU
(C-ID ARTS 110)
Freehand drawing with various media: Drawing techniques and fundamentals of composition applied to subject matter including an introduction to perspective. 1002.10

ART 22, Intermediate Drawing & Composition
3 Units
2 hrs lecture, 4 hrs lab (GR or P/NP).
Acceptable for credit: UC/CSU
(C-ID ARTS 205)
Exploration of artistic concepts, styles, and creative expression related to intermediate-level drawing, complex subject matter and concepts using a variety of drawing mediums, techniques, and methodologies: Foundations of drawing skills to develop personalized approaches to content and materials in exercises covering multiple historical and contemporary approaches to drawing. 1002.10

ART 24, Special Projects: Drawing
2 Units
1 hour lecture, 3 hrs lab (GR).
Acceptable for credit: UC/CSU.
Independent exploration and experimentation in special areas of drawing. 1002.10

ART 26, Continuing Figure Drawing and Composition
2 Units
1 hour lecture, 3 hrs lab (GR or P/NP).
Acceptable for credit: UC/CSU.
Continuing drawing from the live model: Introduction to more advanced problems. 1002.10

ART 27, Intermediate Figure Drawing and Composition
3 units
2 hrs lecture, 4 hours lab (GR or P/NP).
Recommended Preparation: ART 137
Acceptable for credit: UC/CSU
Continued development of knowledge and skills introduced in Art 137: Emphasis on expressive content of the figure developed through manipulation of line, form, value, composition, facial expression, pose, and anatomical proportions. 1002.10

ART 29, Special Projects: Figure Drawing
2 Units
1 hour lecture, 3 hrs lab (GR).
Acceptable for credit: UC/CSU
Continued study and development of special projects in figure drawing from the live model. 1002.10

ART 30, Beginning Figure Drawing: Anatomy
2 Units
1 hour lecture, 3 hrs lab (GR).
Acceptable for credit: UC/CSU
Study and drawing of the human form using live models: Emphasis on basic problems of line, gesture, volume, and anatomy. 1002.10

ART 31, Continuing Figure Drawing: Anatomy
2 Units
1 hour lecture, 3 hrs lab (GR).
Acceptable for credit: UC/CSU
Continuation of ART 30 using live models: Emphasis on problems of proportion and perspective. Anatomy is stressed. 1002.10

ART 46, 2-D Visual Design
3 Units
2 hrs lecture, 4 hrs lab (GR or P/NP).
Acceptable for credit: UC/CSU
CSU area C1; (C-ID ARTS 101)
Fundamental elements of design: Dot, line, plane, volume, space, color, texture and light; lab experience in visual composition and layout emphasizing two dimensional design. 1002.10

ART 47, 3-D Visual Design
3 Units
2 hrs lecture, 4 hrs lab (GR or P/NP).
Acceptable for credit: UC/CSU
(C-ID ARTS 101)
Introduction to the concepts, applications, and historical references related to three-dimensional design and spatial composition: Elements and organizing principles of design as they apply to three-dimensional space and form. Development of visual vocabulary for creative expression through lecture presentations and use of appropriate materials for non-representational three-dimensional studio projects. 1002.00

ART 50, Beginning Painting
3 Units
2 hrs lecture, 4 hrs lab (GR or P/NP).
Recommended Preparation: ART 20.
Acceptable for credit: UC/CSU
(C-ID ARTS 210)
Emphasis on the basic techniques of oil or acrylic painting: Preparation and use of canvas and supports, color mixing, composition in a variety of styles, development of imaginative and objective images. 1002.10

ART 52, Intermediate Painting
2 Units
2 hrs lecture, 4 hrs lab (GR or P/NP).
Acceptable for credit: CSU
Intermediate-level development of skills, composition and techniques, application of color theory, concepts, style, and creative expression in acrylic, oil, and mixed media; development of personal approach to content and materials in relation to historical and contemporary approaches to painting. 1002.10
ART 54, Special Projects: Painting  
2 Units  
1 hour lecture, 3 hrs lab (GR or P/NP).  
Acceptable for credit: UC/CSU  
Continued study and skill development with oil and acrylics: May include production of murals and other large-scale paintings as well as individual projects.  
1002.10

ART 119, Figure Painting in Context  
3 Units  
2 hrs lecture, 4 hrs lab (GR or P/NP).  
Acceptable for credit: CSU  
Painting the human form using live models: Inventing a narrative using the figure; exploration of basic painting techniques used to create gesture, volume, and color with an emphasis on context, narrative and personal style; acrylic, gouache, and watercolor.  
1002.10

ART 133A, Mural Design and Creation I  
3 Units  
2 hrs lecture, 4 hrs lab (GR or P/NP).  
Acceptable for credit: UC/CSU  
Introduction to the techniques of mural painting: Application of ancient and contemporary mural themes; technical approaches in a collectively designed project in the school and community.  
1002.10

ART 133B, Mural Design and Creation II  
4 Units  
2 hrs lecture, 6 hrs lab (GR or P/NP).  
Acceptable for credit: UC/CSU  
Further development and training in the techniques of mural painting: Application of ancient and contemporary mural themes; technical approaches in a collectively designed project located within the school or in the greater community; methods of promotion and documentation.  
1002.10

ART 137, Beginning Figure Drawing and Composition  
3 Units  
2 hrs lecture; 4 hrs lab (GR or P/NP)  
Acceptable for credit: UC/CSU  
Introduction to drawing the human figure from observation using a wide variety of drawing media and techniques: Human anatomy, historical and contemporary roles of figure drawing in the visual arts with descriptive and interpretive approaches to drawing the figure.  
1002.10

ASIAN AND ASIAN-AMERICAN STUDIES

ASAME 11, Introduction to Asian American and Pacific Islander Studies  
3 Units  
3 hours lecture (GR or P/NP).  
Acceptable for credit: UC/CSU  
AA/AS areas 3, 5; CSU area D;  
Overview of the field of Asian American and Pacific Islander Studies: History, literature, the arts and material culture, as well as sociological, political, economic, public policy, and philosophical perspectives on the multiple and diverse experiences of Asian American and Pacific Islanders.  
2203.00

ASAME 30, Asians and Asian-Americans through Films  
3 Units  
3 hrs lecture (GR or P/NP).  
Acceptable for credit: UC/CSU  
AA/AS area 3, 5; CSU area C2; IGETC area 3B  
Culture and societies of Asia and the Asian Diaspora, with particular emphasis on Asian-American documentary and dramatic films: Examination of films as a medium of communication and representation of Asian and Asian-American cultures, exploring common cultural elements and symbols: themes and motifs in films by and about Asian Americans, Central Asians, East Asians, and South and Southeast Asians.  
2203.00
ASTRONOMY

ASTR 10, Descriptive Astronomy
3 Units
3 hours lecture (GR).
Prerequisite: MATH 201 or, 210D, 230, 240 or appropriate placement into transfer level math through multiple measures.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1; IGETC area 5A.
Survey of astronomy at a descriptive level: Development of modern astronomy, light, astronomical instruments, the sun, formation and evolution of the solar system, the terrestrial planets, the Jovian planets, asteroids, comets, planets around other stars, and a brief survey of stars. Not open for credit to students who have completed or are currently enrolled in ASTR 1. 1911.00

ASTR 15, Space Weather
3 Units
3 hours lecture (GR or P/NP).
Recommended Preparation: MATH 201, 210D, 230, 240 or appropriate placement into transfer level math through multiple measures.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1; IGETC area 5A.
Introduction to modern space science and space weather: Energy from the Sun, space weather's impacts on Earth and human technology, Earth's magnetic field, Earth's upper atmosphere, northern lights, and magnetism on Mars. 1911.00

BIOLOGY

PROGRAMS

Biology

Associate in Science for Transfer Degree (AS-T)*
The Associate of Science Degree for Transfer (AS-T) in Biology is designed for students who plan to transfer to CSU as biology majors. In this program, they gain exposure to the five main topics of biology (cell, molecular, organismal biology, evolution and ecology).

Students who successfully complete the AS-T in Biology earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status, and priority admission to a CSU campus and to a program or major in biology or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including the following:
(1) The Inter-segmental General Education Transfer Curriculum (IGETC for STEM) Breadth Requirements (31 units) and (2) 39 semester units with a grade of C or better in the major or area of emphasis and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.

Students are advised to consult with a Berkeley City College Counselor for additional information and to verify transfer requirements. *Please note that students can only take the IGETC for STEM as the GE pattern for this program.

Program Learning Outcomes
Students who complete the program will be able to:
• Demonstrate skills in the scientific methods used in the biological sciences.
• Explain core concepts of biology: chemical makeup of biomolecules and their importance in the structure and function of the cell; functions of organelles, cellular processing, including respiration, photosynthesis, mitosis, meiosis, transcription/translation, and fundamental biological concepts in classical and molecular genetics, and molecular biology; classification, life cycles, physiology, anatomy and development of animals, plants, fungi, protista and prokaryotes.

Recommended Course Sequence
You can use the following pattern to complete an Associate in Science in Biology for Transfer degree. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

Courses Units
1st Semester/Fall
MATH 3A Calculus I 5
CHEM 30B Introductory Organic and Biochemistry 4
OR
MATH 13 Introduction to Statistics 4
General Education and Electives 6
Total 15

2nd Semester/Spring
CHEM 1A General Chemistry 5
PHYS 3A General Physics 5
General Education and Electives 5
Total 15

3rd Semester/Fall
BIOL 1A General Biology 5
CHEM 1B General Chemistry 5
General Education and Electives 5
Total 15

4th Semester/Spring
BIOL 1B General Biology 5
PHYS 3B General Physics 5
General Education and Electives 5
Total 15

Required Courses Units
BIOL 1A General Biology 5
BIOL 1B General Biology 5
CHEM 1A General Chemistry 5
CHEM 1B General Chemistry 5
MATH 3A Calculus I 5
PHYS 3A General Physics 5
PHYS 3B General Physics 5

Select one of the following courses:
CHEM 30B Introductory Organic and Biochemistry 4
MATH 13 Introduction to Statistics 4

Major Requirements: 39
General Education (IGETC or CSU GE) and Electives: 21
Total Units: 60

• Explain the core concepts of evolution and ecology.
**Biotechnology**

**Associate in Science Degree**

Biotechnology draws from many disciplines, including genetics, immunology, chemistry, physics, mathematics and computer science. Recent advances in biotechnology have resulted in major contributions to the fields of medicine, pharmacy, public health and agriculture. The Associate of Science degree in Biotechnology at Berkeley City College prepares students for employment as technicians and research associates in the pharmaceutical and biotechnology industries, state and federal laboratories, and a range of clinical and academic laboratories. The program also incorporates coursework for those students desiring to transfer to CSU/UC prior to entering the workforce.

**Career Opportunities**

Technician, research assistant and research associate positions in pharmaceutical and biotechnology industries, state and federal laboratories and academic and private research laboratories.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

1. Demonstrate knowledge and facility with standard laboratory methods and procedures, advanced techniques used in immunology and genetics laboratories, laboratory mathematics, tissue culture, proper handling and disposal of hazardous materials and good laboratory practices.

2. Demonstrate an ability to maintain a neat and readable scientific notebook, record data accurately, create and label appropriately tables and graphs, interpret results correctly and troubleshoot errors.

3. Demonstrate an ability to work independently and as a member of a team, to read and interpret protocols accurately, and to use information provided in scientific papers when necessary.

4. Demonstrate an ability to write a scientific paper and present data in an oral presentation.

5. Demonstrate knowledge and facility with concepts in chemistry, biology and biotechnology and the ethical concerns associated with stem cells and recombinant DNA technologies.

**Recommended Course Sequence**

Students must complete 18 units of required courses, 14–20 units of selected courses, and 22–28 units of general education and elective courses for a total of 60 units.

**Biotechnology Laboratory Assistant Certificate of Achievement**

The Certificate of Achievement prepares students for entry level laboratory assistant positions in biotechnology related industry and academic laboratories. It is designed for students who are starting out in STEM, including recent high school graduates, students who are re-tooling or changing majors, and students proceeding to 4 year institutions who may want to work in a laboratory as they complete their studies.

**Career Opportunities**

Entry level laboratory assistant positions in pharmaceutical and biotechnology industries and academic research laboratories.

**Required Courses**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 10 Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 30A Introductory General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 50A Introductory Biotechnology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 32 Scientific Literature and Writing</td>
<td>3</td>
</tr>
<tr>
<td>CIS 200 Computer Concepts and Applications</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Total Units:** 16.5
If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

**Recommended Course Sequence**

The following sequence takes into consideration restrictions on the semester offerings of the biotechnology classes.

**Required Courses**

<table>
<thead>
<tr>
<th>Preliminary Coursework</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 201 Elementary Algebra</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1A Composition and Reading</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
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</table>

<table>
<thead>
<tr>
<th>1st Semester/ Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 10 Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 30A Introductory General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CIS 200 Computer Concepts and Applications</td>
<td>1.5</td>
</tr>
<tr>
<td>(A student can test out of CIS 200 or take it online.)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9.5</strong></td>
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</table>

<table>
<thead>
<tr>
<th>2nd Semester/ Fall</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 50A Introductory Biotechnology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 32 Scientific Literature and Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

1. Demonstrate knowledge and facility with standard laboratory methods and procedures, laboratory mathematics, proper handling and disposal of hazardous materials and good laboratory practices.
2. Demonstrate an ability to maintain a neat and readable scientific notebook, record data accurately, create and label appropriately tables and graphs and interpret results correctly.
3. Demonstrate an ability to work independently and as a member of a team to read and interpret protocols and standard operating procedures accurately.
4. Demonstrate knowledge of basic concepts in chemistry and biology as they relate to biotechnology and the ethical concerns associated with recombinant DNA technologies.

**Biotechnology Research Laboratory Assistant**

**Certificate of Achievement**

The Advanced Certificate of Achievement in Biotechnology prepares students for technician and research assistant positions in industry and academic research laboratories. The certificate is designed for students who have completed the Certificate of Achievement in Biotechnology and want to progress in their education and training so that they can either enter the workforce directly or transfer to a 4-year institution. The certificate also has been designed for students who have completed degrees in chemistry or biology, and for professionals in the industry and research laboratories, who desire more up-to-date training so that they can either enter the workforce directly or transfer to a 4-year institution.

**Career Opportunities**

Technician and research assistant positions in pharmaceutical and biotechnology industries, State and Federal laboratories and academic and private research laboratories.

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

1. Demonstrate knowledge and facility with standard laboratory methods and procedures, advanced techniques common to immunology and/or genetics laboratories, laboratory mathematics, tissue culture, proper handling and disposal of hazardous materials and good laboratory practices.
2. Demonstrate an ability to maintain a neat and readable scientific notebook, record data accurately, create and label appropriately tables and graphs, interpret results and troubleshoot errors.
3. Demonstrate an ability to work independently and as a member of a team, to read and interpret protocols accurately, and to use information provided in scientific papers when necessary.
4. Demonstrate an ability to write a scientific paper and present data in an oral presentation.
5. Demonstrate knowledge and facility with concepts in chemistry and biology as they relate to biotechnology and the ethical concerns associated with stem cells and recombinant DNA technologies.

**Required Courses**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL 32 Scientific Literature and Writing</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 50B Protein Chemistry and Fermentation</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 50D Cell and Tissue Culture</td>
<td>2</td>
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<td><strong>Total Units:</strong></td>
<td><strong>20–23</strong></td>
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</table>

**Recommended Course Sequence**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
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<tr>
<td>BIOL 3 Microbiology</td>
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</tr>
<tr>
<td>(Prerequisite for BIOL 50C, BIOL 50D, BIOL 33)</td>
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<tr>
<td>BIOL 50A Introductory Biotechnology with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 32 Scientific Literature and Writing</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 33 Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 34 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 34L Genetics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 50C Stem Cell Biology and Advanced Molecular Techniques</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>

<table>
<thead>
<tr>
<th>1st Semester/ Fall</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 32 * Scientific Literature and Writing</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 50D * Cell and Tissue Culture</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 34 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 34L Genetics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 1A General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>(Prerequisite for BIOL 1A)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>

<table>
<thead>
<tr>
<th>2nd Semester/ Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 50B* Protein Chemistry and Fermentation</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 50C Stem Cell Biology and Advanced Techniques</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 33 Immunology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1A General Biology</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
BIOL 1A, General Biology
5 Units
3 hrs lecture, 6 hrs lab (GR).
Prerequisite: CHEM 1A.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B2, B3; IGETC area 5B, 5C;
(C-ID BIOL 190);
(BIOL 1A+1B = C-ID BIOL 130S, BIOL 135S)
Introduction to general biology: Cell structure and function, metabolism, molecular and organismal genetics, and animal physiology.
0401.00

BIOL 1B, General Biology
5 Units
3 hrs lecture, 6 hrs lab (GR).
Prerequisite: BIOL 1A.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B2, B3; IGETC area 5B, 5C;
(BIOL 1A+1B = C-ID BIOL 130S, BIOL 135S)
Continuation of BIOL 1A: Origin of life, evolution, classification, plant structure and function, and ecology.
0401.00

BIOL 3, Microbiology
5 Units
4 hrs lecture, 3 hrs lab (GR).
Prerequisite: CHEM 1A or 30A.
Recommended preparation: BIOL 10.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B2, B3; IGETC area 5B, 5C
Survey of the various microscopic agents of particular importance to humans: Emphasis on microbes involved in infectious diseases, host defenses against diseases, elements of infectious chains and means utilized for breaking the chains.
0403.00

BIOL 10, Introduction to Biology
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Not open for credit to students who have completed or are currently enrolled in BIOL 1A, 1B or 25. Students with previous credit in BIOL 11 receive only 1 unit of credit for BIOL 10.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B2, B3; IGETC area 5B, 5C
Fundamentals of biology for the non-major: Scientific inquiry, biological chemistry, cell structure and function, DNA and genetics, evolution and ecology, and an overview of living organisms. Includes lab exercises designed to complement lectures.
0401.00

BIOL 13, Principles of Ecology
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B2; IGETC area 5B
Study of the interactions of humans with the living world around them: The nature of the biological world and how it works; and the problems of overpopulation, pollution, and environmental deterioration.
0408.00

BIOL 13L, Principles of Ecology and Sustainable Systems Lab
1 Unit
3 hrs lab (GR or P/NP).
Prerequisite or co-requisite: BIOL 13 or ENVMT 2 or (ENVST 11). Not open for credit to students who have completed ENVMT 2L (or ENVMT 11L) or are currently enrolled in ENVMT 2L at Merritt College.
Acceptable for credit: UC/CSU
CSU area B3 (with BIOL 13 satisfies lab requirement);
IGETC area 5C (with BIOL 13 satisfies lab requirement)
Field lab course which identifies, measures, and tests the sustainable environmental principles discussed in ENVMT 2 or BIOL 13: Qualitative and macro/micro quantitative methods, identifying and sustaining ecosystems, nutrient cycling, geographical and aquatic ecology, population dynamics, water and energy systems, air pollution and hazardous waste, and farming methods and use of pesticides.
0408.00

BIOL 25, Human Biology
3 Units
3 hrs lecture (GR).
Not open for credit to students who have completed BIOL 1A, 1B or 10.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B2; IGETC area 5B
Principles of life sciences through study of biological structures and functions of the human organism: Human genetics, evolution, ecology, sexual differences and comparisons, development and growth, and survey of body systems.
0401.00

BIOL 32, Scientific Literature and Writing
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: ENGL 1A; Recommended Preparation: BIOL 1A, 10, or 25
Acceptable for credit: UC/CSU
AA/AS area 4d; CSU area A3; IGETC area 1B
Analytical assessment and critique of scientific and technical writing: Evaluation of logic, experimental design, data, and conclusions in selected papers; writing clear scientific protocols and research papers, and development of oral presentations.
0430.00
BIOL 33, Immunology  
4 Units  
3 hrs lecture, 4 hrs lab (GR).  
Prerequisite: BIOL 3.  
Recommended Preparation: BIOL 50A, 10, or 1A; MATH 201 or 230.  
Acceptable for credit: UC/CSU  
AA/AS area 1; CSU area B2, B3;  
IGETC areas 5B, 5C  
Principles of immunology: innate and adaptive immune responses, mucosal immunity, vaccines and vaccination, immune deficiencies, hypersensitivities, autoimmunity, cancer, immune based therapies and applications to medicine and biotechnology; laboratory includes technologies relevant to clinical and research immunology including immunoelectrophoresis, ELISA, HLA typing, tissue culture, immunofluorescence microscopy and flow cytometry.  
0430.00

BIOL 34, Genetics  
3 Units  
3 hrs lecture, (GR).  
Prerequisite: BIOL 1A or BIOL 10; CHEM 1A or CHEM 30A  
Recommended preparation: ENGL 1A.  
Acceptable for credit: UC/CSU  
AA/AS area 1; CSU area B2, B3;  
IGETC area 5B  
Principles of molecular and human genetics: Transfer and expression of genetic information, structure and replication of DNA, gene regulation in prokaryotes and eukaryotes, mutation and chromosomal damage, population and evolutionary genetics, recombinant DNA methodology; research, clinical and industrial applications of biotechnology.  
0430.00

BIOL 34L, Genetics Laboratory  
2 Units  
1 hrs lecture, 5 hrs Lab (GR).  
Prerequisite: BIOL 50A & BIOL 10 or BIOL 1A & BIOL 34 or Co-requisite: BIOL 34 and CHEM 50A or CHEM 1A  
Recommended preparation: MATH 201 or 230  
Acceptable for credit: UC/CSU  
AA/AS area 1; CSU area B2, B3;  
IGETC area 5B, 5C  
Laboratory class to accompany BIOL 34: Isolation and purification of DNA and RNA, gel electrophoresis, PCR, cloning and transformation, Southern blotting, analysis of gene expression using qPCR and NGS, DNA sequencing, bioinformatics, RNA interference, CRISPR Cas9, karyotyping, identification of transposable elements and analysis of inherited traits.  
0403.00

BIOL 49, Independent Study in Biological Sciences  
0.5–5 Units  
1.5–15 hours lab (GR or P/NP).  
Acceptable for credit: CSU  
In-depth exploration of an area or problem of the student's choice not covered by regular catalog offerings in Biology. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog.  
0401.00

BIOL 50A, Introductory Biotechnology with Laboratory  
4 Units  
3 hrs lecture, 4 hrs lab (GR).  
Prerequisites: MATH 201, 230, or 240.  
Recommended Preparation: BIOL 1A or 10 and CHEM 1A or 30A and ENGL 1A.  
Acceptable for credit: UC/CSU  
AA/AS Area 1; CSU areas B2, B3;  
IGETC areas 5B, 5C  
Introduction to the field of biotechnology: History and current medical and industrial products, government oversight, ethical issues; introduction to cell and molecular biology, standard laboratory equipment, techniques and practices, metrology, laboratory mathematics, media and buffer preparation, cloning, microbiological techniques, gel electrophoresis, chromatography, PCR, bioinformatics, safety, hazardous waste disposal and good laboratory practices.  
0430.00

BIOL 50B, Protein Chemistry and Fermentation  
3 Units  
2 hrs lecture, 4 hrs lab (GR).  
Prerequisites: BIOL 50A and CHEM 30A or 1A.  
Recommended Preparation: BIOL 1A or 10.  
Acceptable for credit: UC/CSU  
AA/AS Area 1; CSU areas B2, B3;  
IGETC areas 5B, 5C  
Introduction to protein chemistry: Isolation and purification of proteins, chromatography techniques, protein activity assays, gel electrophoresis and staining methods, immunoblotting, fermentation and bioassays.  
0430.00

BIOL 50C, Stem Cell Biology and Advanced Molecular Techniques  
3 Units  
2 hrs lecture, 4 hrs lab (GR).  
Prerequisites: BIOL 50A, 3, and 10 or 1A.  
Recommended Preparation: BIOL 33, 32, and ENGL 1A.  
Acceptable for credit: UC/CSU  
AA/AS Area 1; CSU areas B2, B3;  
IGETC areas 5B, 5C  
Introduction to stem cells and their applications: culture, maintenance and differentiation of embryonic, adult and induced stem cells; advanced experimental techniques and research methods including histological and immunofluorescent staining, flow cytometry, RNA extraction, RNA sequencing using NGS, TUNEL assay, SDS PAGE and western blotting, statistics and bioinformatics.  
0430.00

BIOL 50D, Cell and Tissue Culture  
2 Units  
1 hr lecture, 4 hrs lab (GR).  
Prerequisites: BIOL 3.  
Recommended Preparation: BIOL 50A and BIOL 10 or 1A, and MATH 201 or 230.  
Acceptable for credit: CSU.  
Introduction to mammalian cell culture: Maintaining and passaging cell lines, aseptic technique, working in laminar flow hoods, making and sterilizing media, identifying contaminants, determining cell concentration and growth curves, working with adherent, non-adherent and stem cells, STR DNA profiling, transfection and fluorescent microscopy.  
0430.00
Associate Degree & Certificate Programs/Course Announcements & Descriptions

**BUSINESS PROGRAMS**

The Business Department offers transfer programs and non-transfer occupational programs leading to Associate Degrees and Certificates in several business areas. A student who wishes to transfer to a four-year college in business and wants to complete an associate degree prior to transfer should complete the degree in Business Administration or General Business. Accounting, General Business, and Office Skills programs will provide you with the skills needed for immediate employment; they will prepare students for advancement to positions that require more in-depth knowledge of organization and business principles; they will develop and upgrade skills in related business and office technology areas; and/or they will help students acquire entry-level job skills.

**Accounting**

**Associate in Arts Degree**

**Career Opportunities**

Entry-level accounting positions.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1A Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1B Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 2 Introduction to Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 5 Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 10 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 19 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 24 Computerized Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUS 56 Introduction to Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1 Introduction to Computer Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>CIS 42A Spreadsheet Applications I</td>
<td>2</td>
</tr>
<tr>
<td>CIS 42B Spreadsheet Applications II</td>
<td>2</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>34</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

**Recommended Course Sequence**

You can use the following pattern to complete an Associate in Arts degree in Accounting. This is only one possible pattern. If you wish to earn an associate degree or certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 5 Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 42A Spreadsheet Applications I</td>
<td>2</td>
</tr>
<tr>
<td>CIS 42B Spreadsheet Applications II</td>
<td>2</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>2nd Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 10 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 19 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1 Introduction to Computer Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>3rd Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 1A Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 2 Introduction to Business Law</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>4th Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 1B Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 24 Computerized Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUS 56 Introduction to Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

Students who complete the program will be able to:

- Apply legal and ethical principles in business decision making.
- Obtain information related to the profession using traditional and electronic sources, and synthesize the information into a written or oral business report.
- Analyze a business situation and recommend a solution or plan for improvement.
- Analyze data and prepare common business and personal financial reports.
- Demonstrate ability to acknowledge and act with sensitivity toward the diverse customs, beliefs, and lifestyles that exist within the college and the business environment.

**Accounting Certificate of Proficiency**

The Certificate of Proficiency in Accounting allows students to learn the basics of accounting which will qualify them to apply for entry level bookkeeping positions with potential for advancement as they gain work experience, while still pursuing higher education in the field.

**Career Opportunities**

Entry-level bookkeeping positions.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1A Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 5 Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 10 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 24 Computerized Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>CIS 42A Spreadsheet Applications I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

**Recommended Course Sequence**

You can use the following pattern to complete a Certificate of Proficiency in Accounting. This is only one possible pattern. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 1A Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 5 Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 42A Spreadsheet Applications I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>2nd Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 10 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 24 Computerized Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
</tr>
</tbody>
</table>
Business Administration

Associate in Science for Transfer Degree (AS-T)

The Associate in Science in Business Administration for Transfer Degree will help students develop communications, critical thinking, and problem solving skills. Students will also learn how to convey ideas skillfully and effectively in writing and presentations.

Students who successfully complete the AS-T in Business Administration earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission a local CSU campus and to a program or major in business administration or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 27 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see “Associate Degrees for Transfer (ADT) to a California State University” on page 29.

Students are advised to consult with a Berkeley City College Counselor for additional information and to verify transfer requirements.

Career Opportunities
Marketing, sales, accounting, technology, education and management.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1A</td>
<td>Financial Accounting 4</td>
</tr>
<tr>
<td>BUS 1B</td>
<td>Managerial Accounting 4</td>
</tr>
<tr>
<td>BUS 2</td>
<td>Introduction to Business Law 3</td>
</tr>
<tr>
<td>BUS 10</td>
<td>Introduction to Business 3</td>
</tr>
<tr>
<td>ECON 1</td>
<td>Principles of Economics (Macro-Economics) 3</td>
</tr>
<tr>
<td>ECON 2</td>
<td>Principles of Economics (Micro-Economics) 3</td>
</tr>
<tr>
<td>MATH 13</td>
<td>Introduction to Statistics 4</td>
</tr>
<tr>
<td>MATH 16A</td>
<td>Calculus for Business and the Life and Social Sciences 3</td>
</tr>
<tr>
<td><strong>Major Requirements</strong></td>
<td>27</td>
</tr>
<tr>
<td>General Education (IGETC or CSU GE) and Electives</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total Units for BusAd</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

Recommended Course Sequence
You can use the following pattern to complete an Associate in Science in Business Administration for Transfer Degree. This is only one possible pattern. If you wish to earn an associate degree or certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. The SEP will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 10</td>
<td>Introduction to Business 3</td>
</tr>
<tr>
<td>MATH 16A</td>
<td>Calculus-Business/Social Sciences 3</td>
</tr>
<tr>
<td><strong>General Education and Elective Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>2nd Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 2</td>
<td>Introduction to Business Law 3</td>
</tr>
<tr>
<td>ECON 2</td>
<td>Principles of Economics (Microeconomics) 3</td>
</tr>
<tr>
<td><strong>General Education and Elective Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>3rd Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 1A</td>
<td>Financial Accounting 4</td>
</tr>
<tr>
<td>ECON 1</td>
<td>Principles of Economics (Macroeconomics) 3</td>
</tr>
<tr>
<td><strong>General Education and Elective Courses</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>4th Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 1B</td>
<td>Managerial Accounting 4</td>
</tr>
<tr>
<td>MATH 13</td>
<td>Statistics 4</td>
</tr>
<tr>
<td><strong>General Education and Elective Courses</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Units Required for Degree</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

Program Learning Outcomes
Students who complete the program will be able to:
- Analyze a business situation and recommend a solution or plan for improvement, applying legal and ethical principles in business decision making.
- Obtain information related to the profession using traditional and electronic sources and synthesize the information into a business report.
- Analyze data and prepare common business and personal financial reports.
- Analyze impact of globalization on culture, politics, and economics.

General Business

Associate in Arts Degree and Certificate of Achievement
Berkeley City College’s General Business Associate in Arts Degree and Certificate of Achievement allows students to develop problem solving skills that help them compete for jobs in today’s business world. The degree is applicable to small or large organizations, and in the public or private sectors.

Career Opportunities
A wide variety of occupational choices, including Customer Services Manager, Human Resources Assistant, Marketing Assistant, Office Manager, and Retail Supervisor. This program also provides a solid foundation for a small business proprietor or entrepreneur.

Recommended Course Sequence
Two-Year Course Sequence Beginning in the Fall Semester
You can use the following pattern to complete an Associate in Arts Degree in General Business. This is only one possible pattern. If you wish to earn a degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1A</td>
<td>Financial Accounting 4</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 20</td>
<td>General Accounting 3</td>
</tr>
<tr>
<td>BUS 1</td>
<td>Introduction to Business Law 3</td>
</tr>
<tr>
<td>BUS 5</td>
<td>Human Relations in Business 3</td>
</tr>
<tr>
<td>BUS 6</td>
<td>Principles of Finance and Investments 3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 210</td>
<td>Financial Management and Investments 3</td>
</tr>
<tr>
<td>BUS 10</td>
<td>Introduction to Business 3</td>
</tr>
<tr>
<td>BUS 19</td>
<td>Business Communications 3</td>
</tr>
<tr>
<td>BUS 54</td>
<td>Small Business Management 3</td>
</tr>
<tr>
<td>BUS 56</td>
<td>Human Resources Management 3</td>
</tr>
<tr>
<td>BUS 70</td>
<td>Introduction to Marketing 3</td>
</tr>
<tr>
<td>CIS 1</td>
<td>Introduction to Computer Information Systems 4</td>
</tr>
<tr>
<td>ECON 1</td>
<td>Principles of Economics (Macro-Economics) 3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ECON 2</td>
<td>Principles of Economics (Micro-Economics) 3</td>
</tr>
<tr>
<td><strong>Major Requirements: 34–35 units</strong></td>
<td></td>
</tr>
<tr>
<td>General Education and Elective Courses:</td>
<td>25–26 units</td>
</tr>
<tr>
<td><strong>Total Units:</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

** For the Certificate of Achievement, students must complete the 34–35 units of core courses. For the Associate Degree, students must complete the 34–35 units of core courses plus 25–26 units of General Education requirements and elective courses.
Management and Entrepreneurship

Certificate of Achievement

This certificate will provide students with the research skills, critical thinking, and business tools necessary to plan a new business, make it operational, and manage it. The courses in this certificate will give students the skills to make appropriate business decisions and recognize when professional counsel (e.g., certified public accountants, lawyers, etc.) is needed to make those decisions. This certificate will also help students to effectively operate and manage the new business once it's operational.

Career Opportunities

Creating own business, self-employment, management.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1A Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 7 Entrepreneurial Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 8 Business Ethics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 9 Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>BUS 19 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 54 Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 56 Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>BUS 1B Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1 Principles of Economics (Macro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2 Principles of Economics (Micro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>Total: 19–20</td>
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</tr>
</tbody>
</table>

Recommended Two-Year Course Sequence Beginning in Fall Semester

Students can use the following pattern to complete a Certificate of Achievement in Management and Entrepreneurship. This is only one possible pattern. If they wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map the sequence of courses to help them complete their degree regardless of the semester they begin classes.

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1A Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 8 Business Ethics and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Total: 7</td>
<td></td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Demonstrate ability to acknowledge and act with sensitivity toward the diverse customs, beliefs, and lifestyles that exist within the college and the business environment.
- Analyze a business situation, apply legal and ethical principles in business decision making, and recommend a solution or plan for improvement.
- Obtain information related to the profession using traditional and electronic sources, and synthesize the information into a written or oral business report.
- Use efficient and effective oral and written communication skills.

Office Skills for Business

Certificate of Achievement

Berkeley City College’s Office Skills for Business certificate allows students to learn the latest computer software and office technologies. They also develop communications and problem-solving skills that help them compete for jobs in today’s business world. The training they receive will prepare them for work in small or large organizations, with the public or private sector. Berkeley City College’s business instructors are professionals who have extensive experience in their fields. They work in concert with students and counselors to ensure that students receive the best possible training.

Career Opportunities

A wide variety of occupational choices include: Administrative Assistant, Administrative Coordinator, Customer Services Representative, Data Entry Technician, Executive Assistant, Front Desk Coordinator/Receptionist, and Retail Customer Service.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 5 Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 19 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 102 Social Networking Tools for Job Searches</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1 Introduction to Computer Information Systems</td>
<td>1</td>
</tr>
<tr>
<td>CIS 42A Spreadsheet Applications I</td>
<td>2</td>
</tr>
<tr>
<td>CIS 42B Spreadsheet Applications II</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 1A Composition and Reading</td>
<td>4</td>
</tr>
<tr>
<td>Total Units: 19</td>
<td></td>
</tr>
</tbody>
</table>
**Recommended Course Sequence**

**One-Year Course Sequence Beginning in the Fall Semester**

You can use the following pattern to complete a Certificate of Achievement in Office Skills for Business. This is only one possible pattern. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 5 Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1 Introduction to Computer Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1A Composition and Reading</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2nd Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 19 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 102 Social Networking Tools for Job Searches</td>
<td>1</td>
</tr>
<tr>
<td>CIS 42A Spreadsheet Applications I</td>
<td>2</td>
</tr>
<tr>
<td>CIS 42B Spreadsheet Applications II</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Analyze current interpersonal skills and develop plans for improvement.
- Demonstrate ability to acknowledge and act with sensitivity toward the diverse customs, beliefs, and lifestyles that exist within the college and the business environment.
- Use efficient and effective oral and written communication skills.
- Demonstrate proficiency in the creation of electronic presentations with embedded graphics and enhanced and modified text using Microsoft PowerPoint.
- Demonstrate mastery of computer spreadsheet concepts and technology by successfully being able to build practical, functional and pleasing to the eye Microsoft Excel spreadsheets incorporating formulas, functions and graphs.

**BUS 1A, Financial Accounting**

4 Units

4 hrs lecture (GR).

Acceptable for credit: UC/CSU

(C-ID ACCT 110)

Study of purposes, theory, and specific methods of accounting; Systems and methods employed in accumulating data for financial statements; income measurement including cost measurement, classification, and expiration; revenue recognition and measurement. 0502.00

**BUS 1B, Managerial Accounting**

4 Units

4 hrs lecture (GR).

Prerequisite: BUS 1A.

Acceptable for credit: UC/CSU

(C-ID ACCT 120)

Uses of accounting data for planning, controlling, and decision making: Sources of business funds, cost systems and analysis, forecasting and budgeting; analysis, uses, and limitations of financial statements and reports. 0502.00

**BUS 2, Introduction to Business Law**

3 Units

3 hrs lecture (GR).

Acceptable for credit: UC/CSU

(C-ID BUS 125)

General survey of business law: Principles of law on contracts, sales agency, torts, partnerships and corporations, and the uniform commercial code. 0501.00

**BUS 3, Human Relations in Business**

3 Units

3 hrs lecture (GR).

Acceptable for credit: UC/CSU

(C-ID BUS 110)

General survey of business law: Principles of law on contracts, sales agency, torts, partnerships and corporations, and the uniform commercial code. 0501.00

**BUS 4, Principles of Finance and Investments**

3 Units

3 hrs lecture (GR or P/NP).

Prerequisite: BUS 1B.

Acceptable for credit: UC/CSU

(C-ID BUS 120)

Principles of finance and investments: Introduction to financial planning, analysis, and decision-making as an individual, manager, or executive with an emphasis on applying economic principles; budgeting, investment, taxes, credit, money management, insurance, and retirement. 0504.00

**BUS 5, Business Ethics and Leadership**

3 Units

3 hrs lecture (GR).

Acceptable for credit: UC/CSU

Leadership models and ethical theories that inform business decisions through current and historical case studies that present the challenging ethical issues leaders face in today's business environment. 0506.40

**BUS 6, Business Communications**

3 Units

3 hrs lecture (GR or P/NP).

Prerequisite: ENGL 1A.

Acceptable for credit: UC/CSU

(C-ID BUS 115)

Principles of ethical and effective communication for a variety of business situations: Planning, organizing, composing, and revising business documents, including letters, memos, emails, and written reports; creating and delivering professional-level oral reports. 0501.00

**BUS 7, Entrepreneurial Law**

3 Units

3 hrs lecture (GR or P/NP).

Acceptable for credit: UC/CSU

Entrepreneurial Law: Legal issues faced by the entrepreneur related to the selection of organization type, acquisition of business, raising capital, contract formation and negotiation, intellectual property, employment, government regulation (including environmental and taxes), and cyber law. 0506.40

**BUS 8, General Accounting**

3 Units

3 hrs lecture (GR).

Acceptable for credit: UC/CSU

Theories and practice of accounting: Double-entry process on accrual basis; complete accounting cycle with use of work sheet and preparation of end-of-the year financial statements; petty cash, bank procedures, notes, drafts, and introduction to payroll taxes. 0502.00
BUS 24, Computerized Accounting Principles
3 Units
2 hrs lecture, 3 hrs lab (GR).
Prerequisite: BUS 1A or 20.
Acceptable for credit: CSU
AA/AS area 4c
Intensive practical application of theory and procedures of accounting: Utilization of computerized accounting systems in single proprietorship, partnership, and corporate forms of business. 0502.00

BUS 49, Independent Study in Business
0.5–5 Units
1.5–15.0 hrs lab (GR or P/NP).
Acceptable for credit: CSU
In-depth exploration of an area or problem of the student’s choice not covered by regular catalog offerings in Business. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog. 0501.00

BUS 54, Small Business Management
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: CSU
Overview of the factors involved in starting or growing a business: Business plan development; marketing, sales, and promotional strategies; financial management and forecasting techniques; human resources management; and information systems management. 0506.40

BUS 56, Human Resources Management
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: CSU
Introduction to human resources management: Impact and accountability to the organization in human resource activities, global human resources strategies, social and organizational realities, legal implications affecting people at work, union/non-union practices, comparable work, employee compensation and benefits, and employee rights. 0506.00

BUS 70, Introduction to Marketing
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: CSU
Introduction to integrated marketing strategies: Identification and satisfaction of customers’ wants and needs with products (goods and/or services), price, place, and promotional strategies; customer relationship management; integration of marketing into strategic business plans. 0509.00

BUS 102, Social Networking Tools for Job Searches
1 Unit
1 hrs lecture (GR or P/NP).
Acceptable for credit: CSU
AA/AS area 4c
Social networking for job searches: Social media platforms, blogs, and other resources as appropriate; interpersonal networking skills. 0501.00

BUS 210, Financial Management and Investments
3 Units
3 hrs lecture (GR or P/NP).
Survey course which examines sound money management skills and financial plans: Tax-sheltered annuities, real estate, stocks, bonds, trust deeds, new tax laws, borrowing of money, financial adjustments to inflation, and other economic indicators. 0504.00

BUS 228, Small Business Development for New and Prospective Entrepreneurs
1.5 Units
1.5 hrs lecture (GR or P/NP).
Overview of the factors involved in starting a business: Business plan development; marketing, sales and promotional strategies; financial management; plan review and evaluation. 0506.40
ANALYtical CHEMISTRY

Analytical Chemistry

Associate in Science Degree and Certificate of Achievement*

Chemistry technicians perform very important roles in analytical laboratories in academic, research and industrial institutions. They perform duties such as assisting instructors prepare materials for laboratory classes, assisting researchers collect and analyze scientific data, or gathering data for product quality control in industries. At Berkeley City College we offer a two-year (four-semester) Analytical Chemistry program designed to provide individuals with the analytical skills needed for entry-level employment as laboratory technicians in those institutions. At the same time, the Analytical Chemistry program at BCC also prepares students for transfer to four-year colleges or universities.

Career Opportunities

Entry level technicians in State and Federal laboratories, academic research laboratories, industrial, pharmaceutical and environmental health laboratories.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1A General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 1B General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 12A Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 12B Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CIS 1 Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1A General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CIS 1 Introduction to Computer Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

Select 9–10 units from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1A General Biology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 1B General Biology</td>
<td>5</td>
</tr>
<tr>
<td>MATH 3A Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 3B Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 13 Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3A General Physics</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 3B General Physics</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 4A General Physics with Calculus5</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 4B General Physics with Calculus5</td>
<td>5</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>36–37</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>23–24</td>
</tr>
<tr>
<td>Total Units</td>
<td>60</td>
</tr>
</tbody>
</table>

*For the Certificate of Achievement, students must complete the 36–37 units of core courses. For the Associate Degree, students must complete the 36–37 units of core courses plus 23–24 units of General Education requirements and elective courses.

Recommended Course Sequence

Courses Units
1st Semester/Fall
CHEM 1A General Chemistry 5
CIS 1 Introduction to Computer Information Systems 4
General Education and Electives 6
Total Units 15

2nd Semester/Spring
CHEM 1B General Chemistry 5
General Education and Electives 10
Total Units 15

3rd Semester/Fall
CHEM 12A Organic Chemistry 5
General Education and Electives 10
Total Units 15

4th Semester/Spring
CHEM 12B Organic Chemistry 5
CHEM 18 Analytical Instrumentation 3
General Education and Electives 7
Total Units 15

Program Learning Outcomes

Students who complete the program will be able to:

- Demonstrate an understanding of and ability to follow protocols and use of standard and analytical equipment, materials, and techniques employed in general, organic and analytical chemistry laboratory.
- Demonstrate the ability to perform basic calculations related to preparation of solutions and quantitative and qualitative analyses commonly used in experiments in chemistry.
- Demonstrate the ability to work individually or with a team on any assignments.
**CHEM 12B, Organic Chemistry**
5 Units
3 hrs lecture, 6 hrs lab (GR).
Prerequisite: CHEM 12A.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU areas B1, B3; IGETC areas 5A, 5C;
(CHEM 12A+12B C-ID CHEM 160S)
Continuation of CHEM 12A: Reactions of functional groups and interactions of polyfunctional compounds, infrared spectroscopy, nuclear magnetic resonance, mass spectrometry, ultraviolet-visible spectroscopy. Introduction to biochemistry: Lipids, carbohydrates, proteins, nucleic acids. Lab work: Reactions, purification methods, measurements, multi-step syntheses, qualitative analysis, use of instrumentation.
1905.00

**CHEM 18, Analytical Instrumentation**
3 Units
2 hrs lecture, 3 hrs lab (GR).
Prerequisite: CHEM 1B.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1, B3; IGETC area 5A, 5C
Fundamentals of quantitative analysis: Solubility, acid-base, redox, complex formation and chemical equilibrium, and their applications in volumetric, gravimetric, colorimetric, chromatographic and spectroscopic analyses. This course emphasizes familiarity and skills in lab techniques and instrumental analysis.
0955.00

**CHEM 30A, Introductory General Chemistry**
4 Units
3 hrs lecture, 3 hrs lab (GR).
Prerequisite: MATH 201 or 210D or 208.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1, B3; IGETC area 5A, 5C;
(CHEM 30A+PHYS 10 C-ID PHYS 140)
Fundamental principles of general chemistry: Metric measurements, matter and energy, atomic structure, chemical nomenclature, chemical bonding, chemical reactions, stoichiometry, gas laws, nuclear chemistry; properties of liquids, solids, solutions, acids, and bases.
1905.00

**CHEM 30B, Introductory Organic and Biochemistry**
4 Units
3 hrs lecture, 3 hrs lab (GR).
Prerequisite: CHEM 30A.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1, B3; IGETC area 5A, 5C
Introduction to basic organic chemistry and biochemistry: Hydrocarbons; organic functional groups, nomenclature, and reactions; polymers, carbohydrates, proteins, enzymes, lipids, nucleic acids, protein synthesis, and metabolic pathways.
1905.00

**CHEM 49, Independent Study in Chemistry**
0.5–5 Units
1.5–15.0 hrs lab (GR or P/NP).
Acceptable for credit: CSU
In-depth exploration of an area or problem of the student’s choice not covered by regular catalog offerings in Chemistry. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog.
1905.00

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**CHILD DEVELOPMENT**

**CHDEV 51, Child Growth and Development**
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS Area 2; CSU area D, E; IGETC area 4; (C-ID CDEV 100)
Prenatal through adolescence typical and atypical human growth and development: Interrelationship of physical, social, emotional, and intellectual growth and the adult role in fostering optimal development with emphasis on interactions between nature and nurture, developmental theory and investigative research, child observations and assessment, developmental milestones and individual differences.
1305.00
CHINESE

CHIN 1, Elementary Chinese (Mandarin)
5 Units
5 hrs lecture (GR or P/NP).
Course is equivalent to two years of high school study.
Acceptable for credit: UC/CSU
AA/AS Area 3; CSU area C2; IGETC area Language
Introduction to elementary Chinese:
Pronunciation, grammar, sentence patterns, practical vocabulary, and aural-oral exercises in speaking and understanding Mandarin Chinese or Pu Tong Hua. 1107.00

COMMUNICATION STUDIES

Communication Studies

Associate in Arts for Transfer Degree (AA-T)

The Associate in Arts in Communication for Transfer Degree is designed to prepare students to complete the baccalaureate degree in communication upon transferring into the CSU system. Communication skills are essential to forming and maintaining personal relationships, acquiring and excelling in a job, and relating to the world around us. Through the study and practice of interpersonal, professional, and inter-cultural communication skills, students will learn how their perceptions and self-esteem affect their interactions with others. Beyond this, students will improve their abilities to speak, write, and present information effectively, whether in face-to-face interactions or in public or mass-media settings.

Students who successfully complete the AA-T in Communication Studies earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission a local CSU campus and to a program or major in communication studies or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 18–19 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see “Associate Degrees for Transfer (ADT) to a California State University” on page 29.

Students are advised to consult with a Berkeley City College Counselor for additional information and to verify transfer requirements.

Complete the following core requirement courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 5</td>
<td>Persuasion and Critical Thinking 3</td>
</tr>
<tr>
<td>COMM 20</td>
<td>Interpersonal Communication Skills 3</td>
</tr>
<tr>
<td>COMM 45</td>
<td>Public Speaking 3</td>
</tr>
</tbody>
</table>

List A—Select two of the following courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 6</td>
<td>Intercultural Communication 3</td>
</tr>
<tr>
<td>COMM 19</td>
<td>Survey of Mass Media 3</td>
</tr>
<tr>
<td>COMM 4</td>
<td>The Dynamics of Group Discussion 3</td>
</tr>
</tbody>
</table>

List B—Select one of the following courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3</td>
<td>Introduction to Social and Cultural Anthropology 3</td>
</tr>
<tr>
<td>ENGL 1B</td>
<td>Composition and Reading 4</td>
</tr>
<tr>
<td>ENGL 5</td>
<td>Critical Thinking in Reading and Writing 3</td>
</tr>
<tr>
<td>PSYCH 1A</td>
<td>Introduction to General Psychology 3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology 3</td>
</tr>
<tr>
<td>COMM 3</td>
<td>Introduction to Human Communication 3</td>
</tr>
<tr>
<td>COMM 10</td>
<td>Gender and Communication 3</td>
</tr>
<tr>
<td>Total Units Required for the Major 18–19</td>
<td></td>
</tr>
<tr>
<td>General Education (IGETC or CSU GE) and Electives 41–42</td>
<td></td>
</tr>
<tr>
<td>Total Units 60</td>
<td></td>
</tr>
</tbody>
</table>
### Recommended Course Sequence

You can use the following pattern to complete the Associate in Arts in Communication for Transfer Degree (AA-T). This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program Matriculation, which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

### TWO-YEAR COURSE SEQUENCE BEGINNING IN THE FALL SEMESTER

<table>
<thead>
<tr>
<th>1st Semester/Fall</th>
<th>2nd Semester/Spring</th>
<th>3rd Semester/Fall</th>
<th>4th Semester/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMM 20</strong> Interpersonal Communication Skills</td>
<td><strong>COMM 6</strong> Inter-cultural Communication</td>
<td><strong>COMM 4</strong> The Dynamics of Group Discussion</td>
<td><strong>COMM 5</strong> Persuasion and Critical Thinking</td>
</tr>
<tr>
<td><strong>COMM 45</strong> Public Speaking</td>
<td><strong>COMM 45</strong> Public Speaking</td>
<td><strong>COMM 5</strong> Persuasion and Critical Thinking</td>
<td><strong>COMM 6</strong> Inter-cultural Communication</td>
</tr>
<tr>
<td><strong>General Education and Electives</strong> 12</td>
<td><strong>General Education and Electives</strong> 9</td>
<td><strong>General Education and Electives</strong> 12</td>
<td><strong>General Education and Electives</strong> 9</td>
</tr>
<tr>
<td><strong>Total</strong> 15</td>
<td><strong>Total</strong> 15</td>
<td><strong>Total</strong> 15</td>
<td><strong>Total</strong> 15</td>
</tr>
</tbody>
</table>

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Use speaking and listening skills to resolve conflict and get their messages across as intended in interpersonal, small group, and organizational dynamics.
- Deliver presentations that are clear in content, structure, and delivery.
- Research and analyze the influence and impact of mass media and culture on society.

### Course Announcements & Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 3</td>
<td>Introduction to Human Communication</td>
<td>3</td>
<td>Study of human communication: Focus on verbal and nonverbal participation and effective listening in interpersonal contexts, group dynamics, and public speaking.</td>
</tr>
<tr>
<td>COMM 4</td>
<td>The Dynamics of Group Discussion</td>
<td>3</td>
<td>Study of communication in a group setting: Emphasis on listening, leadership, and teamwork; theoretical and experiential learning to build on individual communication skills with the goal of understanding and practicing successful group relations.</td>
</tr>
<tr>
<td>COMM 5</td>
<td>Persuasion and Critical Thinking</td>
<td>3</td>
<td>Principles of reasoning and persuasion, and analysis and evaluation of communication; emphasis on structure of arguments, quality of evidence, formal and informal fallacies, and effect of media on argumentation.</td>
</tr>
<tr>
<td>COMM 6</td>
<td>Inter-cultural Communication</td>
<td>3</td>
<td>Dynamics of inter-cultural communication as it applies to the diversity of American cultures: Cultural concepts, language style, content, ethnic perspectives, perceptions and stereotypes, symbols, and roles as they facilitate or hinder effective verbal and nonverbal interaction across cultures; analysis of multiple inter-cultural communication theories.</td>
</tr>
<tr>
<td>COMM 19</td>
<td>Survey of Mass Media</td>
<td>3</td>
<td>Survey of traditional and non-traditional mass media in America: Impact of mass media trends and technology into the 21st century; critical analysis of media messages and examination of mass media from historical, political, social, and cultural perspectives.</td>
</tr>
<tr>
<td>COMM 20</td>
<td>Interpersonal Communication Skills</td>
<td>3</td>
<td>Analysis of communication needs and improvement of skills: Listening, perception, nonverbal communication, semantics, and conflict management.</td>
</tr>
<tr>
<td>COMM 45</td>
<td>Public Speaking</td>
<td>3</td>
<td>Principles of public speaking: Oral presentations based on political and social issues; critical thinking, organization, and research.</td>
</tr>
</tbody>
</table>
COMPUTER INFORMATION SYSTEMS PROGRAMS

The Computer Information Systems programs provide courses to improve students' computer and software knowledge and skills. The CIS Associate in Science degree enables students to develop and/or upgrade their skills for career advancement. The Certificate of Achievement programs qualify them for entry-level employment in occupational settings that utilize computers and various software applications.

Advanced Computer Programming

Associate in Science Degree and Certificate of Achievement*

This program will prepare students for a career as a computer professional in fields such as programming, programming analysis, systems analysis, or software developing. The program is also recommended for professionals in other areas who want to develop computer programming skills. Students may need further course work at a four-year institution for some career objectives. Before entering the program you should have a solid computer literacy background such as that provided by CIS 1, CIS 5, or both CIS 200 and CIS 42A.

Career Opportunities
The Associate Degree provides the computer skills needed to work as a Computer Programmer, Software Developer, or Web Programmer.

Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 19 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 6 Introduction to Computer Programming</td>
<td>5</td>
</tr>
<tr>
<td>CIS 23 C# Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 27 Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CIS 36A Java Programming Language I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 36B Java Programming Language II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 81 Systems Analysis with UML</td>
<td>3</td>
</tr>
<tr>
<td>CIS 82 Design Patterns</td>
<td>4</td>
</tr>
<tr>
<td>CIS 83B Computer Programming Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 34

General Education and Electives: 26

Total: 60

*For the Certificate of Achievement, students must complete the 34 units of required courses. For the Associate Degree, students must complete the 34 units of required courses plus 26 units of General Education requirements and elective courses.

Recommended Course Sequence

You can use the following pattern to complete the Associate in Science Degree or Certificate of Achievement in Advanced Computer Programming. This is only one possible pattern. If you wish to earn an associate degree or certificate, you must participate in the Student Success Program Matriculation, which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

Courses

<table>
<thead>
<tr>
<th>1st Semester/Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 19 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 6 Introduction to Computer Programming</td>
<td>5</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>7</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester/Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 23 C# Programming</td>
<td>4</td>
</tr>
<tr>
<td>CIS 36A Java Programming Language I</td>
<td>4</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>7</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester/Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 27 Data Structures and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>CIS 81 Systems Analysis with UML</td>
<td>3</td>
</tr>
<tr>
<td>CIS 82 Design Patterns</td>
<td>4</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>4</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester/Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 36B Java Programming Language II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 83B Computer Programming Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>8</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Students who complete the program will be able to:

- Solve problems using object-oriented decomposition and write programs using C++, Java, and C# programming languages.
- Apply advanced programming concepts including threads, networking, databases, and graphical user interfaces.
- Use advanced design patterns and algorithms in program design and analyze program complexity.
- Communicate effectively in technical writing.

Applied Computer Information Systems

Associate in Science and Certificate of Achievement*

Whether you are a beginning or an advanced computer student, the courses in the Computer Information Systems/Applied Computer Information Systems Program will improve your computer and software knowledge and skills. Understand how computers work and be a proficient user of computers. Learn Microsoft Office applications and integrate the different software to create professional reports and presentations.

Career Opportunities

The Certificate of Achievement qualifies you for entry-level employment in occupational settings that utilize computers and various software applications.

Required Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 1 Introduction to Computer Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>CIS 5 Introduction to Computer Science</td>
<td>5</td>
</tr>
<tr>
<td>CIS 6 Introduction to Computer Programming</td>
<td>5</td>
</tr>
<tr>
<td>CIS 42A Spreadsheet Applications I</td>
<td>2</td>
</tr>
<tr>
<td>CIS 42B Spreadsheet Applications II</td>
<td>2</td>
</tr>
<tr>
<td>CIS 86 Windows Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>CIS 105 Basic Mechanics of Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>BUS 10 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 19 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>MMART 3 Introduction to Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>32</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>28</td>
</tr>
<tr>
<td>Total Units</td>
<td>60</td>
</tr>
</tbody>
</table>

*For the Certificate of Achievement, students must complete the 32 units of required courses. For the Associate Degree, students must complete the 32 units of required courses plus 28 units of General Education requirements and elective courses.
**Recommended Course Sequence**

Students can use the following pattern to complete an Associate in Science degree or Certificate of Achievement in Applied Computer Information Systems. This is only one possible pattern. If they wish to earn an associate degree or certificate, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 1</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>BUS 10</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td>C105</td>
<td>1</td>
</tr>
<tr>
<td>Basic Mechanics of Web Page Design</td>
<td></td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>2nd Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 5</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Computer Science</td>
<td></td>
</tr>
<tr>
<td>CIS 42A</td>
<td>2</td>
</tr>
<tr>
<td>Spreadsheet Applications I</td>
<td></td>
</tr>
<tr>
<td>CIS 42B</td>
<td>2</td>
</tr>
<tr>
<td>Spreadsheet Applications II</td>
<td></td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>3rd Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>CIS 6</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Computer Programming</td>
<td></td>
</tr>
<tr>
<td>C1S 86</td>
<td>4</td>
</tr>
<tr>
<td>Windows Operating Systems</td>
<td></td>
</tr>
<tr>
<td>BUS 19</td>
<td>3</td>
</tr>
<tr>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>MMART 3</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Digital Art</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>4th Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:
- Demonstrate knowledge of computer hardware and software and use computers effectively at work and home.
- Demonstrate knowledge of computer terminology and trends in Computer Information Systems.
- Demonstrate proficiency in using operating systems and office productivity applications for work in entry-level employment.

**Web Programming**

**Associate in Science and Certificate of Achievement**

This program will prepare students for a career in programming for the Internet and the World Wide Web. They will learn client-side and server-side web programming technologies, understand Internet communications and protocols and related technologies, learn the latest versions of HTML, CSS, JavaScript, Java, and Databases in order to integrate them to create dynamic interactive web pages. Before entering the program, students should have a solid computer literacy background, such as that provided by CIS 1, CIS 5, or CIS 42A/B or the equivalents.

**Career Opportunities**

Web programmer, programmer/analyst, software developer, and information technology professional.

**Recommended Course Sequence**

Students can use the following pattern to complete an Associate in Science degree or Certificate of Achievement in Web Programming. This is only one possible pattern. If they wish to earn an associate degree or certificate, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.
CIS 5, Introduction to Computer Science
5 Units
4 hrs lecture, 3 hrs lab (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 4c
Introduction to computer science: Architecture of digital computers, design of algorithms for solving various problems, and basic skills in computer programming. 0701.00

CIS 6, Introduction to Computer Programming
5 Units
4 hrs lecture, 3 hrs lab (GR or P/NP).
Recommended preparation: CIS 5.
Acceptable for credit: UC/CSU
AA/AS area 4c; (C-ID COMP 122)
Introduction to computer programming: Algorithm design, flow charting, and debugging; elements of good programming style. Course may be instructed in any programming language. 0707.10

CIS 20, Microcomputer Assembly Language
4 Units
3 hrs lecture, 3 hrs laboratory (GR or P/NP).
Prerequisite: CIS 6, 25, or 36A.
Acceptable for credit: UC/CSU
AA/AS area 4c; (C-ID COMP 142)
Introduction to assembly language: Input/output operations, use of files, program flow controls, interaction with OS via interrupts, pointers and arrays, strings and structured programming, and related applications. 0707.10

CIS 23, C# Programming
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP)
Recommended preparation: CIS 6, 10, 25, or 26.
Acceptable for credit: UC/CSU
AA/AS area 4c
Introduction to C# programming: Basic unified modeling language (UML) notation in object-oriented software design and development using the C# programming language in a .Net environment; focus on the program structure, syntax, constructs and keywords of the C# programming language, concepts of intermediate languages (ILs), the common language runtime (CLR), and .Net standard data types. 0707.10

CIS 25, Object-Oriented Programming Using C++
4 Units
3 hrs lecture, 3 hrs lab (GR).
Recommended preparation: CIS 6 or 26.
Acceptable for credit: UC/CSU
AA/AS area 4c
Object-oriented methods of software development using C++: including the design and implementation of objects, class construction and destruction, encapsulation, inheritance, and polymorphism. 0707.10

CIS 27, Data Structures and Algorithms
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Prerequisite: CIS 25, 26, 36A.
Acceptable for credit: UC/CSU
AA/AS area 4c
Use of abstract forms of data in programming: Concepts, and implementation and applicability of different forms of data to various programming problems. 0707.10

CIS 36A, Java Programming Language I
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Recommended preparation: CIS 6 or 61.
Acceptable for credit: UC/CSU
AA/AS area 4c
Introduction to object-oriented program design using Java: Developing web pages and stand-alone applications. 0707.10

CIS 36B, Java Programming Language II
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Prerequisite: CIS 25 or 36A.
Acceptable for credit: UC/CSU
AA/AS area 4c
Object-oriented program design using the Java programming language: Designing and programming with exceptions, threads, file input/output (I/O); networking and graphics classes; developing codes using tools such as Java 2D API and SWING; and working with projects in areas such as animation. 0707.10

CIS 42A, Spreadsheet Applications I
2 Units
1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).
Recommended preparation: CIS 1 or 200.
Acceptable for credit: CSU
AA/AS area 4c
Principles of electronic spreadsheets using features available with currently popular spreadsheet software: Worksheet creation and formatting; entering of data, formulas, and functions; editing and printing; basic charting; basic database functions of sorting and querying. 0702.10

CIS 42B, Spreadsheet Applications II
2 Units
1.5 hrs lecture, 1.5 hrs lab (GR or P/NP).
Prerequisite: CIS 42A (may be taken during same term as CIS 42B during the first 9-week session).
Acceptable for credit: CSU
AA/AS area 4c
Principles of electronic spreadsheets using features available with currently popular spreadsheet software: Financial functions, logical functions, forecasting trends, lookup tables, "pivot tables", graphic design for financial statements, statistical operations (regression analysis), macro programming. 0702.10

CIS 81, Systems Analysis with UML
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: CIS 36A.
Acceptable for credit: CSU
AA/AS area 4c
Principles of systems analysis: Techniques of analysis and design emphasizing UML in software requirements analysis, and the design and documentation phase of software development; utilizing life cycle of systems design, iterative, and waterfall development processes, object oriented analysis and design. 0707.30

CIS 82, Design Patterns
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Prerequisite: CIS 36A, Recommended Preparation: CIS 81.
Acceptable for credit: CSU
AA/AS area 4c
Principles of designing robust reusable object-oriented software: The most common design-pattern strategies; enterprise program design. 0707.10

CIS 83A, Web Programming Capstone Project
3 Units
1 hour Lecture, 6 hrs Lab (GR or P/NP).
Prerequisite: CIS 36A, 81, 84, 85, and 103.
Acceptable for credit: CSU
AA/AS area 4c
Substantial client-specified work-like project: Team project includes writing, analyzing, designing, implementing, testing, documenting, and presenting to client; use of programming and systems analysis skills developed in previous courses; demonstration of mastery of program competencies. 0707.10
CIS 84, Database Programming for the Web
3 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Recommended Preparation: CIS 36A and 105.
Acceptable for credit: CSU
AA/AS area 4c
Web-enabled database concepts: Relational database principles, Structured Query Language (SQL); use of client-side scripts and server-side scripts. 0707.20

CIS 85, JSP and Servlets
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Prerequisite: CIS 36A.
Acceptable for credit: CSU
AA/AS area 4c
Java servlet and JSP technology and deployment of web applications: Interactive web pages, secure access to the web site, JDBC database connectivity, web security, generation of dynamic web pages, and maintenance of client session data; quick introduction to Java bean components and J2EE. 0707.10

CIS 86, Windows Operating Systems
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Recommended Preparation: CIS 1.
Acceptable for credit: CSU
AA/AS area 4c
Computer operating system environment through a study of the main features and functions of MS Windows: Operating system fundamentals, configurations, installation & upgrading, managing applications, files and directories, managing devices and other resources, system maintenance. 0702.00

CIS 89B, Computer Programming Capstone Project
3 Units
1 hour lecture, 6 hrs Lab (GR or P/NP).
Prerequisite: CIS 27, 36A, 81, and 82.
Acceptable for credit: CSU
AA/AS area 4c
Culminating project-based experience that applies computer programming knowledge and skills developed in previous courses towards the design, implementation, testing, documentation, and presentation of a specific idea, task, or product. 0707.10

CIS 90, Security Fundamentals
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Recommended Preparation: CIS 1.
Acceptable for credit: CSU
AA/AS area 4c
Basics of Network and Windows Server system security: Core security principles, understanding security layering concepts, authentication-authorization-accounting, security policies through access and permissions, understanding network security, protecting the client server environment, encryption, PKI and Certificates. 0708.20

CIS 103, Survey of Programming Languages for the Web–Continuation
4 Units
3 hrs lecture, 3 hrs lab (GR or P/NP).
Recommended Preparation: CIS 36A and 104.
Acceptable for credit: CSU
AA/AS area 4c
E-commerce web page design principles: Extend web page “functionality” with interactivity, multimedia, security, and database capability using XML, JavaScript and related technologies. 0707.10

CIS 104, Survey of Programming Languages for the Web
3 Units
2 hrs lecture, 3 hrs lab (GR or P/NP).
Recommended preparation: CIS 1 and 105.
Acceptable for credit: CSU
AA/AS area 4c
Survey of programming languages for the Web for non-programmers: History and motivation for development; review of basic concepts and syntax, such as variables, loops, conditions, arrays, structures; capabilities and limitations; functions of object-oriented and event-driven programming. Taught using HTML5, CSS, Java with jQuery. 0707.10

CIS 105, Mechanics of Web Page Design
1 Unit
1 hour lecture (GR or P/NP).
Recommended preparation: CIS 237.
Acceptable for credit: CSU
AA/AS area 4c
Basic theory and practice of web page construction using HTML: Preparation of images for the web, interface design, and interactivity. 0709.00

CIS 200, Computer Concepts and Applications
1.5 Units
1 hour lecture, 2 hrs lab (GR or P/NP).
AA/AS area 4c
Introduction to computer concepts: Terminology, word processing, spreadsheets, database management, presentation graphics, and the Internet. 0702.10

CIS 230, Laboratory Practice in Microcomputers
0.5 Units
1.5 hrs lab (GR or P/NP).
Recommended preparation: CIS 200.
Designed to provide lab experience not covered under other course offerings: Prescribed lab activities or establishment of a specialized course of study under direction of instructor. 0702.00

CIS 231, Advanced Laboratory Projects in Microcomputers
1 Unit
3 hrs lab (GR or P/NP).
Recommended preparation: CIS 210, 212, 220, or 235.
AA/AS area 4c
Designed to provide advanced lab experience not covered under other course offerings: Specialized projects using advanced applications/programs or multiple application programs under direction of instructor for students with prior user or programming experience. 0702.00

CIS 231A, Advanced Laboratory Projects in Word
1 Unit
3 hrs lab (GR or P/NP).
Recommended Preparation: CIS 1.
AA/AS area 4c
Advanced Word skills: Creating templates and themes, adding multimedia to documents, and protecting documents by completing specialized projects. 0702.00

CIS 231B, Advanced Laboratory Projects in Outlook
1 Unit
3 hrs lab (GR or P/NP). Recommended Preparation: CIS 1.
AA/AS area 4c
Outlook: Performing scheduling, manage tasks and meetings, manage contacts and emails, manage communication, and work efficiently by completing specialized projects. 0702.00

CIS 231C, Advanced Laboratory Projects in SharePoint
1 Unit
3 hrs lab (GR or P/NP).
Recommended Preparation: CIS 1.
AA/AS area 4c
SharePoint: Collaborating on activities, sharing data, and presenting business applications and content by completing specialized projects. 0702.00
CIS 231D, Advanced Laboratory Projects in OneNote
1 Unit
3 hrs lab (GR or P/NP).
Recommended Preparation: CIS 1
AA/AS area 4c
OneNote: Creating, collecting, categorizing, organizing, and searching documents and notes by completing specialized projects. 0702.00

CIS 232, Exploring Robotics
2 Units
1 hrs lecture, 3 hrs lab (GR or P/NP).
AA/AS area 4c
Introduction to robotics and computing: Modeling, designing, planning, and programming; hands-on robotic projects using motors and sensors. 0706.00

CIS 237, Introduction to Internet Basics
1 Unit
1 hour lecture (GR or P/NP).
Recommended preparation: CIS 200.
AA/AS area 4c
Introduction to Internet basics: Connecting to the Internet; exploring the World Wide Web; using email, search engines and directories, FTP/Usenet/TELNET; creating and publishing HTML pages and ethical issues. 0709.00

CIS 245A, Introduction to Microsoft Access I
2 Units
1.5 hour lecture, 1.5 hrs lab (GR or P/NP). Co-requisite: CIS 1 or 200.
AA/AS area 4c
Introduction to Microsoft Access database management: Designing, creating, and managing a database, developing and building tables, creating queries forms and reports. 0707.20

CIS 245B, Introduction to Microsoft Access II
2 Units
1.5 hrs lecture, 1.5 hrs lab (GR or P/NP). 
Prerequisite: CIS 245A.
AA/AS area 4c
Microsoft Access Database design, management and optimization of relational databases: Advanced queries, enhanced table design, tools for custom form and report generation, data sharing and analysis, action queries and advanced table relationships, automating tasks with macros, using and writing Visual Basic application code. 0707.20

CIS 246, Introduction to PowerPoint
1.5 Units
1 hour lecture, 1.5 hrs lab (GR or P/NP).
Recommended Preparation: CIS 1.
AA/AS area 4c
Introduction to Microsoft PowerPoint presentation graphics: Preparation for creating, saving, editing and printing presentation materials; graphic techniques and overhead transparencies, color slides, outline notes, handouts, and on-screen graphics. 0702.10
COOPERATIVE EDUCATION

For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hrs, subject to the following limitations:

1. General Work Experience Education.
A maximum of six semester credit hrs may be earned during one enrollment period in general work experience education.

2. Occupational Work Experience Education.
A maximum of eight semester credit hrs may be earned during one enrollment period in occupational work experience education. Work experience, in conjunction with a program of instruction, makes it possible for a student to obtain college credit for paid or volunteer experience.

COPED 450, General Work Experience
1–3 Units
3.430–17.09 hours lab (GR or P/NP).
Acceptable for credit: CSU

Supervised employment: Acquisition of desirable work habits and attitudes; experience with potential careers. The employment need not be related to the student’s educational or occupational goals. Each 75 hours of paid work equals one unit, while each 60 hours of non-paid work equals one unit. Students can earn at most 16 units through general and occupational work experience courses combined, but may re-enroll in such courses any number of times until the maximum of 16 units is earned.

COUNSELING

COUN 24, College Success
3 Units
3 hrs lecture (GR or P/NP).
Recommended Preparation: ENGL 201B
Acceptable for credit: UC/CSU
CSU area E

Identification and development of resources that facilitate college success: High-performance learning utilizing information organization and management, critical-thinking and problem-solving skills, effective time management, learning styles and strategies and memory theory, goal setting and educational planning, and campus/community resources.

COUN 200A, Orientation to College
0.5 Units
0.5 hrs lecture (P/NP).
Information for new students: College programs, policies and procedures, campus resources and assessment.

COUN 200B, Orientation to College
0.5 Units
0.5 hrs lecture (P/NP).
Recommended preparation: COUN 200A.

Educational planning and college success skills: Development of a Student Educational Plan (SEP) with a counselor and introduction to topics such as time management, study skills, note-taking, and test-taking techniques.

COUN 207A, Career Exploration
1 Unit
1 hr lecture (GR or P/NP).
Career decision making: Exploration and clarification of values, skills, and goals to facilitate informed and realistic career choices, and introduction to personal and occupational assessment tools.

COUN 207B, Career Exploration
1 Unit
1 hr lecture (GR or P/NP).
Occupational assessment tools: Practice in networking, informational interviews, research on employment opportunities and trends, and resources used in job search.

COUN 501, Counseling Learning Lab (Non-Credit)
0 Units
1–5 hrs lab (P/NP or SP).

Course study under this section may be repeated as necessary. Students may attend multiple sessions per semester. Success and retention strategies offered in small groups: Provides supervised tutoring to students in overcoming barriers in reaching their educational goals and increasing their successful completion of college courses and programs.

COUN 57, Career and Life Planning
3 Units
3 hrs lecture (GR or P/NP).
Recommended Preparation: ENGL 201B
Acceptable for credit: UC/CSU
CSU area E

In-depth career and life planning: Self-exploration, identifying values, interests, needs and goals; development of skills for assuming careers and lifestyles over the life span, influence of career choice on the quality of life, and the development of a career action plan. Designed to assist those students considering the transition of a career change or undecided about the selection of a college transfer major.
**ECONOMICS**

**Economics**

**Associate in Arts for Transfer Degree (AA-T)**

Economics provides a sequential course of study that prepares you for transfer to four-year institutions with an economics major or acquisition of economics proficiency necessary for career fields that emphasize the value of familiarity with economics or accounting.

Students are required to complete 60 semester units that are eligible for transfer to the California State University. Students are advised to consult with a Counselor and/or the department chair for major or acquisition of economics proficiency necessary for career fields that emphasize the value of familiarity with economics or accounting.

Students are required to complete 60 semester units that are eligible for transfer to the California State University, including both of the following (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 23 semester units with a grade of C or better in the major and maintaining an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. A “P” (Pass) grade is not an acceptable grade for courses in the major.

Students are advised to consult with a Counselor and/or the department chair for additional information and to verify transfer requirements.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1A</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1B</td>
<td>4</td>
</tr>
<tr>
<td>ECON 1</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2</td>
<td>3</td>
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<tr>
<td>MATH 13</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3A</td>
<td>5</td>
</tr>
</tbody>
</table>

**Major Requirements**

| General Education (CSU GE or IGETC) and Electives | 37 |
| Total Units                                      | 60 |

**Recommended Course Sequence**

You can use the following pattern to complete an Associate in Arts in Economics for Transfer Degree. This is only one possible pattern.

If you wish to earn an associate degree or certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>BUS 1A Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2 Principles of Economics (Macro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>8</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
<tr>
<td>2nd Semester/Spring</td>
<td></td>
</tr>
<tr>
<td>BUS 1B Managerial Accounting</td>
<td>4</td>
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<tr>
<td>MATH 3A Calculus I</td>
<td>5</td>
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<tr>
<td>General Education and Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
<tr>
<td>3rd Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>ECON 1 Principles of Economics (Macro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 13 Introduction to Statistics</td>
<td>4</td>
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<tr>
<td>General Education and Electives</td>
<td>8</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
<tr>
<td>4th Semester/Spring</td>
<td></td>
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<tr>
<td>ECON 1 Principles of Economics (Macro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 13 Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>8</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

Students who complete the program will be able to:

- Explain economic principles and how economic resources and opportunity costs relate to the production possibilities curve.
- Recommend appropriate fiscal and monetary policies to reduce unemployment and control inflation based on Keynesian economics.
- Predict whether equilibrium price and quantity will increase or decrease when there is a change in supply and/or demand.
- Analyze the four basic market models and their profit-maximizing output based upon their costs of production, marginal revenue, demand, and elasticity of demand, critiquing the efficiency of the market.

**ECON 1, Principles of Economics (Macro-Economics)**

3 Units
3 hrs lecture (GR).
Prerequisite: MATH 203, 211D or 230.
Acceptable for credit: UC/CSU
AA/AS area 2, CSU area D; IGETC area 4; (C-ID ECON 201)
Introductory economic concepts:
Measurements of national income and production; causes of inflation, recession and depression; money and banking; government monetary and fiscal (spending and taxation) policies; stabilization techniques; economic growth; history of economic thought and philosophy.

**ECON 2, Principles of Economics (Micro-Economics)**

3 Units
3 hrs lecture (GR).
Prerequisite: MATH 203, 211D or 230.
Acceptable for credit: UC/CSU
AA/AS area 2, CSU area D; IGETC area 4; (C-ID ECON 201)
Principles of micro-economics: Forms of business organization, theory of the firm within competitive and non-competitive markets, distribution of income, poverty, labor issues, agriculture.

**ECON 20, Economic History of the United States**

3 units
3 hrs lecture (GR or P/NP).
Recommended Preparation: ECON 1
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4
Economic history of the United States: Utilizing economic theory to study the origins and historical development of economic institutions and government intervention in the United States’ economy.

**ECON 49, Independent Study in Economics**

0.5–5 Units
1.5–15 hrs lecture (GR or P/NP).
Acceptable for credit: CSU
In-depth exploration of an area or problem of the student’s choice not covered by regular catalog offerings in Economics. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog.

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**Associate Degree & Certificate Programs/Course Announcements & Descriptions**
Elementary Teacher Education

Associate in Arts for Transfer Degree (AA-T)

Berkeley City College’s Elementary Teacher Education AA-T is an interdisciplinary program which meets state guidelines in order to prepare students to begin their path toward becoming elementary school teachers. According to the Employment Development Department, elementary school teachers are among the top twenty-five “occupations with the most job openings” in California, with new jobs opening annually.

Students who successfully complete the AA-T in Elementary Teacher Education earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in Education or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including (1) the California State University General Education – Breadth Requirements and (2) 54 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.

For a more detailed description of Associate Degrees for Transfer, see “Associate Degrees for Transfer (ADT) to a California State University” on page 29.

Students are advised to consult with a Berkeley City College Counselor for additional information and to verify transfer requirements.

Recommended Course Sequence

You can use the following pattern to complete an Associate in Arts in Elementary Teacher Education for Transfer Degree. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>CHDEV 51</td>
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<tr>
<td>EDUC 1</td>
<td>3</td>
</tr>
<tr>
<td>MATH 18</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

Liberal Studies–Teacher Preparation

Associate in Arts Degree

The A.A. in Liberal Studies – Teacher Preparation is designed to prepare students to transfer to education programs at four-year institutions. Additionally, this program prepares students to qualify for California’s Associate Teacher permits.

Career Opportunities

This program prepares students to qualify for California’s Associate Teacher permit. This permit allows them to work in after-school programs and Head Start programs and to work as para-educators.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDEV 51</td>
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<tr>
<td>EDUC 1</td>
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<tr>
<td>MATH 18</td>
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3rd Semester/Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ENGL 5</td>
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<tr>
<td>GEG 3</td>
<td>3</td>
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<tr>
<td>GEOL 10</td>
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4th Semester/Summer

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGL 10</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1A</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 10</td>
<td>4</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Students who complete the program will be able to:

- Analyze models and methods of effective teaching, especially in relation to the needs of a diverse student body.
- Apply effective strategies for teaching.
- Write strong essays.
- Describe and teach basic concepts in number systems.
- Describe basic concepts in the humanities, social sciences, and sciences, and apply them to teaching at an elementary level.
6.

5.

4.

3.

2.

1.

students will be able to:

Upon successful completion of this program, students who complete the program will be well qualified to serve as teachers’ aides in classrooms from kindergarten to high school age.

Teacher’s Aide

Certificate of Achievement

This certificate combines some of the core courses in the Education AA-T with fieldwork in the schools, as well as additional courses focusing on school readiness. Students who complete this program will qualify to serve as teachers’ aides in classrooms from pre-kindergarten and transitional kindergarten through third grade, as well as after-school programs.

Career Opportunities

Teachers’ aides in K–12 and adult education programs.

### Education: School Readiness

#### Certificate of Proficiency

Upon completion of this program, students will receive the California Commission on Teacher Credentialing Associate Teacher Permit, with a School-Age Emphasis. This certificate combines some of the core courses in the Education AA-T with fieldwork in the schools, as well as additional courses focusing on school readiness. Students who complete this program will qualify to serve as teachers’ aides in classrooms from pre-kindergarten and transitional kindergarten through third grade, as well as after-school programs.

Career Opportunities

This program prepares students to qualify for California’s Associate Teacher permits, with a school-age emphasis. The permit allows them to work in after-school programs and Head Start programs and to work as para-educators.

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>COMM 45</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>EDUC 1</td>
<td>Introduction to the Field of Education</td>
</tr>
<tr>
<td>EDUC 97</td>
<td>Field Studies in Education 2–4</td>
</tr>
<tr>
<td>EDUC 98</td>
<td>Pedagogy of Reading</td>
</tr>
<tr>
<td>EDUC 99</td>
<td>Introduction to Special Needs Pedagogy</td>
</tr>
<tr>
<td>ENGL 1A</td>
<td>Composition and Reading</td>
</tr>
<tr>
<td>MATH 18</td>
<td>Mathematical Concepts for Teachers</td>
</tr>
<tr>
<td>CHDEV 51</td>
<td>Child Growth and Development</td>
</tr>
</tbody>
</table>

Select 3 units from the following:

- CHDEV 51 Child Growth and Development
- PSYCH 21 Lifespan Human Development

Total required units: 24–26

#### Recommended Course Sequence

You can use the following pattern to complete a Certificate of Achievement in Teacher’s Aide. This is only one possible pattern. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

#### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Analyze models and methods of effective teaching, especially in relation to the needs of a diverse student body.
2. Describe and apply effective strategies for teaching.
3. Write strong essays which demonstrate an understanding of children’s literature.
4. Describe basic concepts in number systems.
5. Describe and demonstrate key concepts in biology.
6. Describe and demonstrate key concepts in history and sociology.

### Teacher’s Aide

Certificate of Achievement

This certificate combines some of the core courses in the Education AA-T with fieldwork in the schools, as well as additional courses focusing on school readiness. Students who complete this program will qualify to serve as teachers’ aides in classrooms from kindergarten to high school age.

Career Opportunities

Teachers’ aides in K–12 and adult education programs.

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1</td>
<td>Introduction to the Field of Education</td>
</tr>
<tr>
<td>ENGL 47</td>
<td>Children’s Literature</td>
</tr>
<tr>
<td>CHDEV 51</td>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>MATH 18</td>
<td>Mathematical Concepts for Teachers</td>
</tr>
<tr>
<td>PSYCH 21</td>
<td>Lifespan Human Development</td>
</tr>
</tbody>
</table>

Select 3 units from the following:

- CHDEV 51 Child Growth and Development
- PSYCH 21 Lifespan Human Development

Total units: 11–13

#### Program Learning Outcomes

Students who complete the program will be able to:

- Analyze models and methods of effective teaching, especially in relation to the needs of a diverse student body.
- Apply effective strategies for teaching basic concepts in mathematics, reading, and writing.
- Apply knowledge of learning differences in working with students.

### 1st Semester/Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 45</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>EDUC 1</td>
<td>Introduction to the Field of Education</td>
</tr>
<tr>
<td>EDUC 97</td>
<td>Field Studies in Education 2–4</td>
</tr>
<tr>
<td>EDUC 98</td>
<td>Pedagogy of Reading</td>
</tr>
<tr>
<td>EDUC 99</td>
<td>Introduction to Special Needs Pedagogy</td>
</tr>
<tr>
<td>ENGL 1A</td>
<td>Composition and Reading</td>
</tr>
<tr>
<td>MATH 18</td>
<td>Mathematical Concepts for Teachers</td>
</tr>
<tr>
<td>CHDEV 51</td>
<td>Child Growth and Development</td>
</tr>
</tbody>
</table>

### 2nd Semester/Spring

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COMM 45</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>EDUC 97</td>
<td>Field Studies in Education 2–4</td>
</tr>
<tr>
<td>EDUC 98</td>
<td>Pedagogy of Reading</td>
</tr>
<tr>
<td>MATH 18</td>
<td>Mathematical Concepts for Teachers</td>
</tr>
<tr>
<td>CHDEV 51</td>
<td>Child Growth and Development</td>
</tr>
</tbody>
</table>

Total units: 11–13
EDUC 1, Introduction to the Field of Education
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2
Historical and sociological analysis of the educational system and careers in teaching: Study of principles of effective instructional models with emphasis on student-centered and culturally relevant methods, research of resources for curriculum and instruction, and observation of teaching practices in local schools. 0801.00

EDUC 97, Field Studies in Education
2–4 Units
1 hour lecture, 3–9 hours lab (GR or P/NP).
Prerequisite or Co-requisite: EDUC 1
Acceptable for credit: UC/CSU.
Course study under this section may be repeated one time for a maximum of 4 units. Supervised field experience in education: Strategies in teaching and/or tutoring in one of a variety of disciplines. 0802.00

EDUC 98, Pedagogy of Reading
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: CSU
Pedagogy of reading: Theoretical perspectives on reading and reading pedagogy; decoding techniques; reading comprehension techniques; schema building and activation; cognitive and social factors contributing to reading disabilities; reading across the curriculum. 0803.00

EDUC 99, Introduction to Special Needs Pedagogy
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: CSU
Special Needs Pedagogy: Definition of special needs; history of special education and related policies; categories of disabilities; and appropriate instructional strategies for students with special needs. 0804.00

EDUC 464, Occupational Work Experience in Education
1–4 units
3.43–15.15 hours lab (GR or P/NP).
Acceptable for credit: CSU
Supervised employment in Education or a related field: Extension of classroom learning to the job site. The employment must be related to the student’s educational or occupational goals. Each 75 hours of paid work equals one unit, while each 60 hours of non-paid work equals one unit. Students can earn at most 16 units through general and occupational work experience courses combined, but may re-enroll in such courses any number of times until the maximum of 16 units is earned. 0801.00

ENGLISH PROGRAMS

English
Associate in Arts for Transfer Degree
Berkeley City College’s English AA-T serves students with a wide variety of goals, including transfer to UC, CSU, or other four-year institutions. Students intending to transfer to U.C. Berkeley with the English major can complete all of the lower-division major preparation coursework at BCC (English 17A or B, 85A, 85B, and 85C). They will learn high-level skills in essay composition and literary analysis.

Students who successfully complete the AA-T in English earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in English or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 22 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see “Associate Degrees for Transfer (ADT) to a California State University” on page 29.

Students are advised to consult with a Berkeley City College Counselor for additional information and to verify transfer requirements.

Recommended Course Sequence
You can use the following pattern to complete an Associate in Arts in English for Transfer degree. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

NOTE: Because ENGL 1A is a prerequisite to all other required courses in this program, students should complete it in their first semester as part of their general education requirements.

Course Units
1st Semester/Fall
General Education Requirements and Electives 15
Total 15

2nd Semester/Spring
ENGL 1B Reading and Composition 4
ENGL 5 Critical Thinking in Reading and Writing 3
General Education Requirements and Electives 8
Total 15

3rd Semester/Fall
ENGL 85A Literature in English Through Milton 4
OR
ENGL 85B Literature in English: Late 17th Century 3
ENGL 85C Literature in English: Mid 19th through the 20th Century 4
General Education Requirements and Electives 7
Total 15

4th Semester/Spring
ENGL 85B Literature in English: Late 17th Century 4
OR
ENGL 85A Literature in English Through Milton 4
ENGL 17A Shakespeare 3
General Education Requirements and Electives 8
Total 15

Program Learning Outcomes
Students who complete the program will be able to:
• Write well organized, well developed, effective, well edited, logically sound, and clear essays.
• Apply active reading strategies in order to critically analyze texts.
• Effectively analyze literature—fiction, poetry, drama, and creative non-fiction—in light of historical context, critical theories, and formal elements.
### English Language/Writing

#### Associate in Arts Degree

The Berkeley City College AA in English Language/Writing serves students with diverse goals, including transfer and development of strong skills in creative and/or expository writing. This degree prepares students for transfer, leading to careers in education, law, business, and all fields in which analysis and communication are valued.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1A Composition and Reading</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 1B Composition and Reading</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Literature Electives—Select 3–4 units from the following:

- ENGL 17A Shakespeare
- ENGL 17B Shakespeare
- ENGL 47 Children’s Literature
- ENGL 50 Multicultural American Literature
- ENGL 85A Literature in English through Milton
- ENGL 85B Literature in English: Late 17th through Mid-19th Century
- ENGL 85C Literature in English: Mid-19th through the 20th Century

#### Writing Electives—Select 12 units from the following:

- ENGL 5 Critical Thinking
- ENGL 10A Creative Writing OR
- ENGL 10B Creative Writing
- ENGL 14 Non-Fiction Writing
- ENGL 15 Non-Fiction: Special Projects
- ENGL 70A Transforming Autobiography into Creative Writing
- ENGL 70B Transforming Autobiography into Creative Writing
- ENGL 71A Introduction to Fiction Writing
- ENGL 72A Intermediate Fiction Writing
- ENGL 73A Intensive Fiction Writing
- ENGL 74 Fiction: Special Projects
- ENGL 86 Introduction to Playwriting and Screenwriting
- ENGL 87 Intermediate to Playwriting and Screenwriting
- ENGL 88 Intensive to Playwriting and Screenwriting
- ENGL 89 Playwriting and Screenwriting: Special Projects
- ENGL 91A Introduction to Poetry Writing
- ENGL 92A Intermediate Poetry Writing
- ENGL 93A Intensive Poetry Writing
- ENGL 94 Poetry: Special Projects

### Recommended Course Sequence

You can use the following pattern to complete an Associate in Arts degree in English Language/Writing. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

#### Courses

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<th>2nd Semester/Spring</th>
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<td>ENGL 1B Reading and Composition</td>
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<table>
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<tr>
<td>Total</td>
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</tbody>
</table>

#### Program Learning Outcomes

Students who complete the program will be able to:

- Write well organized, well developed, effective, well edited, logically sound, and clear essays.
- Write effective, well edited, well organized research papers of 3,000–5,000 words which apply appropriate and clear organizational strategies.
- Apply active reading strategies in order to identify main ideas and critically analyze and explain ideas in texts.
- Apply writing strategies in a variety of genres, considering audience, context, purpose, and genre-specific conventions.

### Creative Writing/Fiction

#### Certificate of Achievement

Students who complete the Certificate of Achievement in Creative Writing/Fiction learn expressive and linguistic skills that apply to writing of fiction as well as other types of writing, including fiction, non-fiction, and professional prose.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 10A Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ENGL 70A Transforming Autobiography into Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 71A Introduction to Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 72A Intermediate Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 73A Intensive Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 74 Fiction: Special Projects</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Literature electives—Select 6–8 units from the following:

- ENGL 17A Shakespeare
- OR
- ENGL 17B Shakespeare
- ENGL 47 Children’s Literature
- ENGL 85A Literature in English Through Milton
- ENGL 85B Literature in English: Late 17th through Mid-19th Century
- ENGL 85C Literature in English: Mid-19th through the 20th Century

#### Writing electives—Select 3 units from the following:

- ENGL 10B Creative Writing
- ENGL 14 Non-Fiction Writing
- ENGL 15 Non-Fiction: Special Projects
- ENGL 70B Transforming Autobiography into Creative Writing
- ENGL 86 Introduction to Playwriting and Screenwriting
- ENGL 87 Intermediate Playwriting and Screenwriting
- ENGL 91A Introduction to Poetry Writing
- ENGL 92A Intermediate Poetry Writing

#### Total Units: 24–26
Recommended Course Sequence

You can use the following pattern to complete a Certificate of Achievement in creative writing/
fiction. This is only one possible pattern.
If you wish to earn a certificate, you must
participate in the Student Success Program (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the
semester you begin classes.

Courses Units
1st Semester/Fall
ENGL 10A Creative Writing 3
OR
ENGL 70A Transforming Autobiography into Creative Writing 3
ENGL 71A Introduction to Fiction Writing 3
Total 6

2nd Semester/Spring
ENGL 72A Intermediate Fiction Writing 3
Literature Elective 3–4
Total 6–7

3rd Semester/Fall
ENGL 73A Intensive Fiction Writing 3
Writing Elective 3
Total 6

4th Semester/Spring
ENGL 74 Fiction: Special Projects 3
Literature Elective 3–4
Total 6–7

Program Learning Outcomes

Students who complete the program will be able to:

• Write a piece of fiction with strong character
development, plot, conflict, and dialogue,
using original language.
• Write a novella or short story collection with
strong character development, plot, conflict,
and dialogue, using original language.
• Research venues for publication or public
presentation of work.

Recommended Course Sequence

You can use the following pattern to complete a Certificate of Achievement in Creative Writing/Poetry. This is only one possible pattern. If you wish to earn a certificate, you must participate in the Student Success Program (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

Courses Units
1st Semester/Fall
ENGL 10A Creative Writing 3
OR
ENGL 70A Transforming Autobiography into Creative Writing 3
ENGL 91A Introduction to Poetry Writing 3
Total 6

2nd Semester/Spring
ENGL 92A Intermediate Poetry Writing 3
Literature Elective 3–4
Total 6–7

3rd Semester/Fall
ENGL 93A Intensive Poetry Writing 3
Writing Elective 3
Total 6

Creative Writing/Playwriting and Screenwriting

Certificate of Proficiency

Students who complete the Certificate of Proficiency in Creative Writing/Playwriting and Screenwriting learn skills in development of screenplays and plays, from development to performance.

Required Courses Units
ENGL 10A Creative Writing 3
OR
ENGL 70A Transforming Autobiography into Creative Writing 3
ENGL 88 Intensive Playwriting and Screenwriting 3
ENGL 89 Playwriting and Screenwriting Special Projects 3
Total Units: 15

Recommended Course Sequence

You can use the following pattern to complete a Certificate of Proficiency in Creative Writing/Playwriting and Screenwriting. This is only one possible pattern. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

Courses Units
1st Semester/Fall
ENGL 10A Creative Writing 3
OR
ENGL 70A Transforming Autobiography into Creative Writing 3
ENGL 91A Introduction to Poetry Writing 3
Total 6

2nd Semester/Spring
ENGL 92A Intermediate Poetry Writing 3
Literature Elective 3-4
Total 6-7

3rd Semester/Fall
ENGL 93A Intensive Poetry Writing 3
Writing Elective 3
Total 6
ENGL 70A  Translating Autobiography into Creative Writing  3
ENGL 86  Introduction to Playwriting and Screenwriting  3
Total  6
2nd Semester/Spring
ENGL 87  Intermediate Playwriting and Screenwriting  3
Total  3
3rd Semester/Fall
ENGL 88  Intensive Playwriting and Screenwriting  3
Total  3
4th Semester/Spring
ENGL 89  Playwriting and Screenwriting: Special Projects  3
Total  3

Program Learning Outcomes
Students who complete the program will be able to:
- Write a play or screenplay of at least 50 pages, with a strong character development, plot, dramatic sequencing, dialogue and/or monologue, using appropriate language to reveal characters.
- Research venues for publication or public presentation of work.

Academic Composition Skills
Certificate of Competency (Non-Credit)
This certificate ensures necessary skills in fundamentals of English composition and research for students enrolled in composition courses. Students who complete this program will have skills which will help them succeed in future courses that require essay writing.

Required Course
ENGL 508A  Academic Composition Skills: Prewriting and Organization  3
ENGL 508B  Academic Composition Skills: Paragraph Development, Analysis, & Research  3
ENGL 508C  Academic Composition Skills: Sentence Structure and Proofreading  3

Program Learning Outcomes
Students who complete the program will be able to:
- Write well organized, well developed, well edited, well researched, and clear essays.

ENGL 1A, Composition and Reading
4 Units
4 hrs lecture (GR).
Prerequisite: ENGL 201B, 264B, ESL 52B, ESOL 52B or appropriate placement through multiple-measures assessment process.
Acceptable for credit: UC/CSU
AA/AS area 4A; CSU area A2; IGETC area 1A; (C-ID ENGL 100 & ENGL 110)

Reading and writing expository prose: Critical thinking, identifying logical fallacies, and reasoning inductively and deductively.

1501.00

ENGL 1B, Composition and Reading
4 Units
4 hrs lecture (GR or P/NP).
Prerequisite: ENGL 1A. Acceptable for credit: UC/CSU
AA/AS area 3, 4A, 4D; CSU area C2; IGETC area 3B (C-ID ENGL 120 & ENGL LIT 100)

Continued expository writing: Careful reading of selected plays, poems, and novels.

1501.00

ENGL 5, Critical Thinking in Reading and Writing
3 Units
3 hrs lecture (GR). Prerequisite: ENGL 1A. Acceptable for credit: UC/CSU
AA/AS area 4A; CSU area A3; IGETC area 1B; (C-ID ENGL 105 & ENGL 115)

Development of the ability to analyze, criticize, and advocate ideas: Relationship of language to logic, induction and deduction, facts, inferences, judgments, and formal and informal fallacies of language and thought. Instructs in writing about issues of critical thinking to develop both thinking and writing skills.

1501.00

ENGL 10A, Creative Writing
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: ENGL 1A. Acceptable for credit: UC/CSU
AA/AS area 3, 4D; CSU area C2; IGETC area 3B (C-ID ENGL 200 & ENGL CW100).

Writing fiction, poetry, and drama: Careful analysis of the techniques used by established writers.

1507.00

ENGL 10B, Creative Writing
3 Units
3 hrs lecture (GR) or P/NP.
Prerequisite: ENGL 1A. ENGL 10A is not prerequisite to ENGL 10B.
Acceptable for credit: UC/CSU
AA/AS area 3, 4D; CSU area C2

Continuation of writing fiction, poetry, and drama: Careful analysis of the techniques used by established writers.

1507.00

ENGL 14, Non-Fiction Writing
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: ENGL 1A.
Acceptable for credit: UC/CSU
AA/AS area 3, 4D
Non-fiction writing: Personal essay, personality profiles, book reviews, and feature stories for newspapers and magazines.

1507.00

ENGL 15, Non-Fiction: Special Projects
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: ENGL 1A.
Acceptable for credit: UC/CSU
AA/AS area 3, 4D
Non-fiction writing and editing for publication: Editorial essays, interviews, reviews, and feature stories for newspapers and magazines.

1507.00

ENGL 17A, Shakespeare
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: ENGL 1A.
Acceptable for credit: UC/CSU
AA/AS area 3, 4D; CSU area C2; IGETC area 3B
Study of selected works of Shakespeare.

1503.00

ENGL 17B, Shakespeare
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: ENGL 1A. ENGL 17A is not prerequisite to ENGL 17B.
Acceptable for credit: UC/CSU
AA/AS area 3, 4D; CSU area C2; IGETC area 3B
Continued study of selected works of Shakespeare.

1503.00

ENGL 20, Introduction to Dramatic Literature
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: ENGL 1A.
Acceptable for credit: UC/CSU
AA/AS area 3, 4D; CSU area C2; IGETC area 3B
Survey of history and literature of the theater focusing on major theatrical periods: Classical, Elizabethan, Restoration and twentieth century.

1503.00
ENGL 21, Film Criticism and Analysis  
3 Units  
3 hrs lecture (GR or P/NP).  
Acceptable for credit: UC/CSU  
AA/AS area 3; 4D; CSU area C1;  
IGETC area 3A  
Introduction to critical analysis of film: Formal elements, such as plot, character analysis, symbolism, and theme; application of critical theory, including new historicist, feminist, Marxist, post-colonial, psychological, and other critical lenses.  
1501.00

ENGL 44B, Masterpieces of World Literature  
3 Units  
3 hours lecture (GR or P/NP).  
Prerequisite: ENGL 1A.  
ENGL 44A is not a prerequisite to ENGL 44B.  
Acceptable for credit: UC/CSU  
AA/AS area 3; CSU area C2; IGETC area 3B  
Continued study of selected masterpieces of world literature from classics to the present.  
ENGL 44A is not prerequisite to ENGL 44B.  
1503.00

ENGL 47, Children’s Literature  
3 Units  
3 hrs lecture (GR or P/NP).  
Prerequisite: ENGL 1A.  
Acceptable for credit: UC/CSU  
AA/AS area 3; 4D; CSU area C2;  
IGETC area 3B  
(C-ID ENGL 180 & ENGL LIT 145)  
Introduction to children’s literature: Fairy tales and tale types; interpretation of children’s literature from the perspectives of children, teachers, and parents; study of books by authors such as Brown, Dahl, Juster, Rowling, Sendak, Soto, and others.  
1503.00

ENGL 49, Independent Study in English  
0.5–5 Units  
Hours: 1.50-15.0 hours lab  
(GR or P/NP).  
Acceptable for credit: CSU  
In-depth exploration of an area or problem of the student’s choice not covered by regular catalog offerings in English. Student must obtain approval from an appropriate faculty member.  
For more details, see the section on independent study in the college catalog.  
1501.00

ENGL 50, Multicultural American Literature  
3 Units  
3 hrs lecture (GR or P/NP).  
Prerequisite: ENGL 1A.  
Acceptable for credit: UC/CSU  
AA/AS area 3, 4D; CSU area C2;  
IGETC area 3B  
Multicultural American Literature: African-American, Asian-American, Latino/Chicano, Native American, and other literatures; relevant history and cultural development; influence of the dominant culture on minority experiences; multiple genres, including oral tradition, poetry, memoirs, short stories, and novels.  
1501.00

ENGL 70A, Transforming Autobiography into Creative Writing  
3 Units  
3 hrs lecture (GR or P/NP).  
Acceptable for credit: CSU  
AA/AS area 4d  
Autobiographical writing techniques: Transforming personal experience into autobiographical scenes, sketches, short poems, and short stories, as well as memoirs, anecdotes, histories, memory poems, tall tales, and yarns.  
1507.00

ENGL 70B, 3 Units  
Transforming Autobiography into Creative Writing  
3 hrs lecture (GR or P/NP).  
ENGL 70A is not prerequisite to ENGL 70B.  
Acceptable for credit: CSU  
AA/AS area 4d  
Autobiographical writing techniques: Transforming reminiscences, sketches, and vignettes into autobiographical free verse, adventures tales, and novellas.  
1507.00

ENGL 71A, Introduction to Fiction Writing  
3 Units  
3 hrs lecture (GR or P/NP).  
Prerequisite: ENGL 1A.  
Acceptable for credit: UC/CSU  
AA/AS area 4d; CSU area C2;  
IGETC area 3B; (units limited at UC)  
Introduction to fiction writing techniques: Overcoming writing fears; introduction to description, characterization, dialogue, plotting, avoiding clichés, and showing vs. telling.  
1507.00

ENGL 72A, Intermediate Fiction Writing  
3 Units  
3 hrs lecture (GR or P/NP).  
Prerequisite: ENGL 71A or 71B.  
Acceptable for credit: UC/CSU  
AA/AS area 4d; CSU area C2;  
(units limited at UC)  
Intermediate fiction writing: Refining description techniques, major and minor characters, dialect, interior monologue, plot design, and revising first drafts.  
1507.00

ENGL 73A, Intensive Fiction Writing  
3 Units  
3 hrs lecture (GR or P/NP).  
Prerequisite: ENGL 72A or 72B.  
Acceptable for credit: UC/CSU  
AA/AS area 4d  
For experienced fiction writers: Developing root material; structuring ideas; using characterization and dialogue to plot; working on first, second and third drafts; and giving and receiving feedback.  
1507.00

ENGL 74, Fiction: Special Projects  
3 Units  
3 hrs lecture (GR or P/NP).  
Prerequisite: ENGL 73A or 73B.  
Acceptable for credit: CSU  
AA/AS area 4d  
Advanced fiction writing: Developing project ideas and themes, peer review techniques, maintaining pace and discipline, chapter and scene linkages, revision to sustain tone, book proposals, and copyright law.  
1507.00

ENGL 85A, 4 Units  
Literature in English through Milton  
4 hrs lecture (GR or P/NP).  
Prerequisite: ENGL 1A.  
Acceptable for credit: UC/CSU  
AA/AS area 3, 4d; CSU area C2;  
IGETC area 3B; (C-ID ENGL 150)  
Introduction to English literature of the Middle Ages and Renaissance: Study of major works by Chaucer, Spenser, and Milton as well as their contemporaries, such as Donne and Marlowe.  
1503.00

ENGL 85B, Literature in English: Late 17th through Mid 19th Century  
4 Units  
4 hrs lecture (GR or P/NP).  
Prerequisite: ENGL 1A. ENGL 85A is not prerequisite to ENGL 85B.  
Acceptable for credit: UC/CSU  
AA/AS area 3, 4d; CSU area C2;  
IGETC area 3B; (C-ID ENGL 152)  
Introduction to English literature of the late seventeenth through mid-nineteenth century: Pope, Blake, Wordsworth, Bronte, Dickens, Austen, Whitman, and selected others.  
1503.00
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 85C</td>
<td>Literature in English: Mid 19th through 20th Century</td>
<td>4</td>
<td>Introduction to English literature of the mid-nineteenth through twentieth century: Wilde, Shaw, James, Woolf, Joyce, Faulkner, Eliot, Hurston, and selected others.</td>
</tr>
<tr>
<td>ENGL 86</td>
<td>Introduction to Playwriting and Screenwriting</td>
<td>3</td>
<td>Intensive study of techniques. Introduction to playwriting and screenwriting: Introduction to films and theater, formatting of screenplays and plays, direction, study of techniques, rehearsal, and critique.</td>
</tr>
<tr>
<td>ENGL 87</td>
<td>Intermediate Playwriting and Screenwriting</td>
<td>3</td>
<td>Intermediate playwriting and screenwriting: Plays and film scenes; play and screenplay structure; intermediate direction, rehearsal, and critique; further study of techniques.</td>
</tr>
<tr>
<td>ENGL 88</td>
<td>Intensive Playwriting and Screenwriting</td>
<td>3</td>
<td>Intensive playwriting and screenwriting; Critique and revision of multiple drafts, three-stage method of giving and receiving criticism, intensive study of techniques.</td>
</tr>
<tr>
<td>ENGL 89</td>
<td>Playwriting and Screenwriting: Special Projects</td>
<td>3</td>
<td>Advanced playwriting and screenwriting: Completion of a play or screenplay in an advanced condition with first draft completed; editing, discussion of collaboration, critiquing, copyrighting, and promotion.</td>
</tr>
<tr>
<td>ENGL 91A</td>
<td>Introduction to Poetry Writing</td>
<td>3</td>
<td>Poetry. Introduction to poetry writing: Overcoming writing fears; introduction to similes, metaphors, images, rhythm and avoiding clichés.</td>
</tr>
<tr>
<td>ENGL 92A</td>
<td>Intermediate Poetry Writing</td>
<td>3</td>
<td>Intermediate poetry writing: Overcoming writing blocks, refining simile, extended metaphor, complex imagery, sonnets, villanelles, haiku, and free verse.</td>
</tr>
<tr>
<td>ENGL 93A</td>
<td>Intensive Poetry Writing</td>
<td>3</td>
<td>Intensive Poetry Writing: Reviewing meter, iambs, anapests, dactyls; extended imagery, linguistics and poetry, sestinas, and collage poetry.</td>
</tr>
<tr>
<td>ENGL 94</td>
<td>Poetry: Special Projects</td>
<td>3</td>
<td>Special projects in poetry: Developing a poetry series or book-length manuscript, peer review techniques, maintaining a writing pace and discipline, revision to sustain tone, book proposals, and copyright law.</td>
</tr>
<tr>
<td>ENGL 99</td>
<td>Development and Publication of Full-Length Manuscript</td>
<td>3</td>
<td>Capstone course for writers of poetry, fiction, non-fiction, or playwriting/screenwriting: Creation of book, anthology, zine, or journal; conceptualization and mission statement; selecting, sequencing and editing work; exploring publication platforms; selecting and incorporating artwork; publicizing, distributing, and fundraising; development of portfolio of creative writing.</td>
</tr>
<tr>
<td>ENGL 130</td>
<td>Introduction to English Syntax and Grammar</td>
<td>3</td>
<td>Survey of present-day English syntax and grammar as informed by contemporary linguistic theories: The major syntactic structures of English; integration of the sentence into its logical and rhetorical contexts; review of traditional grammar and usage; applications to pedagogical practices.</td>
</tr>
<tr>
<td>ENGL 208A</td>
<td>Writing Workshop</td>
<td>1</td>
<td>Individualized instruction in writing: Thesis control and essay organization.</td>
</tr>
<tr>
<td>ENGL 208B</td>
<td>Writing Workshop</td>
<td>1</td>
<td>Individualized instruction in writing: Thesis control, essay organization, and idea development.</td>
</tr>
<tr>
<td>ENGL 208C</td>
<td>Writing Workshop</td>
<td>1</td>
<td>Individualized instruction in writing: Thesis control, essay organization, idea development, and sentence structure.</td>
</tr>
<tr>
<td>ENGL 208D</td>
<td>Writing Workshop</td>
<td>1</td>
<td>Individualized instruction in writing: Thesis control, essay organization, idea development, sentence structure, and editing/proofreading.</td>
</tr>
</tbody>
</table>
ENGL 217A, Shakespeare
3 Units
3 hrs lecture (GR or P/NP).
AA/AS area 3, 4d
Study of selected works of Shakespeare. 1503.00

ENGL 264A, Preparation for Composition, Reading, and Research
4 Units
3 hrs lecture, 3.5 hrs lab (GR or P/NP).
Prerequisite: ENGL 264A
Introduction to college-level composition, reading, and research: Active reading strategies; writing and prewriting strategies; argumentation techniques; research techniques. 1501.00

ENGL 264B, Preparation for Composition, Reading, and Research
4 Units
3 hrs lecture, 3.5 hrs lab (GR or P/NP)
Prerequisite: ENGL 264A
Skill development in composition, reading, and research: Active reading strategies; writing and prewriting strategies; argumentation techniques; research techniques. 1501.00

ENGL 508A, Academic Composition Skills: Prewriting and Organization (Non-Credit)
0 Units
1–15 hrs lab (P/NP or SP).
Open-entry/open-exit course. Course study under this section may be repeated as necessary. Students may enroll for assistance in more than one college course per semester. Individualized instruction in academic composition: Prewriting and essay organization. 1501.00

ENGL 508B, Academic Composition Skills: Paragraph Development, Analysis, and Research (Non-Credit)
0 Units
1–15 hrs lab (P/NP or SP).
Open-entry/open-exit course. Course study under this section may be repeated as necessary. Students may enroll for assistance in more than one college course per semester. Individualized instruction in academic composition: Paragraph Development, Analysis, and Research. 1501.00

ENGL 508C, Academic Composition Skills: Sentence Structure and Proofreading (Non-Credit)
0 Units
1–15 hrs lab (P/NP or SP).
Open-entry/open-exit course. Course study under this section may be repeated as necessary. Students may enroll for assistance in more than one college course per semester. Individualized instruction in academic composition: Sentence structure and proofreading. 1501.00

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

English for Speakers of Other Languages: High Intermediate Certificate of Proficiency

The High Intermediate Certificate of Proficiency in ESOL verifies that a student has successfully completed a minimum of 12 units and a maximum of 17 units in one of the following patterns: 1) three ESOL core classes (Reading and Writing, Listening and Speaking, and Grammar) at the High Intermediate level; 2) two ESOL core classes at the High Intermediate level, and either an ESOL elective or any college-credit classes from any other discipline. Students interested in completing this certificate should consult with the ESOL program chair and a counselor.

Career Opportunities
This certificate will help prepare students for vocational programs and job advancement.

Choose two or three of the following core courses (8–14 Units):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL 253A Reading and Writing</td>
<td>6</td>
</tr>
<tr>
<td>ESOL 263A Listening and Speaking</td>
<td>4</td>
</tr>
<tr>
<td>ESOL 273A Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Any course numbered 1–249 taught in English (2–5 units)</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 12–17

Program Learning Outcomes
Students who complete this program will be able to:

- Write clear and effective, well organized, well developed, well edited, and logically sound sentences, paragraphs, and essays, citing sources appropriately.
- Apply active reading strategies in order to comprehend, critically analyze, and explain ideas in text.
- Express ideas fluently, accurately, and appropriately in spoken American English; demonstrate comprehension of and respond appropriately to spoken American English;
and demonstrate knowledge of and use of American cultural conventions in oral communications.

- Use grammatical structures to accurately and effectively express ideas in English.

**English for Speakers of Other Languages: Advanced Certificate of Proficiency**

The Advanced Certificate of Proficiency in ESOL verifies that a student has successfully completed a minimum of 12 units and a maximum of 17 units in one of the following patterns: 1) three ESOL core classes (Reading and Writing, Listening and Speaking, and Grammar) at the advanced level, and either an ESOL elective or any college-credit classes from any other discipline. Students interested in completing this certificate should consult with the ESOL program chair and a counselor.

**Career Opportunities**

This certificate will help prepare students for vocational programs and job advancement.

**Courses**

Choose two or three of the following core courses (6–14 Units):

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL 50A</td>
<td>4</td>
</tr>
<tr>
<td>ESOL 52A</td>
<td>6</td>
</tr>
<tr>
<td>ESOL 274A</td>
<td>4</td>
</tr>
</tbody>
</table>

If you have only taken two of the above courses, the remaining course required for this certificate can be any of the following ESOL electives (2–5 units):

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL 268</td>
<td>3</td>
</tr>
<tr>
<td>ESOL 294</td>
<td>3</td>
</tr>
</tbody>
</table>

or

Any college-level class offered at Berkeley City College (2–5 units)

**Total Units** 12–17

**Program Learning Outcomes**

Students who complete this program will be able to:

- Demonstrate advanced skills in English listening, speaking, reading, and/or writing which will allow them to achieve their personal, vocational, and academic goals.

**ESOL Composition Skills Certificate of Competency**

This certificate verifies that students have gained skills in structure, development, and editing of essays in English, to support their successful completion of English composition classes and other coursework and career goals requiring reading and writing.

**Career Opportunities**

This program is designed to ensure that students have academic skills required to be successful in their academic goals, which ultimately allows for success in career goals.

**ESOL 50A, Advanced Listening and Speaking**

4 Units

4 hrs lecture (GR or P/NP).

Prerequisite: ESL 234B, ESOL 263B, or placement by multiple measures assessment process.

Acceptable for credit: CSU AA/AS area 4d, CSU area A1

Advanced level listening and speaking in American English: Listening comprehension, public speaking strategies, grammar, vocabulary, idioms and pronunciation.

Not open for credit to students who have completed ESL 50A.

4930.86

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Write well organized, well developed, well edited, well researched, and clear essays

**ESOL High Intermediate Certificate of Competency**

The High Intermediate Certificate of Competency in ESOL verifies that a student has successfully completed three ESOL core classes (Reading and Writing, Listening and Speaking, and Grammar) at the high intermediate level. Students interested in completing this certificate should consult with the ESOL department chair and a counselor.

**Career Opportunities**

This certificate will help prepare students for vocational programs and job advancement.

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL 573</td>
<td>0</td>
</tr>
<tr>
<td>ESOL 563</td>
<td>0</td>
</tr>
<tr>
<td>ESOL 553</td>
<td>0</td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Demonstrate advanced skills in English listening, speaking, reading, and/or writing which will allow them to achieve their personal, vocational, and academic goals.
ESOL 50B, Oral Communication for Advanced ESOL Students
6 Units
6 hrs lecture (GR or P/NP).
Prerequisites: ESL 50A or ESOL 50A.
Acceptable for credit: CSU
AA/AS area 4d
Continuation of ESL 50A: Listening comprehension, public speaking strategies, grammar, vocabulary, idioms and pronunciation. Not open for credit to students who have completed or are currently enrolled in ESL 50B. 4930.86

ESOL 52A, Advanced Reading and Writing
6 Units
6 hrs lecture, (GR or P/NP).
Prerequisites: ESL 223B or ESOL 253B or placement through multiple-measures assessment process.
Acceptable for credit: UC/CSU
AA/AS areas 4a, 4d
Advanced level of reading and writing: Critical thinking skills, critical and analytical reading of college level texts, and writing of research and other academic papers. Not open for credit to students who have completed or are currently enrolled in ESL 52A. 4930.87

ESOL 52B, Advanced Reading and Writing
6 Units
6 hrs lecture, (GR or P/NP).
Prerequisites: ESL 52A or ESOL 52A or placement through multiple-measures assessment process.
Acceptable for credit: UC/CSU
AA/AS areas 4a, 4d
Continuation of advanced level of reading and writing: Critical thinking skills, critical and analytical reading of college level texts, and writing of research and other academic papers. Not open for credit to students who have completed or are currently enrolled in ESL 52B. 4930.87

ESOL 223B, Listening and Speaking 1
4 Units
4 hrs lecture (GR or P/NP).
Prerequisites: ESL 222B or ESOL 252B.
Placement by multiple measures assessment process.
Not degree applicable.
Intermediate level listening and speaking: Improving fluency and accuracy in English through listening comprehension, grammar, vocabulary, idioms, pronunciation and presentation skills. Not open for credit to students who have already completed ESL 232A. 4930.86

ESOL 224B, Reading and Writing 2
6 Units
6 hrs lecture (GR or P/NP).
Prerequisites: ESL 222A or ESOL 252A.
Not degree applicable.
Intermediate level of reading and writing: Academic vocabulary and critical thinking skills using intermediate-level ESL reading materials; expanding paragraphs into simple narratives and essays. Not open for credit to students who have completed or are currently enrolled in ESL 222A. 4930.87

ESOL 252B, Reading and Writing 2
6 Units
6 hrs lecture (GR or P/NP).
Prerequisites: ESL 222A or ESOL 252A.
Not degree applicable.
Continuation of intermediate level of reading and writing: Academic vocabulary and critical thinking skills using intermediate-level ESL reading materials; expanding paragraphs into simple narratives and essays. Not open for credit to students who have completed or are currently enrolled in ESL 222B. 4930.87

ESOL 253A, Reading and Writing 3
6 Units
6 hrs lecture (GR or P/NP).
Prerequisites: ESL 222B, ESOL 252B, or placement by multiple measures assessment process.
Not degree applicable.
High intermediate level of reading and writing: Critical readings of essays, short academic texts, short stories, and/or a novel; writing well-developed essays and compositions. Not open for credit to students who have completed or are currently enrolled in ESL 223A. 4930.87

ESOL 253B, Reading and Writing 3
6 Units
6 hrs lecture (GR or P/NP).
Prerequisites: ESL 223A or ESOL 253A.
Not degree applicable.
Continuation of high intermediate level of reading and writing: Critical readings of essays, short academic texts, short stories, and/or a novel; writing well-developed essays and compositions. Not open for credit to students who have completed or are currently enrolled in ESL 223B. 4930.87

ESOL 255A, ESOL Writing Workshop
1.5 Units
1.25 hrs lecture, 1.25 hrs lab (GR or P/NP).
Not degree applicable.
Individualized instruction in writing: Emphasis on pre-writing, thesis control, and essay organization. Not open for credit to students who have completed ESL 218A. 4930.84

ESOL 255B, ESOL Writing Workshop
1.5 Units
1.25 hrs lecture, 1.25 hrs lab (GR or P/NP).
Recommended preparation: ESL 218A or ESOL 255A.
Not degree applicable.
Individualized instruction in writing: Emphasis on essay organization and idea development. Not open for credit to students who have completed ESL 218B. 4930.84

ESOL 255C, ESOL Writing Workshop
1.5 Units
1.25 hrs lecture, 1.25 hrs lab (GR or P/NP).
Recommended preparation: ESL 218B or ESOL 255B.
Not degree applicable.
Individualized instruction in writing: Emphasis on sentence structure and mechanics. Not open for credit to students who have completed ESL 218C. 4930.84

ESOL 255D, ESOL Writing Workshop
1.5 Units
1.25 hrs lecture, 1.25 hrs lab (GR or P/NP).
Recommended preparation: ESL 218C or ESOL 255C.
Not degree applicable.
Individualized instruction in writing: Emphasis on editing and proofreading strategies. Not open for credit to students who have completed ESL 218D. 4930.84

ESOL 262A, Listening and Speaking 2
4 Units
4 hrs lecture (GR or P/NP).
Prerequisites: ESL 232B, ESOL 262B, or placement through multiple-measures assessment process. Not degree applicable.
Intermediate level listening and speaking: Improving fluency and accuracy in American English through listening comprehension, grammar, vocabulary, idioms, pronunciation and presentation skills. Not open for credit to students who have already completed ESL 232A. 4930.86

ESOL 262B, Listening and Speaking 2
4 Units
4 hrs lecture (GR or P/NP).
Prerequisites: ESL 232A or ESOL 262A.
Not degree applicable.
Continuation of intermediate level listening and speaking: Improving fluency and accuracy in American English through listening comprehension, grammar, vocabulary, idioms, pronunciation and presentation skills. Not open for credit to students who have already completed ESL 232B. 4930.86

ESOL 263A, Listening and Speaking 3
4 Units
4 hrs lecture (GR or P/NP).
Prerequisites: ESL 232B, ESOL 262B, or placement through multiple-measures assessment process. Not degree applicable.
High intermediate level listening and speaking: Improving fluency and accuracy in American English through listening comprehension, grammar, vocabulary, idioms, pronunciation, and presentation skills. Not open for credit to students who have completed or are currently enrolled in ESL 233A. 4930.86
ESOL 263B, Listening and Speaking 3
4 Units
4 hrs lecture (GR or P/NP).
Prerequisite: ESL 233A or ESOL 263A. Not degree applicable.
Continuation of high intermediate level listening and speaking: Improving fluency and accuracy in American English through listening comprehension, grammar, vocabulary, idioms, pronunciation, and presentation skills. Not open for credit to students who have completed ESL 233B. 4930.86

ESOL 266 Pronunciation 2
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: Placement through multiple-measures assessment process.
Continuation of ESOL 265: Practice in pronunciation, intonation and fluency in English in order to prepare for academic and career communication. 4930.86

ESOL 267, Pronunciation 3
3 Units
3 hrs lecture (GR or P/NP).
Recommended preparation: placement through multiple measures assessment process or ESOL 252A, 262A, 266, 272A or ESL 215A or 222A or 232A. Not degree applicable.
Continuation of ESOL 266: Practice in pronunciation, intonation and fluency in English for effective academic and career communication. Not open for credit to students who have completed ESL 257A. 4930.86

ESOL 268, Pronunciation 4
3 Units
3 hrs lecture (GR or P/NP). Not degree applicable.
Continuation of ESOL 267: Practice in pronunciation, intonation, and fluency for effective academic and career communication. Not open for credit to students who have completed ESL 257B. 4930.86

ESOL 272A, Grammar 2
4 Units
4 hrs lecture (GR or P/NP).
Prerequisite: ESL 215A or ESOL 272A. Not degree applicable.
Continuation of intermediate level of English grammar: Introduction to complex grammar structures and sentence patterns. Not open for credit to students who have already completed or currently enrolled in ESL 215B. 4930.87

ESOL 272B, Grammar 2
4 Units
4 hrs lecture (GR or P/NP).
Prerequisite: ESL 215A or ESOL 272A. Not degree applicable.
Continuation of intermediate level of English grammar: Introduction to complex grammar structures and sentence patterns. Not open for credit to students who have already completed or currently enrolled in ESL 215B. 4930.87

ESOL 273A, Grammar 3
4 Units
4 hrs lecture (GR or P/NP).
Prerequisite: ESL 215B or ESOL 272B or placement through multiple-measures assessment process. Not degree applicable.
High intermediate level of English grammar: Further study of complex grammar structures and sentence patterns. Not open for credit to students who have completed ESL 216A. 4930.87

ESOL 273B, Grammar 3
4 Units
4 hrs lecture (GR or P/NP).
Prerequisite: ESL 216A or ESOL 273A. Not degree applicable.
Continuation of high intermediate level of English grammar: Further study of complex grammar structures and sentence patterns. Not open for credit to students who have completed ESL 216B. 4930.87

ESOL 274A, Grammar 4
4 Units
4 hrs lecture (GR or P/NP).
Prerequisite: ESL 216B or ESOL 273B or placement through multiple-measures assessment process. Not degree applicable.
Advanced level of English grammar: Expanding, refining, and applying the complex grammar skills used in academic writing, reading, listening, and speaking. Not open for credit to students who have completed ESL 217A. 4930.87

ESOL 274B, Grammar 4
4 Units
4 hrs lecture (GR or P/NP).
Prerequisite: ESL 217A or ESOL 274A. Not degree applicable.
Continuation of advanced level of English grammar: Expanding, refining, and applying the complex grammar skills used in academic writing, reading, listening, and speaking. Not open for credit to students who have completed ESL 217B. 4930.87

ESOL 292, Vocabulary 2
3 Units
3 hrs lecture (GR or P/NP).
Placement through multiple measures assessment process. Not degree applicable.
Continuation of ESOL 291: Study of words and idioms as used in context. Not open for credit to students who have completed or are currently enrolled in ESL 205A. 4930.87

ESOL 293, Vocabulary 3
3 Units
3 hrs lecture (GR or P/NP).
Placement through multiple measures assessment process. Not degree applicable.
Continuation of ESOL 292: Focus on vocabulary useful in academic courses; analysis of word derivations. Not open for credit to students who have completed or are currently enrolled in ESL 205B. 4930.87

ESOL 294 – Vocabulary 4
3 Units
3 hours lecture (GR or P/NP).
Prerequisite: Placement through multiple-measures assessment process.
Continuation of 293: Advanced level of vocabulary and idioms: Focus on vocabulary useful in academic and vocational settings. 4930.87

ESOL 550, Advanced Listening and Speaking
0 units
6 hours lecture (P/NP or SP)
Prerequisite: ESOL 550 or placement by multiple measures assessment process.
Advanced level listening and speaking in American English: Listening comprehension, public speaking strategies, grammar, vocabulary, idioms and pronunciation. This is a non-credit course. 4930.86

ESOL 552, Advanced Reading and Writing
0 units
6 hours lecture (P/NP or SP)
Prerequisite: ESOL 552 or placement by multiple measures assessment process.
Advanced level reading and writing: Critical thinking skills, critical and analytical reading of college level texts, and writing of research and other academic papers. This is a non-credit course. 4930.87

ESOL 553, Reading and Writing 3
0 units
6 hours lecture (P/NP or SP)
Prerequisite: placement by multiple measures assessment process
High intermediate level of reading and writing: Critical readings of essays, short academic texts, short stories, and/or a novel; writing well-developed essays and compositions. This is a non-credit course. 4930.87
ESOL 555A, Composition Skills: Structure and Development
0 units
1.25 hrs lecture, 1.25 hrs lab (P/NP or SP)
Individualized instruction in writing: Emphasis on pre-writing, research, essay organization, and idea development. This is a non-credit course.

ESOL 555B, Composition Skills: Editing
0 units
1.25 hrs lecture, 1.25 hrs lab (P/NP or SP)
Prerequisite: ESOL 555A
Individualized instruction in writing: Emphasis on sentence structure, mechanics, and proofreading. This is a non-credit course.

ESOL 563, Listening and Speaking 3
0 units
4 hours lecture (P/NP or SP)
Prerequisite: placement by multiple measures assessment process.
High intermediate level listening and speaking: Improving fluency and accuracy in American English through listening comprehension, grammar, vocabulary, idioms, pronunciation, and presentation skills. This is a non-credit course.

ESOL 573, Grammar 3
0 units
4 hours lecture (P/NP or SP)
Prerequisite: placement by multiple measures assessment process.
High intermediate level of English grammar: Further study of complex grammar structures and sentence patterns. This is a non-credit course.

ESOL 574, Grammar 4
0 units
4 hours lecture (P/NP or SP)
Prerequisite: ESOL 573 or placement by multiple measures assessment process.
Advanced level of English grammar: Expanding, refining, and applying the complex grammar skills used in academic writing, reading, listening, and speaking. This is a non-credit course.

ETHNIC STUDIES

ETHST 1, Introduction to Ethnic Studies
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2, 5; CSU area D; IGETC area 4
Survey of the American experience of ethnic and racial relations: Exploration of American history and contemporary issues facing minority groups in the United States. Emphasis on Native, African, Mexican, and Asian American cultural experiences.

ETHST 2, Theoretical Approaches to Critical Ethnic Studies
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2, 5; CSU area D; IGETC area 4.
Historical and contemporary theories in critical Ethnic Studies: Approaches and developments regarding race and ethnicity in a comparative context; nationalism; intersectionality; positionality; decolonialism; Black feminist thought/Women-of-Color feminism; social change; indigeneity; and other themes within the US and around the world.

FRENCH

FREN 1A, Elementary French
5 Units
5 hrs lecture (GR or P/NP).
Course is equivalent to two years of high school French.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2; IGETC area Language
Study and practice in speaking, understanding, reading and writing French: Emphasis on understanding basic grammatical concepts.

FREN 1B, Elementary French
5 Units
5 hrs lecture (GR or P/NP).
Prerequisite: FREN 1A.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2; IGETC area 3B and Language
Continuation of FREN 1A: Proficiency in the areas of listening, speaking, reading, writing, and cultural knowledge; emphasis on basic vocabulary and basic grammatical concepts.
**GEOGRAPHY**

**GEOG 1, Physical Geography**
3 Units  
3 hrs lecture (GR).  
Acceptable for credit: UC/CSU  
AA/AS area 1; CSU area B1;  
IGETC area 5A;  
(C-ID GEOG 110)  
Basic elements of the earth’s physical systems and processes: Earth-sun relations, weather, climate, water, plate tectonics, landforms, soils, and ecosystems and their interrelationships and global distribution patterns. 2206.00

**GEOG 1L, Physical Geography Lab**
1 Unit  
3 hrs lab (GR or P/NP).  
Prerequisite or co-requisite: GEOG 1.  
Acceptable for credit: UC/CSU  
CSU area B3 (with GEOG 1 satisfies lab requirement); IGETC area 5C  
(C-ID GEOG 111)  
Practical application of basic concepts and principles of physical geography: Earth-sun relationships, weather, climate, geologic processes, landforms, and field observation. 2206.00

**GEOG 3, World Regional Geography**
3 Units  
3 hrs lecture (GR or P/NP).  
Acceptable for credit: UC/CSU  
AA/AS area 2; CSU area D;  
IGETC area 4; (C-ID GEOG 125)  
Introduction to the world’s major geographic regions: Interconnections between regions, cultural and economic development, political organization, land uses, and the environment. 2206.00

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**GEOLOGY**

**GEOL 10, Introduction to Geology**
3 Units  
3 hrs lecture (GR or P/NP). Not open for credit to students who have completed or are currently enrolled in GEOL 1.  
Acceptable for credit: UC/CSU  
AA/AS area 1; CSU area B1;  
IGETC area 5A  
Overview of past, present, and future climate change: Analysis of climatological events and latest research discoveries; emphasis on the role humans play in warming the planet. 2206.00

**GEOL 10L, Introduction to Geology Lab**
1 Unit  
3 hrs lab (GR).  
Prerequisite or Co-requisite: GEOL 10.  
Acceptable for credit: UC/CSU  
CSU area B3 (with GEOL 10 satisfies lab requirement); IGETC area 5C  
(C-ID GEOL 120L)  
The lab component of Geology 10: Exercises on plate tectonics, analysis and identification of rocks and minerals, metamorphism, geologic structures, topographic and geologic maps, landscape development, seismology, hydrology, geological oceanography, geologic time, earth history, energy, and climate change. 1914.00

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**GEOG 18, California Geography**
3 Units  
3 hrs lecture (GR or P/NP).  
Acceptable for credit: UC/CSU  
AA/AS areas 1, 2; CSU area B1, D;  
IGETC area 4 (C-ID GEOG 140)  
The forces, processes, and systems that shape the geography of California: Landforms, natural vegetation, forestry and fishing, mineral and water resources, cultural landscapes, agriculture, demographic changes, ethnic diversity, urban growth, regional differences, economic development and its national impact; natural hazards such as earthquakes and volcanism, floods, landslides and wildfires; climate and effects of climate change. 2206.00

**GEOG 19, Global Climate Change**
3 Units  
3 hrs lecture (GR or P/NP). Not open for credit to students who have completed PHYSC 25.  
Acceptable for credit: UC/CSU  
AA/AS area 1; CSU B1;  
IGETC 5A  
Overview of past, present, and future climate change: Analysis of climatological events and latest research discoveries; emphasis on the role humans play in warming the planet. 2206.00
GLOBAL STUDIES

Global Studies

Associate in Arts for Transfer Degree (AA-T)

The Associate in Arts in Global Studies for Transfer Degree is designed for students planning to transfer into several related majors such as Global Studies, Global Politics, International Relations, International Studies, and Comparative Government. Through interdisciplinary coursework, students will gain exposure to the global scope of contemporary and historical issues. Global Studies focuses on topics such as geographical and cultural diversity, economic interdependence and inequality, global political institutions, international environmental challenges, and global citizenship.

Students pursuing the AA-T in Global Studies will study the development of global ideas, organizations, and actors; global interdependence at different points in human history; diverse practices in human civilization across time and space; and interdisciplinary research methods and modes of inquiry.

Students who successfully complete the AA-T in Global Studies earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in Global Studies or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements and (2) 21–25 semester units with a grade of C or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.

Students are advised to consult with the Social Sciences Department Chair or Berkeley City College Counselor for additional information and to verify transfer requirements.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSCI 19 Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>POSCI 20 Global Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Restricted Electives—Select 5 courses from a minimum of four of the five areas below:

Area 1: Culture and Society

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHR 3 Introduction to Social and Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3B Modern World History: 1500–Present</td>
<td>3</td>
</tr>
</tbody>
</table>

Area 2: Geography

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 1 Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3 World Regional Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

Area 3: Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECON 1 Principles of Economics (Macro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2 Principles of Economics (Micro-Economics)</td>
<td>3</td>
</tr>
</tbody>
</table>

Area 4: Politics

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSCI 2 Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td>POSCI 3 International Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

Area 5: Humanities

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 2A Intermediate Spanish I</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 2B Intermediate Spanish II</td>
<td>5</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Students who complete the program will be able to:

- Define concepts in global studies (e.g., globalization, interdependence, development, regional and cultural diversity, inequality, world problems, states and international organizations).
- Identify, analyze, and discuss the global dimensions to various cultural, social, geographic, economic, and/or political issues, past and present.
- Demonstrate skills in the methods and theories used to study global topics.

Recommended Course Sequence

Students can use the following pattern to complete an Associate in Arts in Global Studies for Transfer degree. This is only one possible pattern. If they wish to earn an associate degree, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSCI 19 Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>One course from Area 1: Culture and Society</td>
<td>9</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSCI 20 Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>One course from Area 2: Geography</td>
<td>9</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from Area 3: Economics</td>
<td>3</td>
</tr>
<tr>
<td>One course from Area 4: Politics</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from Area 5: Humanities</td>
<td>5</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

Photo by Faiza Ali
HEALTH EDUCATION

HLTED 1, Exploring Health Issues
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU AA/AS area 2; CSU area E
Examination of current problems related to individual and community health: Sexual behavior, birth control, sexually-transmitted diseases, drugs, consumerism, environment, psychosomatic health, nutrition, physical fitness, and preventive medicine. 0837.00

HISTORY

History

Associate in Arts for Transfer Degree (AA-T)
The Associate in Arts for Transfer Degree (AA-T) in History is designed to provide students with an understanding of a diverse array of societies and how the historical process informed the content of world culture. Through the course work associated with the History AA-T, students will address questions of identity, knowledge, consciousness, intelligibility, communication, and meaning as they compass the broad disciplinary terrain of history.

Students who successfully complete the AA-T in History earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in History or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements and (2) 18 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see “Associate Degrees for Transfer (ADT) to a California State University” on page 29.

Students are advised to consult with a Berkeley City College Counselor and/or the Social Sciences Department Chair for additional information and to verify transfer requirements.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 7A</td>
<td>History of the United States to 1877 3</td>
</tr>
<tr>
<td>HIST 7B</td>
<td>History of the United States Since 1865 3</td>
</tr>
</tbody>
</table>

List A—Select 6 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 2A</td>
<td>History of European Civilization 3</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>HIST 2B</td>
<td>History of European Civilization 3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>HIST 3A</td>
<td>World History to 1500 3</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>HIST 3B</td>
<td>Modern World History: 1500–Present 3</td>
</tr>
</tbody>
</table>

Major Requirements 18
General Education (IGETC or CSU GE) and Electives 42
Total Units 60

Recommended Course Sequence

Recommended Course Sequence

Students can use the following pattern to complete an Associate in Arts in History for Transfer degree. This is only one possible pattern. If they wish to earn an associate degree, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their course sequence of courses to help them complete their degree regardless of the semester they begin classes.

Course Units

1st Semester/Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>HIST 7A</td>
<td>History of the United States to 1877 3</td>
</tr>
<tr>
<td>One course from List A 3</td>
<td></td>
</tr>
<tr>
<td>General Education and Electives 9</td>
<td></td>
</tr>
<tr>
<td>Total 15</td>
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</table>

2nd Semester/Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 7B</td>
<td>History of the United States Since 1865 3</td>
</tr>
<tr>
<td>One course from List A 3</td>
<td></td>
</tr>
<tr>
<td>General Education and Electives 9</td>
<td></td>
</tr>
<tr>
<td>Total 15</td>
<td></td>
</tr>
</tbody>
</table>

3rd Semester/Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from List B 3–5</td>
<td></td>
</tr>
<tr>
<td>General Education and Electives 10–12</td>
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</tr>
<tr>
<td>Total 15</td>
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</table>

4th Semester/Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>One course from List C 3</td>
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</tr>
<tr>
<td>General Education and Electives 12</td>
<td></td>
</tr>
<tr>
<td>Total 15</td>
<td></td>
</tr>
</tbody>
</table>
Program Learning Outcomes
Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of the historical process within particular fields of history and effectively link historical cause and effect.
- Apply historical methodology and critical thinking in order to analyze primary and secondary sources and historical arguments.
- Interpret the diverse historical forces which have shaped the past and inform the content of the present.

HIST 1, American Indian History and Culture
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4
Survey of American Indians: Traditional ways of life and history both before and after contact with Europeans; current trends in American Indian socio-economic and cultural development. 2205.00

HIST 2A, History of European Civilization
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4; (C-ID HIST 170)
History of Western civilization since 1660: Rise of nations, revolutionary eras, European expansion and decline; Europe and its impact on the world; emphasis on ideas and institutions rather than national histories. 2205.00

HIST 2B, History of European Civilization
3 Units
3 hrs lecture (GR or P/NP).
HIST 2A is not a prerequisite for HIST 2B.
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4; (C-ID HIST 180)
History of Western civilization since 1660: Rise of nations, revolutionary eras, European expansion and decline; Europe and its impact on the world; emphasis on ideas and institutions rather than national histories. 2205.00

HIST 3A, World History to 1500
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4; (C-ID HIST 150)
Survey of the development of world civilizations to 1500. 2205.00

HIST 3B, Modern World History: 1500–Present
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4; (C-ID HIST 160)
Survey of world history since 1500: Developments of the modern world as shaped by social, religious, economic, political, philosophical, and historical forces. 2205.00

HIST 7A, History of the United States to 1877
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4; CSU American Institutions, Group 1; (C-ID HIST 130)
History of the United States from colonial days to Reconstruction (1877): Survey and interpretation of political, social, and economic factors contributing to the growth of the nation. 2205.00

HIST 7B, History of the United States Since 1865
3 Units
3 hrs lecture (GR or P/NP). HIST 7A is not prerequisite to HIST 7B. Not open for credit to students who have completed or are concurrently enrolled in HIST 15.
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4; CSU American Institutions, Group 1; UCB American Cultures (C-ID HIST 140)
History of the United States from the end of the Civil War to the present: Survey and interpretation of political, social, and economic factors contributing to the growth of the nation. 2205.00

HIST 19, History of California
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2, 5; CSU area D; IGETC area 4; UCB American Cultures California’s multi-ethnic history from the pre-Spanish period to the present: Emphasis on the social and ethnic diversity of past and present California. 2205.00

HIST 21, U.S. Women: A Social History
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4; UCB American Cultures
Survey of the role and contributions of women to the development of U.S. society from colonial times to the present: Examination of U.S. women as social activists in their own and other movements. 2205.00

HIST 31, Contemporary Middle East: The Politics of Nationalism
3 Units
3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4
Economic, political and social forces behind current Middle East tensions: Historical origins of Middle East issues, key current conflicts in the Middle East; analysis of the role of oil, religious and national antagonisms and the geopolitical importance of the region in twentieth and twenty-first century superpower policy. 2205.00
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Description</th>
<th>1599.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN 1</td>
<td>Introduction to Humanities</td>
<td>3</td>
<td>3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU. Humanities seen through various forms of expression: The arts and society, such as dance, painting, music, sculpture, and mythology; theory and practice in artistic creation to stimulate personal awareness.</td>
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<tr>
<td>HUMAN 5</td>
<td>Storytelling in American Culture</td>
<td>3</td>
<td>3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU. Storytelling among different ethnic groups within the United States: Origin myths, multicultural histories, family lore, heroic epics, trickster tales, traumatic experiences, slave narratives, immigrant testimonies, war memorials, celebrity biographies, urban legends, animated fairy-tales, science fiction films, game worlds, and emergent narrative forms.</td>
<td></td>
</tr>
<tr>
<td>HUMAN 15</td>
<td>Popular Culture</td>
<td>3</td>
<td>3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU. Meaning and impact of American popular culture in the twentieth century: The cultural evolution of consumerism, amusement, leisure, media, and entertainment industries.</td>
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<tr>
<td>HUMAN 21</td>
<td>Film: Art and Communication</td>
<td>3</td>
<td>3 hrs lecture (GR). Acceptable for credit: UC/CSU. Analysis of history and aesthetics of film from its inception in the late 19th century to the present: Language of film, factual films vs. fictional films, effect of films on contemporary society.</td>
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<tr>
<td>HUMAN 26</td>
<td>Global Cinema</td>
<td>4</td>
<td>3 hrs lecture, 3 hrs lab (GR or P/NP). Acceptable for credit: UC/CSU. Global cinema analyzed through historical, political, commercial, cultural, and artistic perspectives: Screenings and interpretation of representative films from a variety of national film traditions outside of the United States, including films from Iran, India, Italy, France, Russia, Japan, China, Brazil, and Argentina.</td>
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</tr>
<tr>
<td>HUMAN 30A</td>
<td>Human Values/Ethics</td>
<td>3</td>
<td>3 hrs lecture (GR or P/NP). Also offered as PHIL 31A. Not open for credit to students who have completed or are currently enrolled in PHIL 31A. Acceptable for credit: UC/CSU. Analysis of concepts of good and right in our society and of criteria of conduct: Various religious, philosophic, scientific, and aesthetic aspects of moral behavior integrated with reason and emotion of the individual.</td>
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</tr>
<tr>
<td>HUMAN 30B</td>
<td>Human Values/Aesthetics</td>
<td>3</td>
<td>3 hrs lecture (GR or P/NP). Analysis of the nature of the beautiful as expressed in visual arts, music, and literature of Western and other cultures: Integration of various aspects of daily and transitory activities of the individual to permanent, recorded expressions of the human spirit through the use of major works of art.</td>
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<tr>
<td>HUMAN 40</td>
<td>Religions of the World</td>
<td>3</td>
<td>3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU. Comparative study of the world’s great religions: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam; original sources stressed.</td>
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<tr>
<td>HUMAN 49</td>
<td>Independent Study in Humanities</td>
<td>0.5–5</td>
<td>1.5–15 hrs lecture (GR or P/NP). Acceptable for credit: CSU. In-depth exploration of an area or problem of the student’s choice not covered by regular catalog offerings in Humanities. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog.</td>
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<tr>
<td>HUMAN 52</td>
<td>Women and Cinema</td>
<td>4</td>
<td>4 hrs lecture (GR or P/NP). Recommended preparation: HUMAN 21 or an introduction to Film Studies course. Also offered as WS 52. Not open for credit to students who have completed or are currently enrolled in WS 52. Acceptable for credit: UC/CSU. Analysis of women in cinema and of feminist and queer film criticism: Feminist film theory, criticism, and history; women as readers of film; women’s independent film; women’s often conflicted relationship with film representations; and the role of sexuality and gender in film viewing and representation.</td>
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<tr>
<td>HUMAN 53</td>
<td>Comparative Film Genres</td>
<td>4</td>
<td>4 hrs lecture (GR or P/NP). Recommended preparation: HUMAN 21 or an introduction to Film Studies course. Acceptable for credit: UC/CSU. Survey of film genres selected from two to four of the following: Film noir, action, comedy, romance, western, musical, horror, documentary, gangster, and others.</td>
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<tr>
<td>HUMAN 55</td>
<td>The Representation of Immigration in Cinema and Television</td>
<td>4</td>
<td>4 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU. Survey of immigration and cinema: Divergent ways immigrants and immigration have been represented in cinema and television, historical and contemporary examples in relation to the history of immigration policies, and public debate about immigrants, refugees, and other displaced people in the U.S. and elsewhere.</td>
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<tr>
<td>HUMAN 57</td>
<td>Film Directors and Artists</td>
<td>4</td>
<td>4 hrs lecture (GR or P/NP). Recommended Preparation: HUMAN 21. Acceptable for credit: UC/CSU. Concentrated and comparative investigation of influential film directors and artists: Examination of signature themes, visual styles, and historical connections among different film authors.</td>
<td></td>
</tr>
</tbody>
</table>
### HUMAN SERVICES

**HUSV 117, Introduction to Behavioral Health**
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area A1; IGETC area 3A, 3B
Overview of behavioral health in the applied social sciences: Concepts and theories, evidence-based health behavior strategies, program development, and planning. 2104.00

**HUSV 118, Introduction to Social Work and Human Services**
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2;
Survey of behavioral health in the applied social sciences: Concepts and theories, evidence-based health behavior strategies, program development, and planning. 2104.00

**HUSV 119, Fieldwork: Social Work and Human Services**
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: HUSV 118
Acceptable for credit: CSU.
Numerous field training experiences in community organization, agency or institution: Workplace skills within social work and human services employment. 2104.00

**HUSV 500A, Bridge to Community Health Worker Careers I**
0 Units
3 hours lecture, (P/NP or SP).
Survey of careers as a community health worker: Regional and national agencies, workplace skills, and career opportunities. 1201.00

**HUSV 500B, Bridge to Community Health Worker Careers II**
0 Units
3 hours lecture, (P/NP or SP).
Prerequisite: HUSV 500A.
Career pathways for community health workers: Job market analysis, entry-level skill development, long-term personal and professional goal setting. Students must have completed HUSV 500A before enrolling in this course. 1201.00

### LEARNING RESOURCES

**LRNRE 100, Team Building and Academic Communication Skills**
1 Unit
1 hour lecture (P/NP). Acceptable for credit: CSU
Team Building and Academic Communication: Learning and working styles, academic communication skills. 4930.12

**LRNRE 220, Introduction to Team Self-Management**
2 Units
2 hrs lecture (GR or P/NP).
Introduction to team self-management and leadership: Team development, communication, listening skills, dynamic leadership, self-assessment, and working styles. 4930.72

**LRNRE 221, Leadership and Team Management Skills**
2 Units
2 hrs lecture (GR or P/NP).
Leadership and team management: Analysis of personal goals and goal setting; behavioral factors in success; scenario planning methodologies; assessment of leadership styles, behaviors, and skills. 4930.72

**LRNRE 222, Introduction to Social Justice**
2 Units
2 hrs lecture (GR or P/NP);
AA/AS area 2.
Current issues in social justice: Identification and analysis of community problems; implementation of work plans for research projects; implementation of action plans for proposed solutions. 4999.00
LIBERAL ARTS

Gender Studies

Certificate of Achievement

The Gender Studies Certificate of Achievement involves an interdisciplinary approach to Gender Studies combining courses in the liberal arts and social sciences thus offering a grounded general education. The certificate provides a strong academic foundation in the field, whether students are interested for personal, political or professional reasons or intend to transfer to a four-year institution and major or minor in Gender Studies. Women's Studies or LGBTQ Studies as well as any discipline in the liberal arts or social sciences.

Students wishing to earn a certificate, should meet with a counselor to and develop a Student Education Plan (SEP). This suggested semester plan maps one possible sequence of courses to help you complete your certificate.

Required Courses
Select two of the following:

- HUMAN 52 Women and China 4
- WS 52 Women and Cinema 4
- PHIL 35 Feminist Philosophy 3
- WS 35 Feminist Philosophy 3
- WS 1 Introduction to Women’s Studies 3

Select four of the following:

- ART 13 History of Women in Art 3
- COMM 10 Gender and Communication 3
- HIST 21 US Women: A Social History 3
- HUMAN 42 Women in Cinema 4
- WS 52 Women in Cinema 4
- PHIL 35 Feminist Philosophy 3
- WS 35 Feminist Philosophy 3
- SOC 7 Sociology of Gender 3
- SOC 13 Sociology of the Family 3
- SOCSC 2 Introduction to Diversity Issues 3
- WS 1 Introduction to Women’s Studies 3

Total Units 18–19

Program Learning Outcomes
Students who complete requirements of the Certificate of Achievement in Gender Studies will be able to:

- Understand and examine critically the processes of gender socialization and historically differentiated experiences for genders across cultures and eras
- Critically analyze how identities based on gender, race/culture/ethnicity, sexuality, class, age, and ability intersect
- Recognize various women’s political, historical, and artistic achievements over time

Liberal Arts: Arts and Humanities

Associate in Arts Degree

The AA in Liberal Arts with an emphasis in Arts and Humanities provides students with a broad perspective on culture and artistic expression of human beings and societies. It is designed to stimulate appreciation for and understanding of values, ideas, and artifacts of culture and society. Specifically, as these relate to how different cultures through the ages have responded to themselves and the world around them through the production of creative forms of expression. Critical thinking skills and self-understanding through these courses provide a framework for lifelong study in the liberal arts. Successful completion of the curriculum in Arts and Humanities offers students a breadth of knowledge that could be focused into single discipline degrees as well as applied to an interdisciplinary degree.

The degree is intended for those who are considering transfer but have not decided on a major; those who are required to complete a degree for job promotion; or individuals who may wish to further their education and are considering a major that is interdisciplinary in focus. In all cases, students consult with a Counselor to develop a program of study.

Students should complete 18 units from a minimum of two disciplines from the following list of courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRAM 1</td>
<td>Introduction to African-American Studies 3</td>
</tr>
<tr>
<td>AFRAM 33</td>
<td>The Roots of African-American Culture 3</td>
</tr>
<tr>
<td>ANTHR 18</td>
<td>Introduction to Anthropological Linguistics 3</td>
</tr>
<tr>
<td>ARAB 1A</td>
<td>Elementary Modern Standard Arabic 5</td>
</tr>
<tr>
<td>ARAB 1B</td>
<td>Elementary Modern Standard Arabic 5</td>
</tr>
<tr>
<td>ART 1</td>
<td>Introduction to Art History 3</td>
</tr>
<tr>
<td>ART 2</td>
<td>History of Western Art from Prehistory through the Middle Ages 3</td>
</tr>
<tr>
<td>ART 3</td>
<td>History of Western Art from Renaissance to Contemporary Art 3</td>
</tr>
<tr>
<td>ART 4</td>
<td>History of Modern Art (1800 to Present) 3</td>
</tr>
<tr>
<td>ART 13</td>
<td>History of Women in Art (19th and 20th Centuries) 3</td>
</tr>
<tr>
<td>ART 16</td>
<td>Introduction to Islamic Art 3</td>
</tr>
<tr>
<td>ART 20</td>
<td>Beginning Drawing and Composition 3</td>
</tr>
<tr>
<td>ART 22</td>
<td>Intermediate Drawing and Composition 3</td>
</tr>
<tr>
<td>ART 46</td>
<td>2D Visual Design 3</td>
</tr>
<tr>
<td>ART 47</td>
<td>3D Visual Design 3</td>
</tr>
<tr>
<td>ART 50</td>
<td>Beginning Painting 3</td>
</tr>
<tr>
<td>ART 182</td>
<td>Introduction to Visual Culture 3</td>
</tr>
<tr>
<td>ASAME 30</td>
<td>Asians and Asian-Americans Through Films 3</td>
</tr>
<tr>
<td>CHIN 1</td>
<td>Elementary Chinese (Mandarin) 5</td>
</tr>
<tr>
<td>COMM 10</td>
<td>Gender and Communication 3</td>
</tr>
<tr>
<td>COMM 19</td>
<td>Survey of Mass Media 3</td>
</tr>
<tr>
<td>ENGL 1B</td>
<td>Composition and Reading 4</td>
</tr>
<tr>
<td>ENGL 17A</td>
<td>Shakespeare 3</td>
</tr>
<tr>
<td>ENGL 17B</td>
<td>Shakespeare 3</td>
</tr>
<tr>
<td>ENGL 20</td>
<td>Introduction to Dramatic Literature 3</td>
</tr>
<tr>
<td>ENGL 21</td>
<td>Film: Art and Communication 3</td>
</tr>
<tr>
<td>ENGL 44B</td>
<td>Masterpieces of World Literature 3</td>
</tr>
<tr>
<td>ENGL 47</td>
<td>Children’s Literature 3</td>
</tr>
<tr>
<td>ENGL 50</td>
<td>Multicultural American Literature 3</td>
</tr>
<tr>
<td>ENGL 85A</td>
<td>Literature in English Through Milton 4</td>
</tr>
<tr>
<td>ENGL 85B</td>
<td>Literature in English: Late 17th Through Mid-19th Century 4</td>
</tr>
<tr>
<td>ENGL 85C</td>
<td>Literature in English: Mid-19th Through the 20th Century 4</td>
</tr>
<tr>
<td>FREN 1A</td>
<td>Elementary French 5</td>
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<tr>
<td>FREN 1B</td>
<td>Elementary French 5</td>
</tr>
<tr>
<td>HIST 2A</td>
<td>History of European Civilization 3</td>
</tr>
</tbody>
</table>
Associate Degree & Certificate Programs/Course Announcements & Descriptions

HIST 3A  World History to 1500  3
HIST 3B  Modern World History: 1500–Present  3
HUMAN 1  Introduction to Humanities  3
HUMAN 5  Storytelling in American Culture  3
HUMAN 15  Popular Culture  3
HUMAN 21  Film: Art and Communication  3
HUMAN 26  Global Cinema  4
HUMAN 30A  Human Values/Ethics  3
HUMAN 30B  Human Values/Aesthetics  3
HUMAN 40  Religions of the World  3
HUMAN 52  Women and Cinema  4
HUMAN 53  Comparative Film Genres  4
HUMAN 55  The Representation of Immigration in Cinema and Television  4
HUMAN 57  Film Directors and Artists  4
HUMAN 182  Introduction to Visual Culture  3
HUMAN 226  Global Cinema (Screening)  1
M/LAT 30A  Survey of Latin-American Films  3
M/LAT 30B  Survey of Latin-American Films  3
MMART 123  The Art of Documentary Films  3
MUSIC 10  Music Appreciation  3
MUSIC 15A  Jazz, Blues and Popular Music in the American Culture  3
MUSIC 15B  Jazz, Blues and Popular Music in the American Culture  3
PHIL 1  Introduction to Philosophy  3
PHIL 2  Social and Political Philosophy  3
PHIL 11  Formal Logic  3
PHIL 16  Buddhist Philosophy  3
PHIL 20A  History of Ancient Greek Philosophy  3
PHIL 20B  History of Modern European Philosophy  3
PHIL 31A  Human Values/Ethics  3
PHIL 35  Feminist Philosophy  3
PHIL 37  Introduction to Asian Philosophy  3
PORT 1A  Elementary Portuguese  5
PORT 1B  Elementary Portuguese  5
SPAN 1A  Elementary Spanish I  5
SPAN 1B  Elementary Spanish II  5
SPAN 2A  Intermediate Spanish I  5
SPAN 2B  Intermediate Spanish II  5
SPAN 10A  Advanced Spanish Conversation  3
SPAN 10B  Advanced Spanish Conversation  3
SPAN 22A  Spanish for Bilingual Speakers I  5
SPAN 22B  Spanish for Bilingual Speakers II  5
SPAN 35A  Intermediate Conversational Spanish: Current Events  3
SPAN 35B  Intermediate Conversational Spanish: Film  3
SPAN 38  Latin American Literature  3
SPAN 39  Latin American Novel  3
SPAN 40  Hispanic Civilization and Culture  3
WS 35  Feminist Philosophy  3
WS 52  Women and Cinema  3
Minor Requirements  Major Requirements  General Education and Electives  Total Units
18  42  60

Program Learning Outcomes
Students who complete the program will be able to:
- Show the connections between specific factors (i.e., politics, religion, science, etc.) of historical periods and the artistic styles and general cultural milieus that emerged from those historical periods.
- Discuss major ideas and theories on human creativity and historical development, and how these affect individual and social interaction.
- Critically analyze artistic styles and ideologies in well organized and effective essays.

Liberal Arts: Social and Behavioral Sciences

Associate in Arts Degree

The Associate in Art degree (AA) in Liberal Arts: Social and Behavioral Sciences provides students with a broad perspective on human behavior. It is designed to stimulate appreciation for, and understanding of values, ideas, and artifacts of culture and society. Critical thinking skills and self-understanding through these courses provide a framework for lifelong study in liberal arts. Successful completion of the curriculum in Social and Behavioral Sciences offers students a breadth of knowledge that could be focused into single discipline degrees as well as applied to an interdisciplinary degree. The Degree is intended for students who are considering transfer but have not decided on a major or for students who are required to complete a degree for job promotion. In all cases, students should consult with a counselor to develop a program of study.

Students should complete 18 units from a minimum of two disciplines from the following list of courses:

Course  Units
AFRAM 1  Introduction to African-American Studies  3
AFRAM 33  The Roots of Black American Culture  3

ANTHR 1  Introduction to Physical Anthropology  3
ANTHR 1L  Introduction to Physical Anthropology Lab  1
ANTHR 2  Introduction to Archaeology and Prehistory  3
ANTHR 3  Introduction to Social and Cultural Anthropology  3
ANTHR 13  Urban Anthropology  3
ANTHR 18  Introduction to Anthropological Linguistics  3
ANTHR 55  Native American Cultures  3
ASAME 11  Introduction to Asian American and Pacific Islander Studies  3
ASAME 30  Asians and Asian-Americans Through Films  3
ECON 1  Principles of Economics (Macro Economics)  3
ECON 2  Principles of Economics (Micro Economics)  3
ETHST 1  Introduction to Ethnic Studies  3
ETHST 2  Theoretical Approaches to Critical Ethnic Studies  3
HIST 1  American Indian History and Culture  3
HIST 2A  History of European Civilization3
HIST 2B  History of European Civilization3
HIST 3A  World History to 1500  3
HIST 3B  Modern World History: 1500–Present  3
HIST 7A  History of the United States  3
HIST 7B  History of the United States  3
HIST 19  History of California  3
HIST 21  U.S. Women: A Social History3
HIST 31  Contemporary Middle East: The Politics of Nationalism  3
HLED 1  Exploring Health Issues  3
HUSV 117  Introduction to Behavioral Health  3
HUSV 118  Introduction to Social Work and Human Services  3
HUSV 119  Fieldwork: Social Work and Human Services  3
M/LAT 30A  Survey of Latin-American Films3
M/LAT 30B  Survey of Latin-American Films3
M/LAT 33  Introduction to Chicana/o and Latina/o Studies  3
POSCI 1  Government and Politics in the United States  3
POSCI 2  Comparative Government  3
POSCI 3  International Relations  3
POSCI 4  Political Theory  3
POSCI 6  The U.S. Constitution and Criminal Due Process  3
POSCI 19  Introduction to Global Studies3
POSCI 20  Current World Problems  3
PSYCH 1A  Introduction to General Psychology  3
PSYCH 6  Social Psychology  3
PSYCH 21  Lifespan Human Development3
PSYCH 28  Introduction to Research Methods in Psychology  3

Total Units: 60
Students must receive a minimum grade of "C" or better in all required core courses and electives in order to qualify for the degree. As this degree alone may not be complete preparation for transfer, students wishing to continue at the UC or CSU system should meet with a Counselor to develop a transfer plan which addresses all general education and lower-division transfer requirements.

Program Learning Outcomes

Students who complete the program will be able to:

- Use discipline-appropriate approaches to critically analyze social problems or processes.
- Analyze the consequences of social actions or forces and their impact upon social structure or the individual.
- Evaluate the foundations of diversity within the human experience.

**Liberal Arts: Inter-segmental General Education Transfer (IGETC)**

**Certificate of Achievement**

Students who plan to transfer to the California State University system (CSU) or the University of California system (UC) are encouraged to pursue a Certificate of Achievement in Liberal Arts. Students are advised to consult with a Counselor to develop your own program of study.

**UC or CSU Transfer**

Students are encouraged to pursue this certificate if they want to apply to transfer to either the University of California system or the California State University system and want to fulfill lower-division general education requirements by completing the Inter-segmental General Education Transfer Curriculum (IGETC). They will select courses that fulfill the IGETC requirements (with a grade of "C" or better in each course), to total 37 transferable semester units (with an overall GPA of 2.0). Upon completion of these requirements they will file both a "Petition for a Certificate of Achievement" and a "Request for General Education or IGETC Certification" with the Admissions and Records Office.

**Total Minimum Required Units: 37**

Complete the following requirements:

- Students must complete all courses with grades of "C" or better.
- Students must request IGETC certification from the Office of Admissions and Records, prior to transfer.
- IGETC is not advisable for all transfer students, especially if you are pursuing a major requiring extensive lower-division preparation. Students are advised to consult with a BCC Counselor.

**AREA 1—ENGLISH COMMUNICATION**

<table>
<thead>
<tr>
<th>UC</th>
<th>CSU</th>
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<tbody>
<tr>
<td>1 course from Group A</td>
<td>3 courses required, one each from Group A, B, and C.</td>
</tr>
<tr>
<td><strong>Group A—English Composition</strong></td>
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<tr>
<td>1 course (3 semester units or 4–5 quarter units)</td>
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<tr>
<td>English 1A</td>
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<tr>
<td><strong>Group B—Critical Thinking—English Composition</strong></td>
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<tr>
<td>1 course (3 semester units or 4–5 quarter units)</td>
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</tr>
<tr>
<td>Communication 5</td>
<td>English 5</td>
</tr>
<tr>
<td><strong>Group C—Oral Communication (CSU and ADT requirement)</strong></td>
<td></td>
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<tr>
<td>1 course, 3 Semester (or 4–5 Quarter) Units</td>
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<tr>
<td>COMM 3, 4, 20, 45</td>
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</tbody>
</table>

**AREA 2—MATHEMATICAL CONCEPTS and QUANTITATIVE REASONING**

1 course: (3 semester units or 4–5 quarter units)

MATH 1A, 1B, 3A, 3B, 3C, 3E, 3F, 13, 16A, 16B

(* Transfer credit is limited by either UC or CSU or both. Please consult with a Counselor.)

**AREA 3—ARTS and HUMANITIES**

At least 3 courses, with at least one from the Arts and one from the Humanities: 9 Semester (or 12–15 Quarter) Units

**Group A—Arts:**

| ART 1, 2, 3, 4, 13, 16, 182(*) |
| ENGL 21 |
| HUMAN 21, 26, 52(*), 53, 182(*) |
| MMART 122B, 123 |
| MUSIC 10, 15A, 15B, 24 |
| WS 52 (*) |

**Group B—Humanities:**

| ARAB 1B |
| ART 182(*) |
| ASAME 30 |
| ENGL 1B, 17A, 17B, 20, 44B, 47, 50, 85A, 85B, 85C |
| FREN 1B |
| HUMAN 1, 5, 15, 30A(*), 30B, 40, 55, 57, 182(*) |
| M/LAT 30A, 30B |
| PHIL 1, 2, 16, 20A, 20B, 31A(*), 35(**), 37 |

**AREA 4—SOCIAL and BEHAVIORAL SCIENCES**

At least 3 courses from at least 2 disciplines or an interdisciplinary sequence:

9 Semester (or 12–15 Quarter) Units

AFRAM 1, 33
ANTHR 2, 3, 13, 18, 55
ASL 55A
CHDEV 51
COMM 6, 10, 19
ECON 1, 2, 20
ETHST 1, 2
GEOG 3, 18
M/LAT 33
POSCL 1, 2, 3, 4, 6, 12, 19, 20
PSYCH 1A, 6, 21
SOCSC 2
SOC 1, 2, 5, 6, 7, 8, 13, 18
WS 1

(*), (**) Students will receive credit and certification for one course only.

**AREA 5—PHYSICAL and BIOLOGICAL SCIENCES**

At least 2 courses, one from Physical Science and one from Biological Science; at least one must include a Laboratory (indicated by "L" in parentheses): 7–9 semester (or 9–12 quarter) units.

**Physical Sciences:**

| ASTR 10 |
| CHEM 1A(L), 1B(L), 12A(L), 12B(L), 18(L), 30A(L), 30B(L) |
| GEOG 1 (add GEOG 1L to clear lab requirement), 19 |
| GEOL 10 (add GEOL 10L to clear the lab requirement) |
| PHYS 3A(L), 3B(L), 4A(L), 4B(L), 4C(L), 10^ |
| PHYSIC 20 |

**B. Biological Sciences**

| ANTHR 1 (add ANTHR 1L to clear the lab requirement) |
| BIOL 1A(L), 1B(L), 3(L), 10(L), 13/13L, 25, 33(L), 34/34L, 50A(L), 50B(L), 50C(L) |

**C. Laboratory Science:**

One course shown with (L) in Physical Sciences or Biological Sciences.

**LANGUAGES OTHER THAN ENGLISH (UC requirement only)**

Students may demonstrate proficiency as follows:

1. Completion of a college course equivalent to 2nd level high school LOTE with "C" (2.0) or better; OR
2. Completion of 2nd level high school course work in one language other than English with a grade of "C" or better (May use high school level LOTE courses completed in 7th and 8th grade); OR
3. Completion of two years of formal schooling at the sixth grade level or higher in an institution where the language of instruction is not English (documentation required); OR
4. Satisfactory score on the College Board Subject Test (formerly SAT II) in a language other than English (see a Counselor for required scores); OR
5. Score of 3 or better on the College Board Advanced Placement Examination in a language other than English; OR
6. Score of 5 or better on the International Baccalaureate Higher Level Examination in a language other than English OR
7. Satisfactory completion of a proficiency test administered by a community college or University in a language other than English (documentation required)
8. Complete a Defense Language Institute Foreign Language Center (DLIFLC) language other than English course with a "C" or better grade; OR
9. Earn a grade of "C" or better on an GCSE O-Level or GCE A-Level exam in LOTE.

Proficiency met by completing one of the following BCC courses:
- ARAB 1A, 1B, 30A
- ASL 50, 50AB, 51AB, 52, 52AB, 53, 53AB
- CHIN 1
- FREN 1A, 1B
- PORT 1A, 1B
- SPAN 1A, 1B, 2A, 2B, 2A, 2B

Note: Courses above proficiency level may also be used to meet this requirement and may also be used to clear, if listed in another IGETC area.)

AMERICAN INSTITUTIONS: United States History, Constitution, and American Ideals Requirement
(CSU Graduation Requirement Only)
Any of the following combinations (two courses) are acceptable:
- POSCI 1 AND HIST 7A OR HIST 7B

Note: Courses used to meet this requirement may also be used to satisfy requirement in CSU-GE/Breadth, Area 4, (at the option of the receiving CSU campus), although units are counted once (Please see a counselor for details.)

Program Learning Outcomes
Students who complete the program will be able to:
- Analyze consequences of actions taken and their impact on society and self; demonstrate collaborative involvement in community interests.
- Identify and explain diverse customs, beliefs, and lifestyles, as well as cultural, historical, and geographical issues that shape perceptions.
- Find, evaluate, use, and communicate information in all its various formats; demonstrate library literacy, research methodology, and technological literacy.
- Analyze own actions and perspectives of other persons and work effectively with others in groups.

Liberal Arts: CSU General Education Breadth
Certificate of Achievement
Students who plan to transfer to the California State University system (CSU) are encouraged to pursue a Certificate of Achievement in Liberal Arts. Students are advised to consult with a Counselor to develop your own program of study.

CSU Transfer
Students are encouraged to pursue this certificate if they plan to apply to transfer to the California State University system and want to complete and have certified the CSU General Education Breadth Requirements. They will select courses that fulfill the CSU General Education Breadth Requirements (completing at least 30 units with a "C" or better to include areas A-1, A-2, A-3 and B-3 and an overall GPA of 2.0), for a total of 39 transferable semester units. Upon completion of these requirements they will file both a "Petition for a Certificate of Achievement" form and a "Request for General Education Certification" form with the Admissions and Records Office.

Total Minimum Required Units: 39
Complete the following requirements:

AREA A — ENGLISH LANGUAGE, COMMUNICATION, and CRITICAL THINKING
Minimum of 9 semester (or 12–15 quarter) units. One course from each sub-area must be completed with a grade of "C" or better.

A1 – Oral Communication
At least one (1) course from the following:
- COMM 3, 4, 20, 45
- ESOL 50A

A2 – Written Communication
- ENGL 1A

A3 – Critical Thinking
For some Engineering majors, exceptions may apply (see a counselor for details).
At least one course from the following:
- BIOL 32
- COMM 5
- ENGL 5
- PHIL 10, 11

AREA B — SCIENTIFIC INQUIRY and QUANTITATIVE REASONING
Minimum of 9 semester (or 12–15 quarter) units. One from Physical Sciences (B1), one from Life Sciences (B2), and one from Mathematics/Quantitative Reasoning (B4). One laboratory activity (L) required from either Physical Science or Life Science or ANTHR 1L or GEOG 1L. Math/Quantitative Reasoning (B4) with a grade "C" or better.

B1 – Physical Science
At least one course from the following:
- ASTR 10, 15
- CHEM 1A(L), 1B(L), 12A(L), 12B(L), 18(L), 30A(L), 30B(L)

B1 – Physical Science
At least one course from the following:
- ASTR 10, 15
- CHEM 1A(L), 1B(L), 12A(L), 12B(L), 18(L), 30A(L), 30B(L)
- GEOG 1, 18, 19
- GEOL 10
- PHYS 3A(L), 3B(L), 4A(L), 4B(L), 4C(L), 10
- PHYS 20

B2 – Life Science
At least one course from the following:
- ANTHR 1
- BIOL 1A (L), 1B (L), 3 (L), 10 (L), 13, 25, 33 (L), 34 (L), 50A(L), 50B(L), 50C (L)

B3 – Laboratory Activity
At least one course from either B1 or B2 with lab activity (L) or one of the following:
- ANTHR 1
- BIOL 13L, 34L
- GEOG 1L
- GEOL 10L

B4 – Math/Quantitative Reasoning
At least one course, with a grade "C" or better, from the following:
- EDUC 18
- MATH 1, 2, 3A, 3B, 3C, 3E, 3F, 11, 13, 16A, 16B, 18, 50

AREA C — ARTS and HUMANITIES
Minimum of 9 semester (or 12–15 quarter) units with one course from Arts (C1), one course from Humanities (C2), and one course from either the Arts or Humanities.

C1 – Arts (Arts, Cinema, Dance, Music, Theater)
- ART 1, 2, 3, 4, 13, 16, 46, 182(*)
- ENGL 21
- HUMAN 21, 26, 52(+), 53, 57, 182(*)
- MMART 122B, 123
- MUSIC 10, 15A, 15B, 24
- WS 52 (+)
C2 – Humanities (Literature, Philosophy, Languages other than English):

(*) (**) (+) Students will receive credit and certification for one course only.

ARAB 1A, 1B, 30A
ART 182 (*)
ASAME 30
ASL 50, 50AB, 51, 51AB, 52, 52AB, 53, 53AB
CHIN 1
FREN 1A, 1B
ARAB 1A, 1B, 30A
ART 182 (*)
ASAME 30
ASL 50, 50AB, 51, 51AB, 52, 52AB, 53, 53AB
CHIN 1
FREN 1A, 1B

Area D—Socioc Sciences

Minimum of 9 semester (or 12–15 quarter) units with courses from at least two different disciplines.

AFRAM 1, 33
ANTHR 2, 3, 13, 18, 55
ASAME 11
ASL 55A
CHDEV 51
COMM 6, 10, 19
ECH 1, 2, 20
ETHST 1, 2
GEOG 3, 18
HIST 1, 2A, 2B, 3A, 3B, 7A, 7B, 19, 21, 31
HUMAN 55
HUSV 117
MLAT 33
POSCI 1, 2, 3, 4, 6, 19, 20
PSYCH 1A, 6, 21
SOC 1, 2, 5, 6, 7, 8, 13, 18
SOCSC 2
WS 1

Area E—Lifelong Learning and Self-Development

Minimum of 3 semester (or 4–5 quarter) units, one course from the following.

(*) Students will receive credit and certification for one course only. DD-214 documentation can be used to satisfy requirement in CSU-GE/Breadth, Area D, (at the option of the receiving CSU campus), although units are counted once. (Please see a counselor for details.)

POSCI 1 and
HIST 7A or HIST 7B

(+) This course can only be used for Area E if taken in Fall 2015 or later.

Program Learning Outcomes

Students who complete the program will be able to:

• Speak, read, and write clearly and effectively with audience awareness; analyze communications for meaning, purpose, effectiveness, and logic.

• Identify problems/arguments, isolate facts related to arguments, generate multiple solutions to problems, predict consequences, and use evidence and sound reasoning to justify well-informed positions.

• Master college-level computational skills and apply them to concrete problems; demonstrate algorithmic competence appropriate to multiple levels.

• Analyze consequences of actions taken and their impact on society and self; demonstrate collaborative involvement in community interests.

• Identify and explain diverse customs, beliefs, and lifestyles, as well as cultural, historical, and geographical issues that shape perceptions.

• Find, evaluate, use, and communicate information in all its various formats; demonstrate library literacy, research methodology, and technological literacy.

• Analyze own actions and perspectives of other persons and work effectively with others in groups.

American Institutions:
United States History, Constitution, and American Ideals Requirement
(This graduation requirement can be completed at BCC prior to transfer.) Any of the following combinations (two courses) are acceptable:

Note: Courses used to meet this requirement may also be used to satisfy requirement in CSU-GE/Breadth, Area D, (at the option of the receiving CSU campus), although units are counted once. (Please see a counselor for details.)

POSCI 1 and
HIST 7A or HIST 7B

(+) This course can only be used for Area E if taken in Fall 2015 or later.
LIBRARY INFORMATION STUDIES

Research Skills Certificate of Competency

The Certificate of Competency in Research Skills is designed to provide students with a foundation in information literacy, critical thinking, ethical use of information, and research. This certificate is intended to improve the research and information literacy skills of students desiring to increase their capacity for pursuing college-level coursework, gaining employment in today's digital workforce, and community engagement.

Students enrolled in the Research Skills program may use the certification as a means of providing college instructors and employers of their ability to find, evaluate, and use credible and relevant information in an ethical manner.

Students are required to complete three courses for a total of six (6) instructional hours. Each course must be completed with a grade of Pass.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 511</td>
<td>Research Skills I 0</td>
</tr>
<tr>
<td>LIS 512</td>
<td>Research Skills II 0</td>
</tr>
<tr>
<td>LIS 513</td>
<td>Research Skills III 0</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Apply information literacy skills to academic, professional, and personal life.
- Complete a basic research project from topic development to information source selection, evaluation, and citation.
- Analyze, synthesize, and apply information practically and ethically.

LIS 85, Introduction to Information Resources

2 Units
2 hrs lecture (GR or P/NP).
Recommended Preparation: BUS 219 or CIS 1, 200, or 205 and ENGL 201A, or 264A, or appropriate placement through multiple measures assessment process. Acceptable for credit: UC/CSU AA/AS area 4c
Introduction to the basic concepts and tools used in information research: Emphasis on how to develop a research topic, find, locate, evaluate and use information; search strategies for print and online resources including reference books, catalogs, indexes, specialized databases and the Internet. 1699.00

LIS 511, Research Skills I

0 Units
2 hours lecture
Introduction to research: Information literacy skills, research process, topic selection and development, and overview of appropriate information sources. 4930.14

LIS 512, Research Skills II

0 Units
2 hours lecture
Prerequisite: LIS 511
Continuation of LIS 511: Identifying search terms, locating information sources, and evaluating information sources. 4930.14

LIS 513, Research Skills III

0 Units
2 hours lecture
Prerequisite: LIS 512
Continuation of LIS 512: Presenting research and data, citations, and academic integrity. 4930.14

MATHEMATICS

Mathematics

Associate in Science for Transfer Degree (AA-T)

Students who successfully complete the AS-T in Mathematics earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to their local CSU campus and to a program or major in Mathematics or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 21 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see "Associate Degrees for Transfer (ADT) to a California State University" on page 29.

Students are advised to consult with a Berkeley City College Counselor for additional information and to verify transfer requirements.

Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3A</td>
<td>Calculus I 5</td>
</tr>
<tr>
<td>MATH 3B</td>
<td>Calculus II 5</td>
</tr>
<tr>
<td>MATH 3C</td>
<td>Calculus III 5</td>
</tr>
<tr>
<td>MATH 3E</td>
<td>Linear Algebra 3</td>
</tr>
<tr>
<td>MATH 3F</td>
<td>Differential Equations 3</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>21</td>
</tr>
<tr>
<td>General Education (IGETC or CSU GE) and Electives</td>
<td>39</td>
</tr>
<tr>
<td>Total Units</td>
<td>60</td>
</tr>
</tbody>
</table>
Recommended Course Sequence

Students can use the following pattern to complete an Associate in Arts degree in Mathematics for Transfer Degree. This is only one possible pattern. If they wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>MATH 3A, Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>General Education and</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>2nd Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>MATH 3B, Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 3E, Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>General Education and</td>
<td>7</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>3rd Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>MATH 3C, Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>General Education and</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>4th Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>MATH 3F, Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>General Education and</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Students who complete the program will be able to:

- Apply mean value theorems.
- Solve linear systems, integration problems, and problems for multi-variable functions.
- Graph and analyze basic functions.
- Calculate derivatives.
- Solve differential equations and analyze the solution sets.

MATH 1, Pre-Calculus

4 Units
4 hrs lecture (GR).
Prerequisite: MATH 203, 211D, 230, or 240.
Not open for credit to students who have completed or are currently enrolled in MATH 3A-3B or [AA-4B-4C].
Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4; IGETC area 2
Preparation for the calculus sequence or other courses requiring a sound algebraic background: Inequalities, theory of equations, sequences and series, matrices, functions and relations, logarithmic and exponential functions; function concept used as a unifying notion. 1701.00

MATH 2, Pre-Calculus with Analytic Geometry

5 Units
5 hrs lecture (GR).
Prerequisite: MATH 203, 211D, 206, 230, or 240.
Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4; IGETC area 2
Advanced algebra and analytic geometry: Linear, quadratic, polynomial, rational, exponential, logarithmic, and inverse functions; determinants, matrices and linear systems; zeros of polynomials, arithmetic and geometric sequences, mathematical induction; permutations and combinations, binomial theorem; vectors, conic sections, translation and rotation of axes, polar coordinates, lines and surfaces in space, and quadric surfaces. 1701.00

MATH 3A, Calculus I

5 Units
5 hrs lecture (GR).
Prerequisite: MATH 2, or 1 and 50.
Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4; IGETC area 2; (C-ID MATH 210)
Theorems on limits and continuous functions, derivatives, differentials, and applications: Fundamental theorems of calculus and applications; properties of exponential, logarithmic, and inverse trigonometric functions, and hyperbolic functions. 1701.00

MATH 3B, Calculus II

5 Units
5 hrs lecture (GR).
Prerequisite: MATH 3A.
Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4; IGETC area 2; (C-ID MATH 220)
Applications of the definite integral: Methods of integration, polar coordinates, parametric equations, infinite and power series. 1701.00

MATH 3C, Calculus III

5 Units
5 hrs lecture (GR).
Prerequisite: MATH 3B. Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4; IGETC area 2; (C-ID MATH 230)
Partial differentiation: Jacobians, transformations, multiple integrals, theorems of Green and Stokes, differential forms, vectors and vector functions, geometric coordinates, and vector calculus. 1701.00

MATH 3E, Linear Algebra

3 Units
3 hrs lecture (GR).
Prerequisite: MATH 3A. MATH 3E and 3F are equivalent to MATH 3D. Not open for credit to students who have completed or are currently enrolled in MATH 3D.
Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4; IGETC area 2; (C-ID MATH 250)
Linear algebra: Gaussian and Gauss-Jordan elimination, matrices, determinants, vectors in R2 and R3, real and complex vector spaces, inner product spaces, linear transformations, eigenvalues, eigenvectors, and applications. 1701.00

MATH 3F, Differential Equations

3 Units
3 hrs lecture (GR).
Prerequisite: MATH 3B and 3E.
Recommended Preparation: MATH 3C. Math 3E and 3F are equivalent to MATH 3D. Not open for credit to students who have completed or are currently enrolled in MATH 3D.
Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4; IGETC area 2; (C-ID MATH 240)
Ordinary differential equations: First-order, second-order, and higher-order equations; separable and exact equations, series solutions, LaPlace transformations, systems of differential equations. 1701.00

MATH 13, Introduction to Statistics

4 Units
4 hrs lecture (GR).
Prerequisite: MATH 203, 206, 211D, 230, or 240.
Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4; IGETC area 2; (C-ID MATH 110)
Introduction to theory and practice of statistics: Collecting data: Sampling, observational and experimental studies. Organizing data: Univariate and bivariate tables and graphs, histograms. Describing data: Measures of location, spread, and correlation. Theory: Probability, random variables; binomial and normal distributions. Drawing conclusions from data: Confidence intervals, hypothesis testing, z-tests, t-tests, and chi-square tests; one-way analysis of variance. Regression and non-parametric methods. 1701.00
ASSOCIATE DEGREE & CERTIFICATE PROGRAMS/COURSE ANNOUNCEMENTS & DESCRIPTIONS

MATH 16A, Calculus for Business and Life/Social Sciences
3 Units
3 hrs lecture (GR).
Prerequisite: MATH 1 or 2.
Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4;
IGETC area 2; (C-ID MATH 140)
Introduction to analytic geometry and differential and integral calculus of algebraic functions with particular attention paid to simple applications. 1701.00

MATH 16B, Calculus for Business and Life/Social Sciences
3 Units
3 hrs lecture (GR).
Prerequisite: MATH 3A or 16A. Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4;
IGETC area 2
Continuation of differential and integral calculus: Transcendental functions, methods of integration, partial differentiation, and multiple integration with particular attention to applications. 1701.00

MATH 18, Mathematical Concepts for Teachers
3 Units
3 hrs lecture (GR).
Prerequisite: MATH 203, 211D, 230 or appropriate placement through multiple measures assessment process.
Acceptable for credit: UC/CSU
AA/AS area 4b; CSU area B4
Structure, properties and operations of the real number system: Introduction to set theory, logic and deductive reasoning; introduction to probability, statistics and inductive reasoning; review of geometry in two and three dimensions (British and metric measure, perimeter, area, volume, characteristics of basic plane and solid figures). Survey course intended primarily for education majors planning to teach in the primary grades. Not open to for credit to students who have completed or are currently enrolled in EDUC 18. 1701.00

MATH 49, Independent Study in Mathematics
0.5–5 Units
1.5–15 hours lab (GR or P/NP).
Acceptable for credit: CSU
In-depth exploration of an area or problem of the student's choice not covered by regular catalog offerings in Math. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog. 1701.00

MATH 50, Trigonometry
3 Units
3 hrs lecture (GR).
Prerequisite: MATH 203, 211D, or 230.
Not open for credit to students who have completed or are currently enrolled in MATH 52ABC.
Recommended Preparation: Math 202
Acceptable for credit: CSU
AA/AS area 4b; CSU area B4
(C-ID MATH 851)
Introduction to functional trigonometry: Basic definitions, identities, graphs, inverse functions, trigonometric equations and applications, solution of triangles and applications, polar coordinates, complex numbers, and De Moivre's Theorem. 1701.00

MATH 201, Elementary Algebra
4 Units
5 hrs lecture (GR).
Prerequisite: MATH 225, 250, 253 or appropriate placement through multiple-measures assessment process. Not open for credit to students who have completed or are currently enrolled in MATH 210ABCD.
Basic algebraic operations: Linear equations and inequalities, relations and functions, factoring quadratic polynomials, solving quadratic equations, fractions, radicals and exponents, word problems, graphing, and number systems. 1701.00
MATH 203, Intermediate Algebra
4 Units
5 hrs lecture (GR).
Prerequisite: MATH 201 or 210D or appropriate placement through multiple-measures assessment process.
Not open for credit to students who have completed or are currently enrolled in MATH 211ABCD.
AA/AS area 4b
Intermediate algebraic operations: Real number properties and operations; solutions and graphs of linear equations in one and two variables; absolute value equations; advanced factoring; complex numbers; quadratic equations and systems of quadratic equations; conics; determinants; solutions and graphs of first-degree, quadratic, and rational inequalities; exponential and logarithmic functions; and sequences and series. 1701.00

MATH 213 Support for Statistics
2 units, 2 hours lecture (P/NP)
Co-requisite: MATH 13
Competencies and concepts needed in statistics: Arithmetic, pre-algebra, elementary and intermediate algebra, and descriptive statistics; descriptive data analysis, solving and graphing linear equations, and modeling with linear functions. Intended for students who are concurrently enrolled in MATH 13. 1701.00

MATH 215 Support for Pre-Calculus
2 units, 2 hours lecture (P/NP)
Co-requisite: MATH 1
Review of the core prerequisite skills, competencies, and concepts needed in pre-calculus: Factoring, operations on rational and radical expressions, absolute value equations and inequalities, exponential and logarithmic expressions and equations, conic sections, functions including composition and inverses, an in-depth focus on quadratic functions, and a review of topics from geometry. Intended for students majoring in business, science, technology, engineering, and mathematics and concurrently enrolled in MATH 1. 1701.00

MATH 216 Support for Trigonometry
1 unit, 1 hour lecture (P/NP)
Co-requisite: MATH 50
Review of the core prerequisite skills, competencies, and concepts needed in trigonometry: Geometry, transformations of graphs, trigonometric functions and applications, conic sections, polar coordinates including the complex plane and analytic geometry. Intended for students majoring in science, technology, engineering, and mathematics and who are concurrently enrolled in MATH 50, Trigonometry. This course is appropriate for students who are confident in their graphing and beginning algebra skills. 1701.00

MATH 230, Elementary and Intermediate Algebra for Business or STEM majors
6 Units
6 hrs lecture (GR).
Prerequisites: MATH 225, 250, 253, or appropriate placement through the multiple measures assessment process.
AA/AS area 4b
A combined course in algebra: Systems of equations; inequalities, graphs and functions; radicals, quadratic polynomials, rational expressions; exponential and logarithmic functions, and problem solving, with emphasis on knowledge skills appropriate for students pursuing a major in STEM (Science, Technology, Engineering, Mathematics) or Business. 1701.00

MEXICAN AND LATIN-AMERICAN STUDIES

M/LAT 30A, Survey of Latin-American Films
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3, 5; CSU area C2; IGETC area 3B
Critical examination of historical and contemporary film images of Latinos/ Americanos as a result of cultural encounters within the United States: Traditional and emerging objectives of film makers and producers; and common themes and cultural elements in films by and about Latinos in the United States. 2203.00

M/LAT 30B, Survey of Latin-American Films
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3, 5; CSU area C2; IGETC area 3B
Critical examination of cinema from throughout Latin America and Spain that relate to Latino cultural experiences: Emphasis on those films that educate viewers about Latino encounters with majority and minority cultures within Latin America. 2203.00

M/LAT 33, Introduction to Chicana/o and Latina/o Studies
3 Units
3 hours lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3, 5; CSU area D; IGETC area 4.
Overview of the field of Chicana/o and Latina/o Studies: History, literature, the arts and material culture, as well as sociological, political, economic, public policy, and philosophical perspectives on the experience of Latinos in the United States. 2203.00
MULTIMEDIA ARTS
Core

All Multimedia Arts course crosswalk can be found at https://www.berkeleycitycollege.edu/wp/multimedia/multimedia-arts-crosswalk/.

Multimedia Arts
Core

Certificate of Achievement

The Multimedia Arts Core Certificate of Achievement offers a foundation of multimedia techniques and theory and prepares students for further coursework and specialization in the strand of their choice.

Career Opportunities

Entry level positions in video production, web design, digital imaging, animation and game design, corporate and independent media organization.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 40A</td>
<td>Introduction to Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 1A+LA</td>
<td>Introduction to Web Design and Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9A</td>
<td>Video Production I: Introduction to Video</td>
<td>4</td>
</tr>
<tr>
<td>MMART 3</td>
<td>Introduction to Digital Art</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6–7 units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/DI 3+3L</td>
<td>Contemporary Color+Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 4+4L</td>
<td>Introduction to Photoshop+Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 2+2L</td>
<td>Fundamentals of Graphic Visualization+Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 4A+4LA</td>
<td>Social Media Marketing and Data Analytics+Lab</td>
<td>3</td>
</tr>
<tr>
<td>MMART 1</td>
<td>Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>MMART 110</td>
<td>Scriptwriting and Storyboarding</td>
<td>3</td>
</tr>
<tr>
<td>MMART 197</td>
<td>Multimedia Career Preparation</td>
<td>3</td>
</tr>
<tr>
<td>MMART 468</td>
<td>Occupational Work Experience in Multimedia Arts</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units: 19–20

Recommended One-Year Course Sequence

Students can use the following pattern to complete a Certificate of Achievement in Multimedia Arts Core. This is only one possible pattern. If they wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

Courses

<table>
<thead>
<tr>
<th>1st Semester/Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 3 Introduction to Digital Art</td>
</tr>
<tr>
<td>MM/VI 9A Video Production I: Introduction to Video</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 40A Introduction to Game Design</td>
</tr>
<tr>
<td>MM/MW 1A+LA Introduction to Web Design and Lab</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate entry level skills in multimedia arts through the completion of individual and team projects.
- Collaborate within a diverse team environment.

MMART 1, Design Thinking

3 Units

- 2.5 hours lecture, 1.5 hours lab (GR or P/NP)

Acceptable for credit: CSU

AA/AS area 4c

Design thinking: Building a design research process; problem solving, building prototypes, and creating viable design solutions using ethnography, visualization, storytelling, and experimentation. Not open for credit to students who have completed MMART 199.

MMART 3, Introduction to Digital Art

3 Units

- 2.5 hours lecture, 1.5 hours lab (GR or P/NP)

Acceptable for credit: UC/CSU

(C-ID ARTS 250)

AA/AS area 4c

Introduction to Digital Art: Fundamental concepts, practices, and theories of digital art production, integration of traditional design, color, and compositional principles with contemporary digital tools such as scanned resources, vector drawing, bitmap painting, and rendering from 3D models. Not open for credit to students who have completed MMART 130.

MMART 5A, Introduction to Motion Graphics

3 Units

- 2.5 hours lecture, 1.5 hours lab (GR or P/NP)

Recommended Preparation: MMART 110

Acceptable for credit: CSU

AA/AS area 4c

Intermediate motion graphics and 2D animation for the current industry standards: Compositing source imagery, keyframing, animating, and effects; compression and outputting for video and web; critical discussion and assessment of work on technical, aesthetic, conceptual, and philosophical levels. Not open for credit to students who have completed MMART 152A.

MMART 5B, Intermediate Motion Graphics

3 Units

- 2.5 hours lecture, 1.5 hours lab (GR or P/NP)

Recommended Preparation: MMART 5A

Acceptable for credit: CSU

AA/AS area 4c

MMART 49, Independent Study in Multimedia Arts

0.5–5 Units

- 1.5–15 hours lab (GR or P/NP)

Acceptable for credit: CSU

AA/AS area 4c

MMART 110, Scriptwriting and Storyboarding

3 Units

- 3 hours lecture (GR or P/NP)

Acceptable for credit: CSU

AA/AS area 4c, 4d

Introduction to storytelling as an art: Pre-production planning for linear and interactive multimedia; development of treatments, scripts and storyboards; organization of drama through effective pacing and design.
MMART 122B, From Movies to Multimedia
3 Units
3 hours lecture (GR or P/NP)
Acceptable for credit: UC/CSU
AA/AS area 3, 4c; CSU area C1; IGETC area 3A
Analysis of film, animation, video, and other time-based multimedia art forms: Elements of linear and interactive structures; history, aesthetics, and cultural significance of the various forms; impact of digital technologies on production and reception of motion pictures; practices of analysis, interpretation, and criticism. 0612.20

MMART 123, The Art of Documentary Film
3 Units
3 hours lecture (GR or P/NP)
Acceptable for credit: UC/CSU
AA/AS area 3, 4c; CSU area C1; IGETC area 3A
History and analysis of documentary film: Critical and historical approaches to non-fiction film form and content; objectivity and point of view; aesthetics and ethics and the evolving impacts of documentary films on American politics and new technology on the genre. 0612.20

MMART 197, Multimedia Career Preparation
3 Units
2.5 hrs lecture, 1.5 hrs lab (GR or P/NP).
Recommended Preparation: MMART 164
Acceptable for credit: CSU
AA/AS area 4c
Career preparation for advanced multimedia students: Resume, interview skills, job searches, networking techniques, professional websites and portfolios or reels. 0614.10

MMART 468, Occupational Work Experience in Multimedia
1 Unit
3.43–17.15 hours lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c
Supervised employment in Multimedia Arts or a related field: Extension of classroom learning to the job site. The employment must be related to the student’s educational or occupational goals. Each 75 hours of paid work equals one unit, while each 60 hours of non-paid work equals one unit. Students can earn at most 16 units through general and occupational work experience courses combined, but may re-enroll in such courses any number of times until the maximum of 16 units is earned. 0614.10

MMART 505A, Introduction to Motion Graphics
0 Units
2.5 hours lecture, 1.5 hours lab (P/NP or SP)
AA/AS area 4c
Introduction to motion graphics and 2D animation for the current industry standards: Importing source files including photographs, illustrations, video clips and 3D animation; compositing source imagery, keyframing, animating, and effects; compression and outputting for video and web; critical discussion and assessment of work on technical, aesthetic, conceptual, and philosophical level. 0614.10

Photo by Jeejun Bertuso
# MULTIMEDIA ARTS
Animation and Game Design

## Associate in Arts Degree

Berkeley City College’s A.A. degree in Animation and Game Design prepares students for entry-level jobs in the game and animation fields and provides upgraded skills for those already employed in multimedia and game jobs. The program is interdisciplinary and focuses on developing artistic, animation, critical thinking and computer skills.

### Career Opportunities

Medical visualization, game, pre-visualization, game level design, 3D modeling, technical direction, 2D animation, 3D animation, computer graphics special effects, layout design, look development, character/prop/background design, scene planning/compositing, production, environmental/set design, and visual simulation.

### Required Core Courses for all Multimedia A.A. degrees:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 3: Introduction to Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 40A: Introduction to Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 1A+1LA: Introduction to Web Design + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/V 9A: Video Production I, Introduction to Video</td>
<td>4</td>
</tr>
</tbody>
</table>

### Core Electives. Select 6–7 units.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 1: Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>MMART 110: Scriptwriting and Storyboarding</td>
<td>3</td>
</tr>
<tr>
<td>MMART 197: Multimedia Career Preparation</td>
<td>3</td>
</tr>
<tr>
<td>MMART 468: Occupational Work Experience in Multimedia Arts</td>
<td>1</td>
</tr>
<tr>
<td>MM/VI 3+3L: Contemporary Color+Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 4+4L: Introduction to Photoshop+Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 2+2L: Fundamentals of Graphic Visualization+Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 4A+4LA: Social Media Marketing and Data Analytics+Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Courses for Animation+Game Design:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 1A: Drawing for Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 3A: Introduction to 2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 20A: Introduction to 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 21A: Introduction to 3D Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

### Animation Electives. Select 9 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 30: Beginning Figure Drawing, Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>MMART 5A: Introduction to Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 2: History of Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 3B: Intermediate 2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 4: 2D Digital Animation</td>
<td>3</td>
</tr>
</tbody>
</table>

### Recommended Two-Year Course Sequence Beginning in Fall Semester

Students can use the following pattern to complete an Associate in Arts degree in Multimedia Arts—Animation and Game Design. This is only one possible pattern. If they wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 3: Introduction to Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 1A: Drawing for Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/V 19A: Video Production: Introduction to Video</td>
<td>4</td>
</tr>
<tr>
<td>MM/AN 3B: Intermediate 2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 4: 2D Digital Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 50: Career Preparation for Animation and Game Industries</td>
<td>3</td>
</tr>
</tbody>
</table>

## Animation Level I

### Certificate of Achievement

The Multimedia Arts Certificates of Achievement in Animation are available at Level I and Level II. The Animation Certificates of Achievement are a comprehensive study of 2D and 3D animation techniques, allowing students to choose from a range of 2D and 3D courses in order to prepare for an entry level position in the industry.

### Career Opportunities

Entry level positions in various fields of Animation, Game, Medical Visualization and Simulation as Animators, 3D modelers and pre-visualization artists and preparation for transfer to a 4 year institution.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 3A: Introduction to 2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 20A: Introduction to 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 50: Career Preparation for Animation and Game Industries</td>
<td>3</td>
</tr>
</tbody>
</table>

### Recommended One-Year Course Sequence Beginning in the Fall Semester

Students can use the following pattern to complete a Certificate of Achievement in Multimedia Arts Core. This is only one possible pattern. If they wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 1A: Drawing for Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 3A: Introduction to 2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 20A: Introduction to 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 21A: Introduction to 3D Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:
- Demonstrate entry-level skills in animation through completed portfolio level projects in both visual and written context related to Animation and Game Design.
- Describe, plan and evaluate design principles, aesthetic forms, historical context and social relevance of multimedia works.
- Collaborate effectively within a diverse team environment.
Program Learning Outcomes
Upon successful completion of this program, students will be able to:

- Demonstrate entry level skills in Animation through the completion of individual and team projects.
- Describe, plan and evaluate design principles, aesthetic forms and historical context of Animated works.
- Create complete projects utilizing 2D/3D techniques.

Animation Level II
Certificate of Achievement

The Multimedia Arts Certificates of Achievement in Animation are available at Level I and Level II. The Animation Certificates of Achievement are a comprehensive study of 2D and 3D animation techniques, allowing students to choose from a range of 2D and 3D courses in order to prepare for an entry level position in the industry.

Career Opportunities
Entry level positions in various fields of animation, game, medical visualization and simulation such as animation, concept arts, production assistance, 3D modeling, pre-visualization arts, 3D rigging, and computer graphics, as well as preparation for transfer to a 4 year institution.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 3B Intermediate 2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 20B 3D Character Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 25 Animation Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 units from below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 1B Storytelling in Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 4 2D Digital Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 10 Experimental Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 21B Intermediate 3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 22A 3D Layout and Lighting</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 22B Special Effects for Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 23 3D Rigging</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 24 Performance Animation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 18

Recommended One-Year Course Sequence Beginning in the Fall Semester

Students can use the following pattern to complete a Certificate of Achievement in Multimedia Arts Game Design Level I. This is only one possible pattern. If they wish to earn a certificate, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

Course Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 21A Introduction to 3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 40A Introduction to Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 50 Career Preparation for Animation and Game Industries</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 11–13 units from below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 6 Introduction to Computer Programming</td>
<td>5</td>
</tr>
<tr>
<td>MM/AN 22A 3D Layout and Lighting</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 41A Introduction to Game Scripting</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 55A Animation and Game Studio Practice</td>
<td>1</td>
</tr>
<tr>
<td>MM/AN 55B Animation and Game Studio Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 20–22

Game Design Level I
Certificate of Achievement

The Multimedia Arts Certificates of Achievement in Game Design are available at Level I and Level II. Students who have little background in game design are encouraged to complete Level I prior to Level II. The Game Design Level I Certificate of Achievement provides introductory technical training in game design and programming techniques, allowing students to prepare for positions in the industry such as pre-visualization and game testing.

Career Opportunities
Pre-visualization, game testing, technical artist.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 21A Introduction to 3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 40A Introduction to Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 50 Career Preparation for Animation and Game Industries</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 11–13 units from below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 6 Introduction to Computer Programming</td>
<td>5</td>
</tr>
<tr>
<td>MM/AN 22A 3D Layout and Lighting</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 41A Introduction to Game Scripting</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 55A Animation and Game Studio Practice</td>
<td>1</td>
</tr>
<tr>
<td>MM/AN 55B Animation and Game Studio Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 20–22

Game Design Level II
Certificate of Achievement

The Multimedia Arts Certificates of Achievement in Game Design are available at Level I and Level II. Students who have little background in game design are encouraged to complete Level I prior to Level II. The Game Design Level II Certificate of Achievement provides comprehensive technical training in game design, prototyping, and programming techniques, allowing students to prepare for entry level positions in various fields of game, medical visualization and simulation industries as level designers, technical artists, and production assistants.

Career Opportunities
Entry level positions in various fields of Game, Medical Visualization and Simulation industries as level designers, technical artists, and production assistants.
## Motion Graphics

### Certificate of Achievement

The Certificate of Achievement will prepare students with key multimedia skills necessary for employment and enrichment. This certificate emphasizes motion graphics utilizing both 2D and 3D skills.

#### Career Opportunities

Motion graphic designer, motion graphic artist, motion graphics editor, motion designer, multimedia designer, graphic designer, presentation specialist, ui/ux artist or a production artist.

### Required courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 1</td>
<td>3</td>
</tr>
<tr>
<td>MMART 3</td>
<td>3</td>
</tr>
<tr>
<td>MMART 5A</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 015A</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 2</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 4+4L</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 15B</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 20A+20LA</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 33</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Units: 21

### Recommended One-Year Course Sequence Beginning in the Fall Semester

Students can use the following pattern to complete a Certificate of Achievement in Multimedia Arts Game Design Level II. This is only one possible pattern. If they wish to earn a certificate, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

#### Course 1st Semester/Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 23</td>
<td>4</td>
</tr>
<tr>
<td>MM/AN 40B</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 41B</td>
<td>3</td>
</tr>
<tr>
<td>Game Design Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total: 10

#### 2nd Semester/Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 41B</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 44</td>
<td>3</td>
</tr>
<tr>
<td>Applications of Virtual and Augmented Reality</td>
<td>3</td>
</tr>
<tr>
<td>Game Design Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total: 9

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate knowledge of the use of digital multimedia equipment and/or software programs for creating and editing multimedia works in basic motion graphics.
2. Demonstrate the use of digital art techniques to generate creative solutions to problems expand and transform imagery and ideas into meaningful multimedia works, as appropriate to the certificate.

## Character Design and 3D Modeling

### Certificate of Proficiency

The Multimedia Certificate of Proficiency in Character Design and 3D Modeling establishes the backbone of a career in 3D modeling and asset creation for animation, game, and simulation.

#### Career Opportunities

Character development, character modeling, 3D modeler, character and prop design, asset creation for game and simulation.

### Required courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/VI 1B</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 19</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 21A</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate 3D Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total: 12

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Critically evaluate advanced 3D modeling techniques and their effective use in 3D animation, game, and simulation presentations.
2. Design a character based on a written description.

## Introduction to Animation and Game Design

### Certificate of Completion

The Certificate of Completion in Animation and Game Design prepares students with animation, modeling, and level design skills necessary for employment within the field of game design.
Career Opportunities

Animation production houses, game production houses, webisode production companies, commercial visualization companies (legal, medical, industry) and post-production companies. Jobs could include: Junior 3D Modeler, Animator, Junior Game Level Designer.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMAN 510</td>
<td>Introduction to 3D Modeling</td>
<td>0</td>
</tr>
<tr>
<td>MMAN 511</td>
<td>3D Character Animation</td>
<td>0</td>
</tr>
<tr>
<td>MMAN 512</td>
<td>Game Level Design</td>
<td>0</td>
</tr>
<tr>
<td>MMAN 550</td>
<td>Animation and Game Studio Practice</td>
<td>0</td>
</tr>
</tbody>
</table>

Introduction to Motion Graphics

Certificate of Completion

This certificate builds skills in motion graphics utilizing both 2D and 3D skills.

Career Opportunities

Production artist, motion graphic designer, graphic designer, presentation specialist

Course Announcements & Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/AN 3A</td>
<td>Introduction to 2D Animation</td>
<td>2.5 hours lecture, 1.5 hours lab (GR or P/NP)</td>
<td>3 Units</td>
</tr>
<tr>
<td>MM/AN 1B</td>
<td>Storytelling in Animation</td>
<td>3 Units</td>
<td></td>
</tr>
<tr>
<td>MM/AN 10</td>
<td>2D Experimental Animation</td>
<td>2.5 hours lecture 1.5 hours lab (GR or P/NP)</td>
<td>3 Units</td>
</tr>
<tr>
<td>MM/AN 19</td>
<td>Character Design and Model Construction</td>
<td>2 hours lecture, 4 hours lab (GR or P/NP)</td>
<td>3 Units</td>
</tr>
<tr>
<td>MM/AN 4</td>
<td>2D Digital Animation</td>
<td>2.5 hours lecture 1.5 hours lab (GR or P/NP)</td>
<td>3 Units</td>
</tr>
<tr>
<td>MM/AN 2</td>
<td>History of Animation</td>
<td>3 Units</td>
<td></td>
</tr>
<tr>
<td>MM/AN 3B</td>
<td>Intermediate 2D Animation</td>
<td>2.5 hours lecture 1.5 hours lab (GR or P/NP)</td>
<td>3 Units</td>
</tr>
<tr>
<td>MM/AN 4A</td>
<td>Introduction to Digital Illustration</td>
<td>0</td>
<td>2.5 hours lecture, 1.5 hours lab (GR or P/NP)</td>
</tr>
<tr>
<td>MMART 505A</td>
<td>2D Digital Animation</td>
<td>0</td>
<td>Acceptable for credit: CSU</td>
</tr>
<tr>
<td>MMART 505A</td>
<td>Introduction to Motion Graphics</td>
<td>0</td>
<td>AAS area 4c</td>
</tr>
<tr>
<td>MM/AN 4A</td>
<td>Design Studio Practice</td>
<td>0</td>
<td>2 hours lecture, 4 hours lab (GR or P/NP)</td>
</tr>
<tr>
<td>MM/AN 3A</td>
<td>2D Digital Animation</td>
<td>0</td>
<td>Acceptable for credit: CSU</td>
</tr>
<tr>
<td>MM/AN 19</td>
<td>Character Design and Model Construction</td>
<td>0</td>
<td>Acceptable for credit: CSU</td>
</tr>
<tr>
<td>MM/AN 19</td>
<td>2D Experimental Animation</td>
<td>0</td>
<td>Acceptable for credit: CSU</td>
</tr>
<tr>
<td>MM/AN 2</td>
<td>2D Digital Animation</td>
<td>0</td>
<td>Acceptable for credit: CSU</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate knowledge of the use of digital multimedia equipment and/or software programs for creating and editing multimedia works in basic motion graphics.
2. Demonstrate the use of digital art techniques to generate creative solutions to problems and expand and transform imagery and ideas into meaningful multimedia works, as appropriate to the course.

MM/AN 1A, Drawing for Animation

3 Units
2.5 hours lecture, 1.5 hours lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c

Freehand drawing techniques in traditional animation: Gesture drawing, designing key poses, drawing figures in motion, capturing motion in fast sketches, analysis and development of motion paths. Not open for credit to students who have completed MMART 178.

MM/AN 1B, Storytelling in Animation

3 Units
2.5 hours lecture, 1.5 hours lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c

Demonstrate knowledge of the use of digital multimedia equipment and/or software programs for creating and editing multimedia works in basic motion graphics.

MM/AN 2, History of Animation

3 Units
3 hours lecture (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c

History of animation through its social context and impact since its inception: Roots of animation before film technology to modern commercial and artistic animated productions; aesthetics and visual styles in different genres of animation.

MM/AN 3A, Introduction to 2D Animation

2.5 hours lecture, 1.5 hours lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c

Introduction to the principles of 2D animation: Creating characters; drawing key poses and in-betweens; designing movement paths, pose manipulation and cycles; timing movement based on sound tracks; utilizing storyboards and dynamic composition to create animated scenes; testing motion studies and scene storytelling with software. Not open for credit to students who have completed MMART 177.

MM/AN 3B, Intermediate 2D Animation

2.5 hours lecture 1.5 hours lab (GR or P/NP)
Prerequisite: MM/AN 3A
Acceptable for credit: CSU
AA/AS area 4c

Project-based study of 2D animation: Developing movement based on the principles of animation; designing characters; timing based on lip-syncing; rotoscoping; coordinating sound to animated shorts and exploring the themes of American animation history. Not open for credit to students who have completed MMART 1 87.
**MM/AN 20A, Introduction to 3D Animation**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c
Introduction to the theory, history, and production techniques of 3D Animation: Pre-production through post-production and deliverables; considerations for game and other industries. Not open for credit to students who have completed MMART 189. 0614.40

**MM/AN 20B, 3D Character Animation**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Recommended Preparation: MM/AN 020A
Acceptable for credit: CSU
AA/AS area 4c
Study and practice of creating the illusion of life through techniques of 3D Animation: Application of theory to practical scene work with an emphasis on movement and acting in animated characters. Not open for credit to students who have completed MMART 189. 0614.40

**MM/AN 21A, Introduction to 3D Modeling**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Recommended Preparation: MM/AN 020A
Acceptable for credit: CSU
AA/AS area 4c
Introduction to 3D Modeling: Principles and techniques of digital modeling in polygons, NURBS, and subdivision surfaces; applications of textures, materials, and lighting to models; rendering with appropriate materials, lighting and cameras. Not open for credit to students who have completed MMART 191. 0614.40

**MM/AN 21B, Intermediate 3D Modeling**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Prerequisite: MM/AN 021A
Acceptable for credit: CSU
AA/AS area 4c
Design and construction of digital characters and environments: Creation of production-ready 3D models using organic and hard surface modeling techniques covering the principles of digital sculpting as well as methods for optimizing models for 3D game engines. Not open to students who are in or completed MMART 191. 0614.40

**MM/AN 22A, 3D Layout and Lighting**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Prerequisite: MM/AN 20A
Recommended Preparation: MM/AN 021A
Acceptable for credit: CSU
AA/AS area 4c
Dynamic composition and visual development for animation: Use of camera angles and perspective to stage effective layouts; application of storytelling elements, research, lighting, color theory and basic design principles. Not open for credit to students who have completed MMART 179. 0614.40

**MM/AN 22B, Special Effects for Animation**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Prerequisite: MM/AN 020A
Recommended Preparation: MM/AN 021A
Acceptable for credit: CSU
AA/AS area 4c
Production of 2D/3D visual effects animation: Live action and animation application, design and planning special effects based on natural phenomena; animation of 2D/3D objects and effects to be composited into animated scenes or video footage. Not open for credit to students who have completed MMART 180. 0614.40

**MM/AN 23, 3D Rigging**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Prerequisite: MM/AN 020A
Recommended Preparation: MM/AN 021A
Acceptable for credit: CSU
AA/AS area 4c
Technical development of effective animation controls for 3D models and characters: Use of set driven keys, deformers, constraints and kinematic controls, including the exporting of rigged characters and objects to a game/ simulation platform. Not open for credit to students who have completed MMART 192. 0614.40

**MM/AN 24, Performance Animation**
3 Units
2.5 hours lecture, 1.5 hours lab (GR or P/NP)
Prerequisite: MM/AN 20A
Recommended Preparation: MM/AN 20B
Acceptable for credit: CSU
AA/AS area 4c
Performance animation: Acting techniques with applications to character animation, scene construction, and storytelling; exploration of motivation in creating movement and gesture and how this relates to believable characterization for animation. 0614.40

**MM/AN 25, Animation Production**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Prerequisite: MM/AN 020A
Recommended Preparation: MM/AN 020B, 021A
Acceptable for credit: CSU
AA/AS area 4c
Creating a short animated piece from design through production: Team dynamics, acting, visual storytelling, working with clients, and completing a short animated project in 2D/2.5D or 3D depending on story. Not open for credit to students who have completed MMART 194. 0614.40

**MM/AN 40A, Introduction to Game Design**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Acceptable for credit: UC/CSU
AA/AS area 4c
Introduction to game theory and interactive computer game design: Analysis and application of the concepts of pattern recognition, spatial reasoning, branching storytelling, interactive parameters, interface design through the uses of flowcharts, storyboards, story scripts and programming languages. Not open for credit to students who have completed MMART 175B. 0614.20

**MM/AN 40B, Game Level Design**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Prerequisite: MM/AN 040A
Acceptable for credit: CSU
AA/AS area 4c
Creation of levels for games and simulations: Level design, architecture theory, concepts of critical path and flow, balancing, play testing, and storytelling. Not open for credit to students who have completed MMART 193. 0614.20

**MM/AN 41A, Introduction to Game Scripting**
3 Units
2.5 hours lecture 1.5 hours lab (GR or P/NP)
Recommended Preparation: MM/AN 040A
Acceptable for credit: CSU
AA/AS area 4c
Scripting and programming for visual artists: Fundamental scripting techniques for integrated graphical development environments, including computer modeling, animation, video game and other visual media. Not open for credit to students who have completed MMART 182. 0614.20
MM/AN 41B, Video Game Development
3 Units
2.5 hours lecture 1.5 hours lab. (GR or P/NP)
Recommended Preparation: MM/AN 041A
Acceptable for credit: CSU
AA/AS area 4c
Video game development utilizing tools to create interactive games: Application of 2D and 3D physics engines, menu systems, and animations towards creating a video game. Not open for credit to students who have completed MMART 152C. 0614.20

MM/AN 44, Applications of Virtual and Augmented Reality
3 Units
2.5 hours lecture, 1.5 hours lab. (GR or P/NP)
Prerequisite: MM/AN 40A
Recommended Preparation: MM/AN 41A
Acceptable for credit: CSU
AA/AS area 4c
Applications of virtual and augmented reality: Development and creation of virtual worlds and augmented reality applications and simulations utilizing game engines. 0614.20

MM/AN 50, Career Preparation for Animation and Game Industries
3 Units
2.5 hours lecture, 1.5 hours lab. (GR or P/NP)
Prerequisite: MM/AN 3A
Recommended Preparation: MM/AN 20A and MM/AN 40A
Acceptable for credit: CSU
AA/AS area 4c
Preparation for animation and game industry job market and gig economy: Job search techniques, resumed, and cover letter writing skills and a demo reel to result in a completed marketing package. 0614.40

MM/AN 510, Introduction to 3D Modeling
0 units
2.5 hours lecture, 1.5 hours lab. (P/NP or SP)
Introduction to 3D Modeling: Principles and techniques of digital modeling in polygons, NURBS, and subdivision surfaces; applications of textures, materials, and lighting to models; rendering with appropriate materials, lighting, and cameras. 0614.40

MM/AN 511, 3D Character Animation
0 Units
2.5 hours lecture, 1.5 hours lab. (P/NP or SP)
Study and practice of creating the illusion of life through techniques of 3D Animation: Application of theory to practical scene work with an emphasis on movement and acting in animated characters. 0614.40

MM/AN 512, Game Level Design
0 Units
2.5 hours lecture, 1.5 hours lab. (P/NP or SP)
Creation of levels for games and simulations: Level design, architecture theory, concepts of critical path and flow, balancing, play testing, and storytelling. 0614.40

MM/AN 515, Animation and Game Studio Practice
1 Unit
4 hours lab. (P/NP or SP)
Acceptable for credit: CSU
AA/AS area 4c
Animation and game studio practice: Individual instruction on development of projects within the field of animation and game design. 0614.40

MM/AN 550, Animation and Game Studio Practice
1 Unit
4 hours lab. (P/NP or SP)
Acceptable for credit: CSU
AA/AS area 4c
Animation and game studio practice: Individual instruction on development of projects within the field of animation and game design. 0614.40

MM/AN 55B, Animation and Game Studio Practice
1 Unit
4 hours lab. (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c
Animation and game studio practice: Individual instruction on development of projects within the field of animation and game design. 0614.40

MULTIMEDIA ARTS
Digital Imaging

Digital Imaging
Associate in Arts Degree
Berkeley City College’s A.A. degree in Digital Imaging prepares students for entry-level jobs in the photography, graphic design, illustration, imaging, and data visualization fields and provides upgraded skills for those already employed in multimedia and data design fields. The program is interdisciplinary and focuses on developing analytical, artistic, critical thinking, and computer skills.

Career Opportunities
Photography, studio photography, pre-processing, digital imaging, digital design, advertising, pre-press and press production, and independent printmaking

Required Core:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 3</td>
<td>Introduction to Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 40A</td>
<td>Introduction to Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW/1A+1LA</td>
<td>Introduction to Web Design + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9A</td>
<td>Video Production + Introduction to Video</td>
<td>4</td>
</tr>
</tbody>
</table>

Core Electives Select 6–7 units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 1</td>
<td>Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>MMART 110</td>
<td>Scriptwriting and Storyboarding</td>
<td>3</td>
</tr>
<tr>
<td>MMART 197</td>
<td>Multimedia Career Preparation</td>
<td>3</td>
</tr>
<tr>
<td>MMART 468</td>
<td>Occupational Work Experience in Multimedia Arts</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 3+3L</td>
<td>Contemporary Color + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 4+4L</td>
<td>Introduction to Photoshop + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/MM/2+2L</td>
<td>Fundamentals of Graphic Visualization + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/MM/4A+4LA</td>
<td>Social Media Marketing and Data Analytics + Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

List A—Select 6 units from the following Digital Illustration courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/ID 1A+1LA</td>
<td>Introduction to Digital Illustration</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 1B</td>
<td>Intermediate Digital Illustration</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 2</td>
<td>Sketching Fundamentals for Design</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 3+3L</td>
<td>Contemporary Color + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 15A</td>
<td>Introduction to 3D Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>MMART 5A</td>
<td>Introduction to Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 11</td>
<td>Publication and Page Design</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 31</td>
<td>Graphic Design Studio</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 33</td>
<td>Typography Design</td>
<td>3</td>
</tr>
</tbody>
</table>

List B—Select 6 units from the following Digital Photography courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/ID 4+4L</td>
<td>Introduction to Photoshop + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 20A+20LA</td>
<td>Introduction to Digital Photography + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 20B</td>
<td>Intermediate Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 22</td>
<td>Analysis of Contemporary Photographers</td>
<td>3</td>
</tr>
<tr>
<td>MM/ID 40A+40LA</td>
<td>Introduction to Digital Printing + Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

123
List C—Select 6 units from the following
Digital Printing courses: Credit Hours:
(0 Required)
MM/DI 1C Advanced Digital Illustration 3
MM/DI 15B Intermediate 3D Motion Graphics 3
MM/DI 45A+45LA Digital Printing Studio Practice I+Lab 3
MM/DI 45B+45LB Digital Printing Studio Practice II+Lab 3
MM/DI 46A+46LA Large Scale Print Studio Practice I+Lab 3

Major Requirements 37–38
General Education and Electives 22–23
Total: 60

Recommended Two-Year Course Sequence Beginning in Fall Semester

Students can use the following pattern to complete an Associate in Arts degree in Multimedia Arts—Digital Imaging. This is only one possible pattern. If they wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

Course Units
1st Semester/Fall
MMART 3 Introduction to Digital Art 3
MMAN 40A Game Design 3
MMVI 9A Video Production 4
Core Elective 1–3
General Education/Electives 3
Total 14–15

2nd Semester/Spring
MM/MM 1A+1LA Introduction to Web Design+Lab 3
Core Elective 3
One course from Area 1: Digital Illustration 3
General Education/Elective 6
Total 15

3rd Semester/Fall
One course from Area 1: Digital Illustration 3
One course from Area 2: Digital Photography 3
One course from Area 3: Digital Printing 3
General Education/Elective 6
Total 15

4th Semester/Spring
One course from Area 2: Digital Photography 3
One course from Area 3: Digital Printing 3
General Education/Elective 9
Total 15

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
• Demonstrate entry-level skills in digital imagery and design through completed portfolio level projects in both visual and written context.
• Describe, plan and evaluate design principles, aesthetic forms, historical context and social relevance of multimedia works.
• Collaborate effectively within a diverse team environment.

Digital Imaging: Beginning Digital Photography

Certificate of Achievement

The Multimedia Arts Certificate of Achievement will prepare students with key multimedia skills necessary for employment within the field of digital photography.

Career Opportunities
Entry-level work with independent consultants and in large-scale digital photography companies, Photo Editor, Junior Designer, Retoucher, Assistant Retail Photographer, Assistant Photographer.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/DI 4+4L</td>
<td>Introduction to Photoshop + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 20A+20LA</td>
<td>Introduction to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 20B</td>
<td>Intermediate Digital Photography</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 9

Recommended One-Year Course Sequence Beginning in the Fall semester

Students can use the following pattern to complete a Certificate of Achievement in Digital Imaging: Beginning Digital Photography. This is only one possible pattern. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

Course Units
1st Semester
MM/DI 4+4L Introduction to Photoshop + Lab 3
MM/DI 20A+20LA Introduction to Digital Photography + Lab 3

2nd Semester
MM/DI 20B Intermediate Digital Photography 3

Total Units: 15

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
1. Demonstrate knowledge of the use of digital multimedia equipment, cameras and/or software programs for composing images, creating, and editing multimedia works in digital photography.
2. Use both camera and digital art techniques to generate creative solutions to problems and expand and transform imagery and ideas into meaningful multimedia works.

Digital Imaging: Digital Photography

Certificate of Achievement

The Multimedia Arts Certificate of Achievement in Digital Photography emphasizes key photographic and multimedia skills necessary for employment and enrichment in the field of photography.

Career Opportunities
Advertising Photographer, Commercial Photographer, Photo Editor, Artist, Creative Director, Creative Manager, Production Artist.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/DI 21</td>
<td>Digital Photography Studio</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 22</td>
<td>Analysis of Contemporary Photographers</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 25A</td>
<td>Special Projects in Digital Photography I</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 25B</td>
<td>Special Projects in Digital Photography II</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 40A+40LA</td>
<td>Introduction to Digital Printing + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 40B+40LB</td>
<td>Intermediate Digital Printing + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 45A+45LA</td>
<td>Digital Printing Studio Practice I + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 55A</td>
<td>Design Studio Practice</td>
<td>1</td>
</tr>
<tr>
<td>MM/DI 55B</td>
<td>Design Studio Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 21–23

Choose 9–11 units from the following:

MM/DI 21 Digital Photography Studio 3
MM/DI 22 Analysis of Contemporary Photographers 3
MM/DI 25A Special Projects in Digital Photography I 3
MM/DI 25B Special Projects in Digital Photography II 3
MM/DI 40A+40LA Introduction to Digital Printing + Lab 3
MM/DI 40B+40LB Intermediate Digital Printing + Lab 3
MM/DI 45A+45LA Digital Printing Studio Practice I + Lab 3
MM/DI 55A Design Studio Practice 1
MM/DI 55B Design Studio Practice 1

If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.
## Associate Degree & Certificate Programs/Course Announcements & Descriptions

### Recommended Course Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
<td></td>
</tr>
<tr>
<td>MM/DI 4 + 4L Introduction to Photoshop + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 20A+LA Introduction to Digital Photography &amp; Lab</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>2nd Semester</strong></td>
<td></td>
</tr>
<tr>
<td>MM/DI 2B Intermediate Digital Photography &amp; Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 23 Digital Printing for Photographers</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate knowledge of the use of digital multimedia equipment and/or software programs for creating and editing multimedia works in digital photography.

2. Use both traditional and digital art techniques to generate creative solutions to problems and expand and transform imagery and ideas into meaningful multimedia works.

3. Evaluate artwork with discernment, appropriate terminology, and aesthetic awareness.

### Digital Imaging: Digital Illustration

#### Certificate of Achievement

The Multimedia Certificate of Achievement in Digital Imaging: Illustration prepares students with skills in image creation and visual storytelling as necessary for employment and enrichment.

#### Career Opportunities

Advertising, trade-show exhibitions, marketing image production & display houses.

### Digital Printmaking

#### Certificate of Achievement

The Multimedia Certificate of Achievement in Digital Imaging: Digital Printmaking prepares students with skills in image creation and manipulation as necessary for employment and enrichment.

#### Career Opportunities

Publishing, printing, advertising, commercial exhibition services, image presentation companies, digital imaging and design.

### Digital Printmaking Electives—Select 9 units from the following:

- MM/DI 20A+20LA Introduction to Digital Photography + Lab 3
- MM/DI 40B+40LB Intermediate Digital Printing + Lab 3
- MM/DI 45A+45LA Digital Printing Studio Practice I + Lab 3
- MM/DI 46A+46LA Large Scale Print Studio Practice I + Lab 3
- MM/DI 46B+46LB Large Scale Print Studio Practice II + Lab 3

Total: 18

### Recommended One-Year Course Sequence Beginning in the Fall Semester

Students can use the following pattern to complete a Certificate of Achievement in Multimedia Arts Digital Imaging: Digital Printmaking. This is only one possible pattern.

If they wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

#### Course

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester/Fall</strong></td>
<td></td>
</tr>
<tr>
<td>MM/DI 1A+1LA Introduction to Digital Illustration + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 3+3L Contemporary Color + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 4+4L Introduction to Photoshop + Lab</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>2nd Semester/Spring</strong></td>
<td></td>
</tr>
<tr>
<td>MM/DI 2 Sketching Fundamental for Design</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate knowledge of the use of digital multimedia equipment and/or software programs for creating and editing multimedia works in digital imaging.

2. Use both traditional and digital art techniques to generate creative solutions to problems and expand and transform imagery and ideas into meaningful multimedia works.

3. Evaluate artwork with discernment, appropriate terminology, and aesthetic awareness.

### Digital Imaging: Beginning Digital Photography

#### Certificate of Completion

The Multimedia Arts Certificate of Completion will prepare students with key multimedia skills.
Career Opportunities
Entry-level work with independent consultants and in large-scale digital photography companies. Photo Editor, Junior Digitech, Retoucher, Assistant Retail Photographer, Assistant Photographer.

Required Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/DI 510</td>
<td>0</td>
</tr>
<tr>
<td>MM/DI 520A</td>
<td>0</td>
</tr>
<tr>
<td>MM/DI 520B</td>
<td>0</td>
</tr>
<tr>
<td>MM/DI 550</td>
<td>0</td>
</tr>
</tbody>
</table>

Recommended One-Year Course Sequence Beginning in the Fall semester

Students can use the following pattern to complete a Certificate of Completion in Digital Imaging: Beginning Digital Photography. This is only one possible pattern if you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

Course Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>MM/DI 510</td>
<td>0</td>
</tr>
<tr>
<td>MM/DI 520A</td>
<td>0</td>
</tr>
<tr>
<td>2nd Semester/Spring</td>
<td></td>
</tr>
<tr>
<td>MM/DI 520B</td>
<td>0</td>
</tr>
<tr>
<td>MM/DI 550</td>
<td>0</td>
</tr>
</tbody>
</table>

Program Learning Outcomes
Upon successful completion of this program, students will be able to:

- Demonstrate knowledge of the use of digital multimedia equipment, cameras and/or software programs for composing images, creating, and editing multimedia works in digital photography.
- Use both camera and digital art techniques to generate creative solutions to problems and expand and transform imagery and ideas into meaningful multimedia works.

Digital Imaging
Certificate of completion
The Certificate of Completion in Digital Imaging will provide students with multimedia skills necessary for employment in digital imaging.

Career Opportunities
Photography, graphic design, advertising, trade-show exhibitions, marketing image production and display houses.

Required courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/DI 510 Photoshop</td>
<td>0</td>
</tr>
<tr>
<td>MM/DI 511 Photography</td>
<td>0</td>
</tr>
<tr>
<td>MM/DI 512 Digital Printing</td>
<td>0</td>
</tr>
<tr>
<td>MM/DI 550 Design Studio Practice</td>
<td>0</td>
</tr>
</tbody>
</table>

Program Learning Outcomes
Upon successful completion of this program, students will be able to:

- Use digital multimedia equipment and/or software programs to create and edit multimedia works in digital imaging.
- Use both traditional and digital art techniques to generate creative solutions to problems and expand and transform imagery and ideas into meaningful multimedia works.
- Evaluate artwork with discernment, appropriate terminology, and aesthetic awareness.

MM/DI 1A, Introduction to Digital Illustration
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/DI 1LA
Acceptable for credit: CSU
AA/AS area 4c
Introduction to principles of digital illustration: Composition skills; illustration storytelling; digital illustration in the media and society. Not open for credit to students who have completed MMART 132A.  0614.60

MM/DI 1L, Introduction to Digital Illustration Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/DI 1A
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/DI 1A. Not open for credit to students who have completed MMART 132LA.  0614.60

MM/DI 1B, Intermediate Digital Illustration
3 Units
2.5 hours lecture, 1.5 hours lab (GR or P/NP)
Recommended Preparation: MM/DI 1A
Acceptable for credit: CSU
AA/AS area 4c
Intermediate digital illustration: Visualization of storytelling methods and genres in digital arts expression. Not open for credit to students who have completed MMART 132B.  0614.60

MM/DI 2, Sketching Fundamentals for Design
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c
Sketching and drawing principles and techniques: Observation, attention to format and proportion, perspective and composition, and digital image editing. Not open for credit to students who have completed MMART 131B.  0614.60

MM/DI 3, Contemporary Color
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/DI 3L
Acceptable for credit: CSU
AA/AS area 4c
Theory and application of color: Application of subtractive and additive color principles with digital mediums utilizing computer imaging software and interacting with digital color assets. Not open for credit to students who have completed MMART 129.  0614.00

MM/DI 3L, Contemporary Color Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/DI 3
Acceptable for credit: CSU
AA/AS area 4c
Individualized instruction on the development of projects on the theory and application of color. Not open for credit to students who have completed MMART 129L.  0614.00

MM/DI 4, Introduction to Photoshop
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/DI 4L
Acceptable for credit: CSU
AA/AS area 4c
Introduction to basic image editing and digital illustration using Photoshop: Survey of elementary design principles used to create effective visual communication with emphasis on practical computer based compositions. Not open for credit to students who have completed MMART 131A  0614.60
MM/DI 4L, Introduction to Photoshop Lab
1 Unit
4 hours lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c
Practical training for the development of multimedia skills presented in MM/DI 4. Not open for credit to students who have completed MMART 131LA. 0614.60

MM/DI 11, Publication and Page Design
3 Units
2.5 hours lecture, 1.5 hours lab (GR or P/NP)
Acceptable for credit: CSU
Publication and page design: Design layouts for publication utilizing industry standard software, page layout, font selection, formatting, setting defaults, text and graphics placement, graphic scanning, and output. Not open to students who have completed MMART 117.

MM/DI 15A, Introduction to 3D Motion Graphics
3 Units
2.5 hours lecture, 1.5 hours lab (GR or P/NP)
Recommended Preparation: MM/DI 3
Acceptable for credit: CSU
AA/AS area 4c
Introduction to theory and design of 3D motion graphics: Design and production of visual communication solutions utilizing 3D modeling, texturing, lighting, and animation. Not open for credit to students who have completed MMART 185A.

MM/DI 15B, Intermediate 3D Motion Graphics
3 Units
2.5 hours lecture, 1.5 hours lab (GR or P/NP)
Prerequisite: MM/DI 15A
Acceptable for credit: CSU
AA/AS area 4c
Intermediate 3D motion graphics: Utilizing Cinema 4D and motion graphics-based software, such as After Effects, to create projects with advanced techniques in animation and visual effects, such as broadcast design and film titles. Not open for credit to students who have completed MMART 185B.

MM/DI 20A, Introduction to Digital Photography
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/DI 20L
Recommended Preparation: MM/DI 4
Acceptable for credit: CSU
AA/AS area 4c
Introduction to photography: Digital camera operation, composition, media considerations, image editing, proofing, and final print. Not open for credit to students who have completed MMART 133A.

MM/DI 20L, Introduction to Digital Photography Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/DI 20A
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/DI 20A. Not open for credit to students who have completed MMART 133LA.

MM/DI 20B, Intermediate Digital Photography
3 Units
2.5 hrs lecture, 1.5 hrs lab
Prerequisite: MM/DI 020A
Acceptable for credit: CSU
AA/AS area 4c
Intermediate theory and practice of digital photography: Advanced composition, black and white conversions, channels, scanning, blending, stitching, retouching, macrophotography, digital printing, framing and other final portfolio formats including books and web. Not open for credit to students who have completed MMART 133B.

MM/DI 21, Digital Photography Studio
3 Units
2.5 hrs lecture, 1.5 hrs lab
Prerequisite: MM/DI 020A
Recommended Preparation: MM/DI 20B
Acceptable for credit: CSU
AA/AS area 4c
Studio photography: Studio lighting and setup; archival quality prints and online galleries; professional level portfolio development. Not open for credit to students who have completed MMART 133C.

MM/DI 22, Analysis of Contemporary Photographers
3 Units
3 hrs lecture (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 3, 4c
Review of contemporary photographers: In-depth review of current photographers’ work to explore in-depth the artistic, theoretical and technological developments in photography; additional emphasis on the technological developments and commercial applications of photography.

MM/DI 23, Digital Printing for Photographers
3 Units
2.5 hrs lecture, 1.5 hrs lab
Recommended Preparation: MM/DI 20A and MM/DI 4
AA/AS area 4c
Introduction to digital printing for photographers: Prepress considerations and techniques, operation and care of digital print technologies, history of printmaking, client management, hands-on projects. Not open for credit to students who have completed MMART 136.

MM/DI 25A, Special Projects in Digital Photography I
3 Units
2.5 hrs lecture, 1.5 hrs lab
Prerequisite: MM/DI 20A
Acceptable for credit: CSU
AA/AS area 4c
Project-based study of digital photography: Studio photography formats; portraiture, editorial, fashion, still life, and product photography; use of multiple digital formats and integration of digital software for compositing, lighting, color correction, etc. integrated into a digital workflow; professional practices for assistants and digital technicians on a commercial shoot. Not open for credit to students who have completed MMART 155A.

MM/DI 25B, Special Projects in Digital Photography II
3 Units
2.5 hrs lecture, 1.5 hrs lab
Prerequisite: MM/DI 25A
AA/AS area 4c
Project-based study of digital photography: Use of off-camera flash; advanced use of Adobe Lightroom; printing; landscape/cityscape; documentary photography; history and theory of photography; critiques. Not open for credit to students who have completed 155B.
MM/DI 31, Graphic Design Studio
3 units
2.5 hrs lecture, 1.5 hrs lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c
Development of graphic design visual communication strategies: Concepts, visualization, documentation, and professional presentation; fundamental text/image interaction, various types of graphic identity designs including symbolic, pictorial or typographic. 0614.60

MM/DI 33, Typography Design
3 units
2.5 hrs lecture, 1.5 hrs lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c
History, theory and contemporary practices of typography in the practice of design: Typographic terminology, conventions, typography fundamentals, grid systems, development of unique alphabet letter forms, type as visual/verbal expressive communication and typography as an essential element to graphic design. 0614.50

MM/DI 40A, Introduction to Digital Printmaking
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/DI 40LA
Acceptable for credit: CSU
AA/AS area 4c
Introduction to digital printmaking: Conceptual visualization for image making, the creation of digital composites from editing to print, marketing techniques, output issues, and exploration of the creative digital process. Not open for credit to students who have completed MMART 134A. 0614.60

MM/DI 40LA, Introduction to Digital Printing Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/DI 40A
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/DI 40A. Not open for credit to students who have completed MMART 134LA. 0614.60

MM/DI 40B, Intermediate Digital Printing
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/DI 40LB
Recommended Preparation: MM/DI 40A
Acceptable for credit: CSU
AA/AS area 4c
Intermediate digital printmaking: Major projects such as bookmaking and printing on canvas; advanced presentation, marketing and promotional techniques; aesthetic development. Not open for credit to students who have completed MMART 134B. 0614.60

MM/DI 40LB, Intermediate Digital Printing Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/DI 40B
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/DI 40B. Not open for credit to students who have completed MMART 134LB. 0614.60

MM/DI 40B, Intermediate Digital Printing Studio Practice I
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/DI 40B
Acceptable for credit: CSU
AA/AS area 4c
Project-based study of digital printmaking: Enhancing basic technological and visual skills; history and theory of printmaking; hands-on projects using advanced digital technologies; class critiques of projects; operation of digital printing technologies. Not open for credit to students who have completed MMART 135A. 0614.60

MM/DI 40B, Digital Printing Studio Practice II
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/DI 40B
Recommended Preparation: MM/DI 40A
Acceptable for credit: CSU
AA/AS area 4c
Project-based study of digital printmaking: Advancing input and acquisition skills to realize artistic vision; history and theory of printmaking; hands-on projects using advanced digital technologies; class critiques of projects; portfolio development; operation of digital printing technologies. Not open for credit to students who have completed MMART 135B. 0614.60

MM/DI 45A, Digital Printing Studio
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Recommended Preparation: MM/DI 40A
Acceptable for credit: CSU
AA/AS area 4c
Enhancing basic technological and visual skills; history and theory of printmaking; hands-on projects using advanced digital technologies; class critiques of projects; operation of digital printing technologies. Not open for credit to students who have completed MMART 136A. 0614.60

MM/DI 45A, Digital Printing Studio Practice I
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/DI 45A
Acceptable for credit: CSU
AA/AS area 4c
Project-based study of digital printmaking: Enhancing basic technological and visual skills; history and theory of printmaking; hands-on projects using advanced digital technologies; class critiques of projects; operation of digital printing technologies. Not open for credit to students who have completed MMART 135LA. 0614.60

MM/DI 45A, Digital Printing Studio Practice II
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/DI 45A
Acceptable for credit: CSU
AA/AS area 4c
Project-based study of digital printmaking: Advancing input and acquisition skills to realize artistic vision; history and theory of printmaking; hands-on projects using advanced digital technologies; class critiques of projects; portfolio development; operation of digital printing technologies. Not open for credit to students who have completed MMART 135LA. 0614.60

MM/DI 45A, Large Scale Print Studio Practice I
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Recommended Preparation: MM/DI 40A
Acceptable for credit: CSU
AA/AS area 4c
Enhancing basic technological and visual skills; history and theory of printmaking; hands-on projects using advanced digital technologies; class critiques of projects; operation of digital printing technologies. Not open for credit to students who have completed MMART 137A. 0614.60

MM/DI 45A, Large Scale Print Studio Practice II
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/DI 45A
Acceptable for credit: CSU
AA/AS area 4c
Enhancing basic technological and visual skills; history and theory of printmaking; hands-on projects using advanced digital technologies; class critiques of projects; portfolio development; operation of digital printing and projection technologies. Not open for credit to students who have completed MMART 137LA. 0614.60
MM/DI 46B, Large Scale Print Studio Practice II
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/DI 46LB
Recommended Preparation: MM/DI 46A
Acceptable for credit: CSU
AA/AS area 4c

Project-based study of advanced practices for large scale print, projection, and installation: Enhancing basic technological and visual skills; advancing input and acquisition skills to realize an artistic vision. Not open for credit to students who have completed MMART 137B.

0614.60

MM/DI 46LB, Large Scale Print Studio Practice II Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/DI 46B
Acceptable for credit: CSU
AA/AS area 4c

Practical training for development of multimedia skills presented in MM/DI 46B. Not open for credit to students who have completed MMART 137LB.

0614.60

MM/DI 55A, Design Studio Practice
1 hr lecture, 4 hrs lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c

Design Studio Practice: Development of projects within design with an emphasis on unifying concepts; creation of comprehensive projects that may include advertising, media, and photographs.

0614.50

MM/DI 55B, Design Studio Practice
1 hr lecture, 4 hrs lab (GR or P/NP)
Acceptable for credit: CSU
AA/AS area 4c

Design Studio Practice: Development of projects within design with an emphasis on unifying concepts; creation of comprehensive projects that may include advertising, media, and photographs.

0614.60

MM/DI 504A, Introduction to Digital Illustration
0 Units
1.5 hours lecture, 1.5 hours lab (P/NP or SP)
Introduction to principles of digital illustration: Composition skills; illustration storytelling; digital illustration in the media and society.

0614.60

MM/DI 510, Photoshop
0 Units
1.5 hours lecture, 1.5 hours lab (P/NP or SP)
Introduction to basic image editing and digital illustration using Photoshop: Survey of elementary design principles used to create effective visual communication with emphasis on practical computer based compositions.

0614.50

MM/DI 511, Photography
0 Units
1.5 hours lecture, 1.5 hours lab (P/NP or SP)
Theory and practice of digital photography: Advanced composition, black and white conversions, channels, scanning, blending, stitching, macro-photography, digital printing, framing.

0614.50

MM/DI 512, Digital Printing
0 Units
1.5 hours lecture, 1.5 hours lab (P/NP or SP)
Digital printmaking: Creation of digital composites from editing to completing a print; marketing techniques, output issues, and exploration of the creative digital process. Materials fee required.

0614.10

MM/DI 515A, Introduction to 3D Motion Graphics
0 Units
2.5 hours lecture, 1.5 hours lab (P/NP or SP)
Introduction to theory and design of 3D motion graphics: Design and production of visual communication solutions utilizing 3D modeling, texturing, lighting, and animation.

0614.60

MM/DI 520A, Introduction to Digital Photography
0 units
1.5 hrs lecture, 1.5 hours lab. (SP or P/NP)
Recommended Preparation: MM/DI 510
Introduction to composition and image editing in digital photography: Digital camera operation, composition, media considerations, image editing, proofing, and final print.

0614.60

MM/DI 520B, Intermediate Digital Photography
0 units
2.5 hrs lecture, 1.5 hours lab. (SP or P/NP)
Prerequisite: MM/DI 520A
Intermediate theory and practice of digital photography: Advanced composition, black and white conversions, channels, scanning, blending, stitching, retouching, macrophotography, digital printing, framing and other final portfolio formats including books and web.

0614.60

MM/DI 550, Design Studio Practice
0 Units
4 hours lab (P/NP or SP)
Design Studio Practice: Development of projects within design with an emphasis on unifying concepts; creation of comprehensive projects that may include advertising, media, and photographs.

0614.00
### Associate Degree & Certificate Programs/Course Announcements & Descriptions

#### MULTIMEDIA ARTS

**Mobile and Web Design**

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**Associate in Arts Degree**

Berkeley City College’s Multimedia Arts Program in Mobile and Web Design A.A. Degree prepares people for entry-level jobs in the mobile and web design fields and provides upgraded skills for those already employed in multimedia, mobile and web related careers. The program is interdisciplinary and focuses on developing critical thinking, artistic and technical skills.

**Career Opportunities**


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**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 3</td>
<td>Introduction to Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>MM/W 40A</td>
<td>Introduction to Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 1A+LA</td>
<td>Introduction to Web Design+Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/V 9A</td>
<td>Video Production I: Introduction to Video</td>
<td>4</td>
</tr>
</tbody>
</table>

**Core Electives**

Choose 6–7 units from the following:

- MMART 1  Design Thinking 3
- MMART 110 Scriptwriting and Storyboarding 3
- MMART 197 Multimedia Career Preparation 3
- MMART 468 Occupational Work Experience in Multimedia Arts 1
- MM/D 3+3L Contemporary Color+Lab 3
- MM/D 4+4L Introduction to Photoshop+Lab 3
- MM/MW 2+2L Fundamentals of Graphic Visualization+Lab 3
- MM/MW 4A+4LA Social Media Marketing and Data Analytics+Lab 3

**Required Major Courses:**

- MMART 166+166L User Experience and Interface Design+Lab 3
- MMART 168+168L Online Games & Interactivity+Lab 3
- MM/MW 2+2L Fundamentals of Graphic Visualization+Lab 3
- MM/MW 4A+4LA Social Media Marketing and Data Analytics+Lab 3

**List A—Select 3 units from the following:**

- MMART 114+114L Data Design for Digital Media+Lab 3
- MMART 167+167L Mobile and Cross-Platform Web Design+Lab 3

**List B—Select 6 units from the following:**

- MMART 165+165L Contemporary Scripting for Games, Mobile and Web+Lab 3
- MMART 170+170L Virtual Reality and Digital Spaces+Lab 3
- MMART 171+171L Web Commerce & Internet Start Up+Lab 3

**Total Units** 60

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### Mobile and Web Design Level I

**Certificate of Achievement**

The Multimedia Arts Certificates of Achievement in Mobile and Web are available at Level I and Level II. The Level I Certificate of Achievement in Mobile and Web provides foundational skills in mobile design, web design, UI/UX design, interactive design, aesthetic visualization, project collaboration, and server-side web management. It emphasizes team-building skills, integration with software platforms, interactive applications, modular design, mobile and web frameworks. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

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**Career Opportunities**

Front end web design, UI/UX design, social media strategy, content strategist, digital designer, engagement coordinator, graphic designer, digital marketing, interactive design, and responsive designer.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 166+166L User Experience and Interface Design+Lab</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MMART 167+167L Mobile and Cross-Platform Web Design+Lab</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MMART 168+168L Online Games &amp; Interactivity+Lab</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MM/MW 1A+1LA Introduction to Web Design+Lab</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MM/MW 2+2L Fundamentals of Graphic Visualization+Lab</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MM/V 9A Video Production I: Introduction to Video</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units** 19

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### Recommended One-Year Course Sequence Beginning in Fall Semester

If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

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**Program Learning Outcomes**

Students who complete the program will be able to:

- Construct web design projects, demonstrating proof of concept.
- Work alone or in a team to create, develop and present storyboards, written proposals and sophisticated websites for client/organization.
- Analyze contemporary avenues for social media discourse and presentation.
- Appraise peer work in relation to the project goals.
Program Learning Outcomes

Students who complete the program will be able to:

- Assess current trends in mobile and web design, and formulate an online presence
- Produce original graphic designs employing both traditional-manual skills and computer skills.
- Express identity with project visualizations

Mobile and Web Design Level II

Certificate of Achievement

The Multimedia Arts Certificates of Achievement in Mobile and Web are available at Level I and Level II. The Level II Certificate of Achievement in Mobile and Web provide information and practice with advanced techniques in mobile, interactive, and web design. Advanced skills attributed to a front-end web and mobile developer, client-side management, and professional work environments. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help them complete their degree regardless of the semester they begin classes.

If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

Career Opportunities

Mobile design, responsive web design, interactive design, front end web design, game design, digital marketing, software engineering, creative technology, virtual reality design, and social media strategy.

Certificate of Achievement

Recommended One-Year Course Sequence Beginning in Fall Semester

Students can use the following pattern to complete Certificate of Achievement in Mobile and Web Design Level II. This is only one possible pattern. If they wish to earn a certificate, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

Program Learning Outcomes

Students who complete the program will be able to:

- Construct web design projects, demonstrating proof of concept.
- Work alone or in a team to create, develop and present storyboards, written proposals and sophisticated websites for client/organization.
- Analyze contemporary avenues for social media discourse and presentation.
- Appraise peer work in relation to the project goals.
MM/MW 4A, Social Media Marketing and Data Analytics Lab
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MM/MW 4LA
Acceptable for credit: CSU
AA/AS area 4c
Social media marketing: Apply dynamics of online content delivery to motivate and analyze consumer interest, develop a digital marketing ecosystem and integrate content creation tools, brand strategies, consumer interactions, and media analytics. Not open for credit to students who have completed MMART 169. 0614.30

MM/MW 4LA, Social Media Marketing and Data Analytics Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/MW 4A
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/MW 4A. Not open for credit to students who have completed MM/MW 4A. 0614.30

MMART 114, Data Design for Digital Media
2 Units
1.5 hours lecture, 1.5 hours (GR)
Co-requisite: MMART 114L
Acceptable for credit: CSU
AA/AS area 4c
Data graphics basics: Overview of statistics, choices for charting data, digital input techniques and display methods for illustrating complex information; survey design, user experience, and the use of color, typography and narrative in creating compelling data visualizations. 0614.00

MMART 114L, Data Design for Digital Media Lab
1 Unit
4 hours lab (GR).
Co-requisite: MMART 114
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MMART 114. 0614.00

MMART 162, Contemporary Scripting for Games, Mobile and Web
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MMART 162L
Recommended Preparation: MMART 168
Acceptable for credit: CSU
AA/AS area 4c
Introduction to scripting and programming for visual artists: Fundamental scripting techniques for web, mobile, video games, virtual reality, and other visual media; designing, implementing, and testing foundational application programs. 0614.30

MMART 162L, Contemporary Scripting for Games, Mobile and Web Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MMART 162
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MMART 162. 0614.30

MMART 166, User Experience and Interface Design
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MMART 166L
Recommended Preparation: MMART 164
Acceptable for credit: CSU
AA/AS area 4c
Introduction to information architecture and interface design: Graphic and information design principles used to organize, navigate, and develop successful interfaces for new media projects. Not open for credit to students who have completed or are currently enrolled in ART 162 and/or MMART 162. 0614.30

MMART 166L, User Experience and Interface Design Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MMART 166
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MMART 166. Not open for credit to students who have completed or are currently enrolled in MMART 166L. 0614.30

MMART 167, Mobile and Cross-Platform Web Design
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MMART 167L
Recommended Preparation: MMART 164
Acceptable for credit: CSU
AA/AS area 4c
Cross-Platform design techniques for Mobile and Web Design: Mobile development, tablet development, web development, responsive design, and dynamic graphical elements. 0614.30

MMART 167L, Mobile and Cross-Platform Web Design Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MMART 167
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MMART 167. 0614.30

MMART 168, Online Games & Interactivity
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MMART 168L
Recommended Preparation: MMART 164
Acceptable for credit: CSU
AA/AS area 4c
Principles of interactive design and virtual environments: User experience, game design, dynamic graphics, and integration of interactive content for online environments. 0614.30

MMART 168L, Online Games & Interactivity Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MMART 168
Recommended Preparation: MMART 164
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MMART 168. 0614.30
MMART 170, Virtual Reality and Digital Spaces
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MMART 170L
Recommended Preparation: MMART 164 or 165
Acceptable for credit: CSU
AA/AS area 4c
Interactive and game based architectures: virtual reality environments, visible and invisible data, interactive design environments, and visual mapping. 0614.30

MMART 170L, Virtual Reality and Digital Spaces Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MMART 170
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MMART 170. 0614.30

MMART 171, Web Commerce and Internet Start Up
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Co-requisite: MMART 171L; Not open for credit to students who have completed any courses currently enrolled in MMART 160C.
Recommended Preparation: MMART 164
Acceptable for credit: CSU
AA/AS area 4c
Introduction to the principles of E-commerce: Building an online business, analysis and application of media content, operating shopping carts, and execution of online strategy. 0614.30

MMART 171L, Web Commerce and Internet Start Up Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MMART 171; Not open for credit to students who have completed any courses currently enrolled in MMART 160LC.
Recommended Preparation: MMART 164
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MMART 171. 0614.30

MULTIMEDIA ARTS Video Arts

Film, Television, And Electronic Media

Associate in Science Degree for Transfer
The Multimedia Arts AS-T Degree in Film, Television, and Electronic Media offers a foundation in film theory, sound, and production. The program is interdisciplinary and focuses on developing critical thinking, artistic and technical skills for careers in film and media industries. Students who successfully complete the AS-T in Film, Television, and Electronic Media earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status, and priority admission to their local CSU campus and to a program major in multimedia art or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 18 semester units with a grade of C or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. Students are advised to consult with a Berkeley City College counselor for additional information and to verify transfer requirements.

Career Opportunities
Completion of this certificate will provide students with the coursework they need to work in video production, editing, motion graphics, audio recording and sound design, cinematography, documentary production, narrative filmmaking and film criticism.

Required Courses
- MMART 110 Scriptwriting and Storyboarding 3
- MMART 122B From Movies to Multimedia 3
- MM/VI 9A Video Production I: Introduction to Video 4
- MM/VI 9C Video Production III: Directing and Producing 3
- MM/VII 24A+24LA Sound Design I Lab 3

Video Arts Electives: Choose 3 units from the following:
- HUMAN 21 Film Art and Communication 3
- MMART 5A Introduction to Motion Graphics 3
- MMART 468 Occupational Work Experience in Multimedia Arts 3
- MM/VII 20A and 20B Editing I: Introduction to Video Editing 2

Recommended Two-Year Course Sequence Beginning in Fall Semester

Students can use the following pattern to complete an Associate in Science in Film, Television, and Electronic Media Degree for Transfer. This is only one possible pattern. If they wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

Course Units
1st Semester/Fall
- MMART 110 Scriptwriting and Storyboarding 3
- Video Arts Elective 6
- General Education/Elective 6

2nd Semester/Spring
- MMART 122B From Movies to Multimedia 3
- MM/VI 9A Video Production I: Introduction to Video 4
- MM/VII 24A+24LA Sound Design I Lab 3
- General Education/Elective 6

3rd Semester/Spring
- MM/VII 9C Video Production III: Directing and Producing 3
- Video Arts Electives 6
- General Education/Elective 6

4th Semester/Spring
- Video Arts Electives 3
- General Education/Elective 6

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Demonstrate entry-level skills in film, television, and electronic media via completed projects.
- Evaluate design principles, aesthetic forms, historical context and social relevance of multimedia works.
- Delegate responsibilities according to various crew roles and applying collaborative communication skills in a professional setting.
Introduction to Social Media

Certificate of Achievement

Berkeley City College’s Introduction to Social Media Certificate of Achievement prepares students for entry-level jobs with social media titles that require skills in copywriting, marketing, producing, and also provides upgraded skills for those already employed in multimedia or film-related jobs. The program focuses on developing artistic, critical thinking, basic marketing knowledge, equipment, and computer skills.

Career Opportunities

Completion of this certificate will provide students with the coursework they need to work in entry level social media positions such as Social Media Project Coordinators, Online Community Manager, or Social Media Assistant.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 70 Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 4A  + 4LA Social Media Marketing and Data Analytics + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 16 Social Media Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 20A + 20LA Editing I: Introduction to Video Editing + Lab</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td>12</td>
</tr>
</tbody>
</table>

Recommended One-Year Course Sequence Beginning in the Fall Semester

Students can use the following pattern to complete a Certificate of Achievement in Introduction to Social Media. This is only one possible pattern. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

Course

1st Semester/Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 70 Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 4A  + 4LA Social Media Marketing and Data Analytics + Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

2nd Semester/Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/VI 16 Social Media Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 20A + 20LA Editing I: Introduction to Video Editing + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 17 or Social Media Production</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 4A  + 4LA Social Media Marketing and Data Analytics + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9A Video Production I: Introduction to Video</td>
<td>4</td>
</tr>
<tr>
<td>Total Units:</td>
<td>19</td>
</tr>
</tbody>
</table>

Choose 3 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 14 Non-Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>MMART 5A Introduction to Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>MMART 110 Scriptwriting and Storyboarding</td>
<td>3</td>
</tr>
<tr>
<td>MMART 468 Occupational Work Experience in Multimedia Arts</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 4 + 4L Introduction to Photoshop + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9B Video Production II: Cinematography and Visual Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9C Video Production III: Directing and Producing</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 15 Documentary Production and Editing</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 20A + 20LA Sound Design I + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 25 Sound Recording and Audio Production</td>
<td>1.5</td>
</tr>
<tr>
<td>MM/VI 41 Introduction to Cinematography</td>
<td>1.5</td>
</tr>
<tr>
<td>MM/VI 42 Introduction to Motion Picture</td>
<td>1.5</td>
</tr>
<tr>
<td>Lighting</td>
<td>1.5</td>
</tr>
<tr>
<td>Total Units:</td>
<td>19</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate an appropriate knowledge of digital multimedia equipment and software programs to create and edit multimedia works for social media applications.
2. Work in environments modeled after real-world workplaces by building teams and leading them and/or taking direction from a project leader.

Social Media Storytelling

Certificate of Achievement

Berkeley City College’s Social Media Storytelling Certificate of Achievement prepares students for entry-level jobs with social media titles that require skills in video production, sound or video editing, and photography and copywriting, and also provides upgraded skills for those already employed in multimedia or film related jobs. The program focuses on developing artistic, critical thinking, basic marketing knowledge, equipment and computer skills.

Career Opportunities

Completion of this certificate will provide students with the coursework they need to work in entry level social media positions such as copywriters, content managers, content creators or producers, event or project coordinators, editors.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 70 Introduction to Marketing</td>
<td>3</td>
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<tr>
<td>MM/VI 20A + 20LA Editing I: Introduction to Video Editing + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 16 Social Media Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 17 or Social Media Production</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 4A + 4LA Social Media Marketing and Data Analytics + Lab</td>
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<tr>
<td>MMART 110 Scriptwriting and Storyboarding</td>
<td>3</td>
</tr>
<tr>
<td>MMART 468 Occupational Work Experience in Multimedia Arts</td>
<td>3</td>
</tr>
<tr>
<td>MM/DI 4 + 4L Introduction to Photoshop + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9B Video Production II: Cinematography and Visual Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9C Video Production III: Directing and Producing</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 15 Documentary Production and Editing</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 20A + 20LA Sound Design I + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 25 Sound Recording and Audio Production</td>
<td>1.5</td>
</tr>
<tr>
<td>MM/VI 41 Introduction to Cinematography</td>
<td>1.5</td>
</tr>
<tr>
<td>MM/VI 42 Introduction to Motion Picture</td>
<td>1.5</td>
</tr>
<tr>
<td>Lighting</td>
<td>1.5</td>
</tr>
<tr>
<td>Total Units:</td>
<td>19</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate an appropriate knowledge of digital multimedia equipment and software programs to create and edit multimedia works for social media applications.
2. Evaluate artwork with discernment, appropriate terminology, and aesthetic awareness for social media or marketing applications; create projects intended for a professional portfolio.
3. Work in environments modeled after a real-world workplaces by building teams and leading them and/or taking direction from a project leader.

Video Arts

Associate in Arts Degree

Berkeley City College’s A.A. Degree in Multimedia Arts—Video Arts prepares students for entry-level jobs in video production and editing fields, and provides upgraded skills for those already employed in multimedia or film related jobs. The program focuses on developing artistic, critical thinking, equipment and computer skills.

Career Opportunities

The A.A. in Video Arts is designed to prepare students to transfer to education programs at four-year institutions. Additionally, completion of this A.A. will provide students with the coursework they need to work as video producers, video editors, motion graphics designers, on-location or studio recordists, sound designers for radio and motion picture, cinematographers, camera operators, gaffers, grips, documentarians and nonfiction producers, video directors, social media content producers, social media producers or project managers.

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 3 Introduction to Digital Art</td>
<td>3</td>
</tr>
<tr>
<td>MM/AN 40A Introduction to Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM/MW 1A + 1LA Introduction to Web Design + Lab</td>
<td>3</td>
</tr>
</tbody>
</table>
## Recommended Two-Year Course Sequence Beginning in Fall Semester

Students can use the following pattern to complete an Associate in Arts degree in Multimedia Arts—Video Arts. This is only one possible pattern. If you wish to earn an associate degree or certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM/VI 3</td>
<td>3</td>
</tr>
</tbody>
</table>

### 1st Semester/Fall

- **MM/VI 1A** Introduction to Narrative Scriptwriting 3
- **MMART 197** Multimedia Career Preparation 3
- **MM/VI 468** Occupational Work Experience in Multimedia Arts 1
- **MM/VI 19B** Video Production II: Cinematography and Visual Storytelling 3
- **MM/VI 19C** Video Production III: Directing and Producing 3
- **MM/VI 1 5** Documentary Production and Editing 3
- **MM/VI 20B+20LB** Editing II: Technical Skills + Lab 3
- **MM/VI 20C+20LC** Editing III: Crafting a Story + Lab 3
- **MM/VI 24B+24LB** Sound Design II + Lab 3
- **MM/VI 20A+20LA** Editing I: Introduction to Video Editing + Lab 3
- **MM/VI 9A Video Production I: Introduction to Video** 3
- **MM/VI 9B From Movies to Multimedia** 3
- **MM/VI 9C Video Production II: Cinematography and Visual Storytelling** 3
- **MM/VI 15 Documentary Production and Editing** 3
- **MM/VI 20B+20LB** Editing II: Technical Skills + Lab 3
- **MM/VI 20C+20LC** Editing III: Crafting a Story + Lab 3
- **MM/VI 24B+24LB** Sound Design II + Lab 3
- **MMART 197 Multimedia Career Preparation** 3

**Total: 60**

## Video Arts Level I

### Certificate of Achievement

The Multimedia Arts Certificate of Achievement in Video Arts at Level I provides technical training in professional video production and use of equipment, as well as post-production practices and software, with an emphasis on establishing effective communication skills in a highly collaborative industry.

### Career Opportunities

Completion of this certificate will provide students with the coursework they need to work as assistant editors or editors, sound designers, screenwriters, story boarders, film festival assistants, on-location sound recordists, and camera team positions such as 1st or 2nd assistant camera.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 110</td>
<td>3</td>
</tr>
<tr>
<td>MMART 197</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 5</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9A</td>
<td>4</td>
</tr>
<tr>
<td>MM/VI 20A+20LA</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 24A+24LA</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose 3 units from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 122B From Movies to Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>MMART 468 Occupational Work Experience in Multimedia Arts</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 25 Sound Recording and Audio Production</td>
<td>1.5</td>
</tr>
<tr>
<td>MM/VI 41 Introduction to Cinematography</td>
<td>1.5</td>
</tr>
<tr>
<td>MM/VI 42 Introduction to Motion Picture Lighting</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Total: 22**

## Recommended one-year Course Sequence Beginning in Fall semester

If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 110</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9A Video Production I: Introduction to Video</td>
<td>4</td>
</tr>
<tr>
<td>MM/VI 20A+20LA Editing I: Introduction to Video Editing + Lab</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 24A+24LA Sound Design I + Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Demonstrate entry-level skills in video arts via completed portfolio projects.
- Describe, plan and evaluate design principles, aesthetic forms, historical context and social relevance of multimedia works.
- Collaborate effectively within a diverse team environment

## Video Arts Level II: Directing & Producing

### Certificate of Achievement

The Multimedia Arts Certificate of Achievement in Video Arts Level II: Directing and Producing provides a foundation of analytical and professional techniques for fundraising and project proposals, communication with collaborators, as well as project coordinating, scheduling and budgeting towards assistant directing and producing duties.
Career Opportunities
Completion of this certificate will provide students with the coursework they need to work as assistant directors, production coordinators, unit production managers, line producers, directors and video producers.

Choose 9–10 units from below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMART 197</td>
<td>3</td>
</tr>
<tr>
<td>or MMART 468</td>
<td></td>
</tr>
<tr>
<td>MM/VI 9C</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 9 units from one of the emphases below:

**Directing Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MMART 122B</td>
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<tr>
<td>MM/VI 1A</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 1B</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 9B</td>
<td>3</td>
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**Producing Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>MM/VI 9B</td>
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</tr>
<tr>
<td>MM/VI 9D</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 15</td>
<td>3</td>
</tr>
<tr>
<td>MM/VI 17</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 18–19

If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

**Recommended One-Year Course Sequence Beginning in Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
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<tr>
<td>MM/VI 9C</td>
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<td>MM/VI 5</td>
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<table>
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<tr>
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<th>Units</th>
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<tbody>
<tr>
<td>2nd Semester/Spring</td>
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</tr>
<tr>
<td>MMART 197</td>
<td>3</td>
</tr>
<tr>
<td>or MMART 468</td>
<td></td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Demonstrate command of major video post production programs and related equipment at an intermediate to advanced skill level.
- Create student projects and evaluate with discernment, appropriate terminology, and aesthetic awareness resulting in professional level projects.
- Applying collaborative communication skills in a professional manner, under the lead of a director or producer if applicable.

**Video Arts Level II: Editing & Post Production**

**Certificate of Achievement**

The Video Arts Level II: Editing and Post Production Certificate of Achievement provides theory and practice of industry standards for film aesthetics and time-based media design, video and audio acquisition, effects, deliverables output, and project and media management.

**Career Opportunities**

Completion of this certificate will provide students with the coursework they need to work as sound designers and video editors, color graders, assistant editors, and motion graphic artists for a variety of client types.

Select 6–7 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MMART 197</td>
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<tr>
<td>or MMART 468</td>
<td></td>
</tr>
<tr>
<td>MM/VI 24B+24LB</td>
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</tr>
</tbody>
</table>

Total: 10–13

**Recommended One-Year Course Sequence Beginning in Fall Semester**

If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your certificate regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>1st Semester/Fall</td>
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<tr>
<td>MM/VI 20B+20LB</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>2nd Semester/Spring</td>
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<tr>
<td>MMART 197</td>
<td>3</td>
</tr>
<tr>
<td>or MMART 468</td>
<td></td>
</tr>
</tbody>
</table>

Total: 18–19

**Program Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Demonstrate entry level skills in directing and producing in motion picture and/or related media projects.
- Apply collaborative communication skills in a professional manner, in a leadership or supportive role as applicable.

**MM/VI 1A, Introduction to Narrative Scriptwriting**

3 hours lecture (GR or P/NP)

Recommended Preparation: MMART 110

Acceptable for credit: CSU

AA/AS area 4c

Theory and practice of narrative scriptwriting with a dual focus on film and episodic scripts: Narrative structures in film and television; industry-accepted formatting; story development; cinematic language. Not open for credit to students who have completed MMART 111A. 0612.20

**MM/VI 1B, Intermediate Narrative Scriptwriting**

3 hours lecture (GR or P/NP)

Prerequisite: MMART 110 or MM/VI 1A

Acceptable for credit: CSU

AA/AS area 4c

Advanced workshop in revising and completing a professional-level narrative script. Critique and revisions of student scripts, professional screenplay and film analysis, pitch and strategy sessions; dissection of complex narrative elements, such as voice, character, and pacing. Not open for credit to students who have completed MMART 111B. 0612.20
### Associate Degree & Certificate Programs/Course Announcements & Descriptions

#### MM/VI 5, The Art of Producing
- **3 Units**
- **3 hours lecture (GR or P/NP)**
- Accepted for credit: CSU
- AA/AS area 4c, 4d
- Development of materials to pitch a multimedia project: Effective writing structure and style; portfolios, prospectus packets, grant writing, pitches, treatments, budgets, and development of industry contacts. Not open for credit to students who have completed MMART 109. 0612.20

#### MM/VI 9A, Video Production I: Introduction to Video
- **4 Units**
- **3 hours lecture, 4 hours lab (GR or P/NP)**
- Recommended Preparation: MMART 110
- Accepted for credit: UC/CSU
- AA/AS area 4c
- Theory and practice of shooting video in studio and field environments: Terminology, set etiquette, composition and editing techniques, camera operation, portable lighting, and audio recording; aesthetics and fundamentals of producing a video project from a script, post-production specifications, and exhibition/distribution. Not open for credit to students who have completed MMART 141A. 0612.20

#### MM/VI 9B, Video Production II: Cinematography and Visual Storytelling
- **3 Units**
- **2 hours lecture, 3 hours lab (GR or P/NP)**
- Prerequisite: MM/VI 9A
- Recommended Preparation: MMART 110
- Accepted for credit: CSU
- AA/AS area 4c
- Directing and producing a video project from script to screen: Script analysis from pragmatic to aesthetic perspectives, cinematography, lighting and art direction techniques. Not open for credit to students who have completed MMART 141B or 151B. 0612.20

#### MM/VI 9C, Video Production III: Directing and Producing
- **3 Units**
- **2 hours lecture, 3 hours lab (GR or P/NP)**
- Prerequisite: MMART 141A or MM/VI 9A
- Recommended Preparation: MMART 110
- Accepted for credit: CSU
- AA/AS area 4c
- Video production: Development of advanced skills in producing, coordinating and directing. Not open for credit to students who have completed MMART 141C. 0612.20

#### MM/VI 9D, Video Production IV: Advanced Team Projects
- **3 Units**
- **2 hours lecture, 4 hours lab (GR or P/NP)**
- Prerequisite: MMART 150A or MM/VI 20A
- Accepted for credit: CSU
- AA/AS area 4c
- Creation of completed film: Motion picture projects from pitch to exhibition through collaborative teamwork. Not open for credit to students who have completed MMART 142. 0612.20

#### MM/VI 10, Documentary Production and Editing
- **3 Units**
- **2.5 hours lecture, 1.5 hours lab (GR or P/NP)**
- Accepted for credit: CSU
- Co-requisite: MM/VI 20A
- AA/AS area 4c
- Theory and practice of documentary video production: Creating a non-fiction treatment and script, filming interviews and b-roll, editing a short non-fiction video program. Not open for credit to students who have completed MMART 156. 0612.20

#### MM/VI 15, Documentary Production and Editing
- **4 Units**
- **2.5 hours lecture, 1.5 hours lab (GR or P/NP)**
- Accepted for credit: CSU
- Co-requisite: MM/VI 20A
- AA/AS area 4c
- Directing and producing a video project from script to screen: Script analysis from pragmatic to aesthetic perspectives, cinematography, lighting and art direction techniques. Not open for credit to students who have completed MMART 141B or 151B. 0612.20

#### MM/VI 16, Social Media Storytelling
- **3 Units**
- **2.5 hours lecture, 1.5 hours lab (GR or P/NP)**
- Accepted for credit: CSU
- AA/AS area 4c, 4d
- Social media with emphasis on storytelling: Creation of podcast, written copy, short videos, and photos appropriate for different social media platforms and campaign types; editing media and publishing online. 0612.20

#### MM/VI 17, Social Media Production
- **3 Units**
- **2.5 hours lecture, 1.5 hours lab (GR or P/NP)**
- Prerequisite: MM/VI 9A or MMART 141A
- MM/VI 20A or MMART 150A
- MM/VI 9C or MMART 141C
- Recommended Preparation: MM/D/4 or MMART 131A
- MM/MW 4A or MMART 169
- MM/VI 15 or MMART 156
- Accepted for credit: CSU
- AA/AS area 4c
- Team and project management applied toward marketing a cause or client: Creating social media publicity content and distribution plan. 0612.20

#### MM/VI 20A, Editing I: Introduction to Video Editing
- **2 Units**
- **1.5 hours lecture, 1.5 hours lab (GR or P/NP)**
- Co-requisite: MM/VI 20A
- Accepted for credit: CSU
- AA/AS area 4c
- Theory and practice of digital video editing: Film aesthetics and editing techniques using a major software program, acquisition of footage, skilled use effects and sound to support storytelling, media management and exporting. Not open for credit to students who have completed MMART 150A. 0612.20

#### MM/VI 20A, Editing I: Introduction to Video Editing Lab
- **1 Unit**
- **4 hours lab (GR or P/NP)**
- Accepted for credit: CSU
- AA/AS area 4c
- Editing I: Introduction to Video Editing Lab. Not open for credit to students who have completed MMART 150LA. 0612.20

#### MM/VI 20B, Editing II: Technical Skills
- **2 Units**
- **1.5 hours lecture, 1.5 hours lab (GR or P/NP)**
- Co-requisite: MM/VI 20B
- Accepted for credit: CSU
- AA/AS area 4c
- Continuing development of technical video editing skills: Work-flow analysis, roles and responsibilities; intermediate film aesthetics; color correction; title generation; sound normalization and sweetening; organization and preparation of files for finishing, industry copyright standards. Not open for credit to students who have completed MMART 150B. 0612.20

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137
MM/VI 20LB, Editing II: Technical Skills Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/VI 20B
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/VI 20B.
Not open for credit to students who have completed MMART 150B. 0612.20

MM/VI 20C, Editing III: Crafting a Story
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Prerequisite: MM/VI 20B or MMART 150B
Co-requisite: MM/VI 20LC
Acceptable for credit: CSU
AA/AS area 4c
Theory and practice of storytelling in a video edit: Development of story arcs, smooth and polished transitions, pacing, sound sweetening, problem solving technical and narrative challenges, practice cutting material to fit a variety of film genres and organization of materials to support editorial goals.
Not open for credit to students who have completed MMART 150C. 0612.20

MM/VI 20LC, Editing III: Crafting a Story Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/VI 20C
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/VI 20C.
Not open for credit to students who have completed MMART 150LC. 0612.20

MM/VI 20D, Editing IV: Editing for Distribution
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Prerequisite: MM/VI 20B or MMART 150B
Co-requisite: MM/VI 20LD
Recommended Preparation: MM/VI 20LC
Acceptable for credit: CSU
AA/AS area 4c
Finishing techniques and distribution planning for a broadcast-ready video: Refined theory and practice of cutting, pacing, sound design, advanced finishing techniques; developing a distribution plan; developing and related output considerations; legal and permissions issues and ethics; emerging technologies including new distribution methods and virtual reality projects. Not open for credit to students who have completed MMART 150D. 0612.20

MM/VI 20LD, Editing IV: Editing for Distribution Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/VI 20D
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/VI 20D.
Not open for credit to students who have completed MMART 150LD. 0612.20

MM/VI 24A, Sound Design I
1.5 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Prerequisite: MM/VI 24B or MMART 150B
Co-requisite: MM/VI 24LC
Acceptable for credit: UC/CSU
AA/AS area 4c
Introduction to the theory and practice of recording and editing audio: Fundamentals of sound design and aesthetics, microphone use, and digital recording equipment; hands on experience recording, editing, mixing and mastering audio. Not open for credit to students who have completed MMART 148A. 0612.20

MM/VI 24A, Sound Design I Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/VI 24A
Acceptable for credit: UC/CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/VI 24A.
Not open for credit to students who have completed MMART 148LA. 0612.20

MM/VI 24LA, Sound Design I Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/VI 24A
Acceptable for credit: UC/CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/VI 24A.
Not open for credit to students who have completed MMART 148LA. 0612.20

MM/VI 24B, Sound Design II
2 Units
1.5 hours lecture, 1.5 hours lab (GR or P/NP)
Prerequisite: MM/VI 24A or MMART 150A
Co-requisite: MM/VI 24LB
Acceptable for credit: CSU
AA/AS area 4c
Advanced practice and theory of sound design: Advanced sound editing techniques using industry-standard tools to enhance story and film visuals; research/screenings of influential sound artists; emerging sound technologies. Not open for credit to students who have completed MMART 148B. 0612.20

MM/VI 24LB, Sound Design II Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/VI 24B
Acceptable for credit: CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/VI 24B.
Not open to students who have previously completed MMART 148LB. 0612.20

MM/VI 24LA, Sound Design II Lab
1 Unit
4 hours lab (GR or P/NP)
Co-requisite: MM/VI 24A
Acceptable for credit: UC/CSU
AA/AS area 4c
Practical training for development of multimedia skills presented in MM/VI 24A.
Not open for credit to students who have completed MMART 148LA. 0612.20

MM/VI 25, Sound Recording and Audio Production
1.5 Units
1.5 hours lecture (GR or P/NP)
Recommended Preparation: MM/VI 9A
Acceptable for credit: CSU
AA/AS area 4c
Location sound recording for multimedia arts: Audio theory and principles; critical listening; analysis of studio and location audio environments; microphone types, selection, placement and use; use of audio mixers and digital recorders; crew organization, function and responsibilities. Not open for credit to students who have completed MMART 138. 0612.20

MM/VI 41, Introduction to Cinematography
1.5 Units
1.5 hours lecture (GR or P/NP)
Recommended Preparation: MM/VI 9A or MMART 141A
MM/VI 20A or MMART 150A
Acceptable for credit: CSU
AA/AS area 4c
Storytelling through cinematography: Pre-production preparation, on-set protocol, motion picture aesthetics, industry and on-set terminology; shot development, camera movement, lens selection and blocking of subjects; duties and responsibilities of the camera team. Not open for credit to students who have completed MMART 153. 0612.20

MM/VI 42, Introduction to Motion Picture Lighting
1.5 Units
1.5 hours lecture (GR or P/NP)
Recommended Preparation: MM/VI 9A or MMART 141A
MM/VI 20A or MMART 150A
Acceptable for credit: CSU
AA/AS area 4c
Lighting basics for motion picture: Lighting theory, electricity and safety, use of lighting equipment, accessories and tools, on-set protocol, motion picture aesthetics, industry and on-set terminology, duties and responsibilities of the lighting team. Not open for credit to students who have completed MMART 157. 0612.20
MUSIC

MUSIC 10, Music Appreciation
3 Units
3 hrs lecture, (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C1;
IGETC area 3A; (C-ID MUS 100)
Survey designed to enhance the enjoyment of
music with emphasis on listening: Historical
overview of the development of musical form
through the centuries. 1004.00

MUSIC 15A, Jazz, Blues and Popular
Music in the American Culture
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3, 5; CSU area C1;
IGETC area 3A
Historical and critical analysis of unique
American music: Focus on environments from
which its many forms have emerged and its
role in social history; development of blues,
folk, jazz, rock, and other popular music forms
in the twentieth century. 1004.00

MUSIC 15B, Jazz, Blues and Popular
Music in the American Culture
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3, 5; CSU area C1;
IGETC area 3A
Study of the contemporary music scene with
in-depth investigation of trends in artistic
expression: Music as a revolutionary force,
the role of the music industry, analysis of
performances and interviews. 1004.00

MUSIC 24, Jazz History
3 Units
3 Hrs Lecture, (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C1;
IGETC area 3A
Evolutionary development of jazz music and the
artists responsible for its creation: Historical,
cultural, and sociological analysis of each style
period through extensive guided listening. 1004.00

PHILOSOPHY

Associate in Arts for
Transfer Degree (AA-T)
The AA-T in Philosophy prepares students
to transfer to a California State University
as a philosophy major. It does this in two
ways. First, it introduces students to the
main questions within the major branches of
philosophy, including metaphysics,
epistemology, political theory, aesthetics,
ethics, and logic. Second, it develops the
critical thinking skills necessary for tackling
those philosophical questions.

Students who successfully complete the AA-T
in Philosophy earn specific guarantees for
transfer to the CSU system: admission to a
CSU with junior status and priority admission
to a CSU campus and to a program or major
in Philosophy or a similar major. Students
transferring to a CSU campus will be required
to complete no more than 60 units after
transfer to earn a bachelor's degree.

Students are required to complete 60
semester units that are eligible for transfer to
a California State University, including both of
the following: (1) The Inter-segmental General
Education Transfer Curriculum (IGETC)
or the California State University General
Education – Breadth Requirements and (2) 18
semester units with a grade of C or P or better
in the major and an overall minimum grade
point average (GPA) of at least 2.0 in all CSU
transferable coursework. For a more detailed
description of Associate Degrees for Transfer,
see “Associate Degrees for Transfer (ADT)” on page 29.

Students are advised to consult with a
Berkeley City College Counselor for additional
information and to verify transfer requirements.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
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<tr>
<td>PHIL 20A</td>
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<tr>
<td>PHIL 20B</td>
<td>3</td>
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<tr>
<td>PHIL 31A</td>
<td>3</td>
</tr>
<tr>
<td>HUMAN 30A</td>
<td>3</td>
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</tbody>
</table>

List A—Select 3 units from the following:
(Note: Most transfer institutions will require
Formal or Symbolic Logic for the major.)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
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<tr>
<td>PHIL 11</td>
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List B—Select 3 units from the following:

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HUMAN 30B</td>
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<tr>
<td>HUMAN 40</td>
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</tr>
<tr>
<td>PHIL 2</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 16</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 35</td>
<td>3</td>
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</tbody>
</table>

Recommended Course Sequence
You can use the following pattern to complete
an Associate in Arts degree in Philosophy. This
is only one possible pattern. If you wish to earn
an associate degree, you must participate in
the Student Success Program (Matriculation),
which includes assessing academic skills and
developing a Student Education Plan (SEP)
with a Counselor. This plan will map your
sequence of courses to help you complete
your degree regardless of the semester you
begin classes.

Course Units
1st Semester/Fall
PHIL 1 Introduction to Philosophy 3
PHIL 20A History of Ancient Greek Philosophy 3
General Education and Electives 9
Total 15

2nd Semester/Spring
PHIL 11 Formal Logic 3
PHIL 31A Human Values/Ethics 3
OR
HUMAN 30A Human Values/Ethics 3
General Education and Electives 9
Total 15

3rd Semester/Fall
One course from List B 3
General Education and Electives 12
Total 15

4th Semester/Spring
PHIL 20B History of Modern European Philosophy 3
General Education and Electives 12
Total 15

Total Units 60
Program Learning Outcomes

Students who complete the program will be able to:

- Analyze critically and creatively the work of major figures in philosophy.
- Evaluate the most important topics in a range of areas which are typically regarded as lying at the center of contemporary philosophical thought in different parts of the world, including ethics, logic, metaphysics, theory of knowledge, philosophy of religion, aesthetics, political philosophy, Asian philosophy, or feminist philosophy.
- Express philosophical ideas and defend them effectively in argument, both in writing and orally.

PHIL 1, Introduction to Philosophy
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area 3B; (C-ID PHIL 100)
Study of selected classic examples of original works of philosophers: Literature of the discipline and analytical methods, aims, goals, and types of problems peculiar to philosophers and philosophical inquiry; metaphysics, epistemology, valuing and axiology, aesthetics, and religion. 1509.00

PHIL 2, Social and Political Philosophy
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area 3B
Focus on classic examples of social and political philosophy in Western civilization: Original writings by Classic Greeks (Plato and Aristotle), Americans (Hamilton, Madison, and Jefferson), Modern Europeans (Marx and Mills), and appropriate contemporary philosophers. 1509.00

PHIL 10, Logic
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area A3, C2;
(C-ID PHIL 110)
Consideration of logical problems of language: Deduction and induction, fallacies, theory of argument and the scientific method, and study of correct reasoning in Aristotelian and modern logic. 1509.00

PHIL 11, Formal Logic
3 Units
3 hrs lecture (GR or P/NP).
Recommended Preparation: COMM 5, ENGL 1A, ENGL 5, or PHIL 10. Acceptable for credit: UC/CSU.
AA/AS area 3; CSU area A3;
(C-ID PHIL 210)
Principles of valid deductive reasoning: Formal techniques of sentential logic and predicate logic. 1509.00

PHIL 16, Buddhist Philosophy
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area 3B
Introduction to Buddhist philosophy and sutras: Main tenets of the three major schools of though—Abhidharmakosa, Yogacara, and Madhyamika. 1509.00

PHIL 20A, History of Ancient Greek Philosophy
3 Units
3 hrs lecture (GR).
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
(C-ID PHIL 130)
Chronological development of leading philosophical perspectives of Ancient Greece from the Ionians to the Scholastics. 1509.00

PHIL 20B, History of Modern European Philosophy
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area 3B; (C-ID PHIL 140)
Chronological development of leading philosophical perspectives of Modern Europe from the Renaissance to present. 1509.00

PHIL 31A, Human Values/Ethics
3 Units
3 hrs lecture (GR or P/NP).
Also offered as HUMAN 30A. Not open for credit to students who have completed or are currently enrolled in HUMAN 30A.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area 3B; (C-ID PHIL 120)
Analysis of concepts of good and right in our society and of criteria of conduct: Various religious, philosophic, scientific, and aesthetic aspects of moral behavior integrated with reason and emotion of the individual. 1509.00
PHYSICAL SCIENCE

PHYSC 20, Introduction to the Marine Environment
3 Units
3 hrs lecture (GR).
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1; IGETC area 5A
Introduction to the oceans: History and topography; physical and chemical properties of sea water; causes and effects of currents, tides, and waves; ocean life, distribution and management of marine resources, marine pollution, sea floor sediments; tectonics and paleomagnetism.

PHYSICS

PHYS 3A, General Physics
5 Units
4 hrs lecture, 3 units lab (GR).
Prerequisite or Co-requisite: MATH 3A. Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1, B3; IGETC area 5A, 5C;
(C-ID PHYS 105; PHYS 3A+3B C-ID PHYS 100S)
Comprehensive study of major topics of physics: Motion, forces, gravity, energy, momentum, rotation, equilibrium, fluids, oscillations, waves, sound, heat, and thermodynamics for students majoring in the biological and medical sciences.

PHYS 3B, General Physics
5 Units
4 hrs lecture, 3 units lab (GR).
Prerequisite: PHYS 3A. Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1; IGETC area 5A, 5C;
(C-ID PHYS 110; PHYS 3A+3B C-ID PHYS 100S)
Comprehensive study of major topics of physics: Electric and magnetic forces, fields, energy; DC and AC circuits, light, optics, relativity, quantum physics, atoms, molecules, nuclei, particles, and astrophysics for students majoring in the biological and medical sciences.

PHYS 4A, General Physics with Calculus
5 Units
4 hrs lecture, 3 hrs lab (GR).
Prerequisite: MATH 3A. Co-requisite: MATH 3B. Recommended Preparation: PHYS 10
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1, B3; IGETC area 5A, 5C; (C-ID PHYS 205, PHYS 4A+4B+4C, C-ID PHYS 200S)
Comprehensive study of major topics of physics: Motion, forces, gravity, energy, momentum, rotation, equilibrium, fluids, oscillations, waves, and sound.

PHYS 4B, General Physics with Calculus
5 Units
4 hrs lecture, 3 hrs lab (GR).
Prerequisites: PHYS 4A and MATH 3B. Co-requisite: MATH 3C. Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1, B3; IGETC area 5A, 5C; (C-ID PHYS 210, PHYS 4A+4B+4C, C-ID PHYS 200S)
Comprehensive study of major topics of physics: Thermodynamics, electric forces and fields, magnetic forces and fields, electricity, and AC and DC circuits.

PHYS 4C, General Physics with Calculus
5 Units
4 hrs lecture, 3 hrs lab (GR).
Prerequisites: PHYS 4B and MATH 3C. Co-requisites: MATH 3E and MATH 3F. Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1; IGETC area 5A, 5C; (C-ID PHYS 215, PHYS 4A+4B+4C, C-ID PHYS 200S)
Comprehensive study of major topics of physics: Light, interference, relativity, quantum physics, atoms, molecules, and nuclei.

PHYS 10, Introduction to Physics
4 Units
4 hrs lecture (GR or P/NP).
Recommended Preparation: MATH 201 and 202.
Acceptable for credit: UC/CSU
AA/AS area 1; CSU area B1; IGETC area 5A;
(CHEM 30A+PHYS 10 C-ID PHYS 140)
Elementary study of major topics of physics: Motion, forces, gravity, matter, energy, momentum, rotation, oscillation, sound, heat, thermodynamics, electromagnetism, light, quantum physics, atoms, nuclei, and relativity.
Not open for credit to students who have completed or are currently enrolled in PHYS 2A-2B, 3A-3B, or 4A-4B-4C.
**POLITICAL SCIENCE**

**Associate in Arts for Transfer Degree (AA-T)**

Students who successfully complete the AA-T in Political Science earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in Political Science or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education — Breadth Requirements and (2) 18–19 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see “Associate Degrees for Transfer (ADT) to a California State University” on page 29.

Students are advised to consult with a Berkeley City College Counselor and/or the Social Sciences Department Chair for additional information and to verify transfer requirements.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSCI 1</td>
<td></td>
</tr>
<tr>
<td>List A—Select 9–10 units from the following:</td>
<td></td>
</tr>
<tr>
<td>POSCI 2</td>
<td>Introduction to Comparative Government 3</td>
</tr>
<tr>
<td>POSCI 3</td>
<td>Introduction to International Relations 3</td>
</tr>
<tr>
<td>POSCI 4</td>
<td>Introduction to Political Theory 3</td>
</tr>
<tr>
<td>MATH 13</td>
<td>Introduction to Statistics 4</td>
</tr>
<tr>
<td>List B—Select 6 units from the following:</td>
<td></td>
</tr>
<tr>
<td>POSCI 6</td>
<td>The U.S. Constitution and Criminal Due Process 3</td>
</tr>
<tr>
<td>POSCI 20</td>
<td>Global Issues 3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology 3</td>
</tr>
<tr>
<td>SOC 5</td>
<td>Minority Groups 3</td>
</tr>
</tbody>
</table>

**Recommended Course Sequence**

You can use the following pattern to complete an Associate in Arts in Political Science for Transfer degree. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>1st Semester/Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSCI 1 Government and Politics in the United States 3</td>
</tr>
<tr>
<td>General Education and Electives 12</td>
</tr>
<tr>
<td><strong>Total Units</strong> 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from List A 4</td>
</tr>
<tr>
<td>One course from List B 3</td>
</tr>
<tr>
<td>General Education and Electives 8</td>
</tr>
<tr>
<td><strong>Total Units</strong> 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester/Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two courses from List A 6</td>
</tr>
<tr>
<td>General Education and Electives 9</td>
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<tr>
<td><strong>Total Units</strong> 15</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>4th Semester/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from List B 3</td>
</tr>
<tr>
<td>General Education and Electives 12</td>
</tr>
<tr>
<td><strong>Total Units</strong> 15</td>
</tr>
</tbody>
</table>

**Program Learning Outcomes**

Students who complete the program will be able to:

- Define the core concepts of political science (government, regime, state, institutions, sovereignty, constitution, democracy, authoritarianism, and globalization).
- Discuss the constitutional, institutional, cultural and institutional structures that produce and maintain political, social and ethnic inequalities.
- Identify, compare, and contrast the major theoretical perspectives in the discipline.
- Interpret political science research through a working knowledge of qualitative and quantitative research designs.

<table>
<thead>
<tr>
<th>1st Semester/Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSCI 1 Government and Politics in the United States 3</td>
</tr>
<tr>
<td>General Education and Electives 12</td>
</tr>
<tr>
<td><strong>Total Units</strong> 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from List A 4</td>
</tr>
<tr>
<td>One course from List B 3</td>
</tr>
<tr>
<td>General Education and Electives 8</td>
</tr>
<tr>
<td><strong>Total Units</strong> 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester/Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two courses from List A 6</td>
</tr>
<tr>
<td>General Education and Electives 9</td>
</tr>
<tr>
<td><strong>Total Units</strong> 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from List B 3</td>
</tr>
<tr>
<td>General Education and Electives 12</td>
</tr>
<tr>
<td><strong>Total Units</strong> 15</td>
</tr>
</tbody>
</table>

**POSCI 1, Government and Politics in the United States**

3 Units

3 hrs lecture (GR or P/NP).

Acceptable for credit: UC/CSU

AA/AS area 2; CSU area D;

CSU American Institutions (US 2, US 3);

IGETC area 4;

(C-ID POLS 110)

Introduction to principles and the political process of national, state, and local government: Emphasis on national government and the Constitution. 2207.00

**POSCI 2, Comparative Government**

3 Units

3 hrs lecture (GR or P/NP).

Acceptable for credit: UC/CSU

AA/AS area 2; CSU area D;

IGETC area 4; (C-ID POLS 130)

Comparative analysis in government and politics: Political leadership, citizenship participation, centers of power, and political problems of selected governments. 2207.00

**POSCI 3, International Relations**

3 Units

3 hrs lecture (GR or P/NP).

Acceptable for credit: UC/CSU

AA/AS area 2; CSU area D;

IGETC area 4; (C-ID POLS 140)

Nature of relations among nation-states: Analysis of basic forces affecting the formulation of foreign policy, dynamics of international politics, survey of rise and development of the nation-state system, problems of nationalism and imperialism with emphasis on development since World War II, and evolution and operation of the United Nations. 2207.00

**POSCI 4, Political Theory**

3 Units

3 hrs lecture (GR or P/NP).

Acceptable for credit: UC/CSU

AA/AS area 2; CSU area D;

IGETC area 4; (C-ID POLS 120)

Examination of various theoretical approaches to politics and of basic political problems and proposed solutions: Analysis of selected political theories and ideologies, relevance to contemporary socio-political concerns. 2207.00
POSCI 6, The U.S. Constitution and Criminal Due Process
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4
Survey and analysis of people's rights under
criminal and civil law: Procedural civil liberties
and rights (defendants, court personnel,
and police), concepts of due process and
equal protection, search and seizure, and
applications of principles and practices to
everyday life. 2207.00

POSCI 19, Introduction to Global Studies
3 Units
3 hrs lecture (GR or P/NP).
Not open for students who have completed
HIST 23.
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4
Survey of globalization: Role of geography,
institutions, and major actors; history of
globalization; debates related to globalization;
interdependence and conflict between different
systems; global citizenship. 2207.00

POSCI 20, Global Issues
3 Units
3 hrs lecture (GR or P/NP).
Not open for credit to students who have
completed HIST 38.
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4
Global issues with emphasis on several major
areas of concern: Population trends, economic
development and inequality, basic human
needs (for food, water, health care) human
rights, international conflict and security
concerns, and environmental problems. 2207.00

POSCI 49, Independent Study in Political Science
0.5–5 Units
1.5–15 hours lab (GR or P/NP).
Acceptable for credit: CSU
In-depth exploration of an area or problem of
the student's choice not covered by regular
catalog offerings in Political Science. Student
must obtain approval from an appropriate
faculty member. For more details, see the
section on independent study in the college
catalog. 2207.00

PORT 1A, Elementary Portuguese
5 Units
5 hrs lecture (GR or P/NP).
This course is equivalent to two years of high
school study.
Acceptable for credit: UC/CSU.
AA/AS Area 3; CSU area C2;
IGETC area 3B and Language
Study and practice in understanding,
speaking, reading, and writing Portuguese:
Emphasis on understanding basic grammatical
concepts and vocabulary building; readings in
Portuguese and on Lusophone countries’ life
and culture. 1119.00

PORT 1B, Elementary Portuguese
5 Units
5 hrs lecture (GR or P/NP).
Prerequisite: PORT 1A.
Acceptable for credit: UC/CSU
AA/AS Area 3; CSU area C2;
IGETC area 3B and Language
Continuation of Portuguese 1A: Study and
practice in understanding, speaking, reading,
and writing Portuguese with continuing
emphasis on understanding basic grammatical
concepts and vocabulary building; readings in
Portuguese and on all Lusophone Countries’
life and culture. 1119.00
# Associate Degree & Certificate Programs/Course Announcements & Descriptions

## PSYCHOLOGY

### Associate in Arts for Transfer Degree (AA-T)

The Associate in Arts in Psychology for Transfer Degree is designed for students planning to transfer into the psychology major. A study of psychology is built upon the scientific study of human behavior and mental processes. Students pursuing the AA-T in Psychology will study the nature of consciousness and the development of the person; basic processes of human perception, learning, cognition and motivation; the relationship of behavior to physiology; and the nature of psychological disorders and how psychologists use their knowledge to help improve the quality of people’s lives.

Students who successfully complete the AA-T in Psychology earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in psychology or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

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Students are advised to consult with a Berkeley City College Counselor and/or the Social Sciences Department Chair for additional information and to verify transfer requirements.

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PSYCH 1A</td>
<td>Introduction to General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 28</td>
<td>Introduction to Research Methods in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### List A—Select 3–4 units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 10</td>
<td>Introduction to Biology</td>
</tr>
<tr>
<td>BIOL 25</td>
<td>Human Biology</td>
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</tbody>
</table>

### List B—Select 6 units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 6</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 21</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Requirements**

19–20 General Education (IGETC or CSU GE) and Electives 40–41

**Total Units** 60

### Recommended Course Sequence

Students can use the following pattern to complete an Associate in Arts in Psychology for Transfer degree. This is only one possible pattern. If they wish to earn an associate degree, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help them complete their degree regardless of the semester they begin classes.

### Courses

<table>
<thead>
<tr>
<th>1st Semester/Fall Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 1A, Introduction to General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total 1st Semester/Fall</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester/Spring Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 28, Introduction to Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total 2nd Semester/Spring</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester/Fall Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 13, Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>One course from List B</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 3rd Semester/Fall</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester/Spring Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from List A</td>
<td>3–4</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>11–12</td>
</tr>
<tr>
<td><strong>Total 4th Semester/Spring</strong></td>
<td>15</td>
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</table>

### Program Learning Outcomes

Students who complete the program will be able to:

- Read critically and write effective essays.
- Analyze and utilize empirical findings.
- Analyze major psychological theories and concepts.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 1A</td>
<td>Introduction to General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA/AS area 2; CSU area D, E; IGETC area 4; (C-ID PSY 110)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PSYCH 6, Social Psychology**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU

**PSYCH 21, Lifespan Human Development**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU

**PSYCH 28, Introduction to Research Methods in Psychology**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

3 hrs lecture (GR or P/NP). Prerequisites: PSYCH 1A and MATH 13. Acceptable for credit: UC/CSU

AA/AS area 2; CSU area D, E; IGETC area 4; (C-ID PSY 200)

**PSYCH 49, Independent Study in Psychology**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5–5</td>
</tr>
</tbody>
</table>

0.5–15.0 hours laboratory (GR or P/NP). Acceptable for credit: CSU

In-depth exploration of an area or problem of the student’s choice not covered by regular catalog offerings in Psychology. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog.

2001.00
SOCIAL SCIENCE

SOCSC 2, Introduction to Diversity Issues
3 Units
3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4
Study of inter-group and interpersonal relations across lines of class, gender, race, ethnicity, religion, sexual orientation, age, and ability/disability in the contemporary United States: Approaches to fostering equality and inclusion in institutions and interactions. 2201.00

SOCIAL WORK AND HUMAN SERVICES

Social Work and Human Services Paraprofessional

Certificate of Achievement

The program provides a comprehensive curriculum for paraprofessionals in social work and human services. It is designed to help California meet the statewide challenges and the rapidly expanding need for health, public, and human service/social worker paraprofessionals. Students' training will allow them to become well-rounded employees who are able to participate as team members in health and human service agencies and social work settings. The program is also designed to align with various transfer programs for students who wish to continue to an Associate of Arts Degree in Liberal Arts with an emphasis in Social and Behavioral Sciences or the Associate Degrees for Transfer in either Psychology or Sociology.

Career Opportunities

Paraprofessional capacities in social work and human services allow students to pursue entry-level positions in community health organizations, nonprofit social service agencies, or governmental social work departments.

Students are advised to consult with a Berkeley City College Counselor and/or the Social Sciences Department Chair for additional information and to verify requirements.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTED 1</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 117</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 118</td>
<td>3</td>
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</table>

Restricted Electives Select 9 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ANTHR 3</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 119</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 1A</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 6</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 21</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2</td>
<td>3</td>
</tr>
<tr>
<td>SOC 8</td>
<td>3</td>
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<tr>
<td>SOC 13</td>
<td>3</td>
</tr>
<tr>
<td>SOC 18</td>
<td>3</td>
</tr>
<tr>
<td>SOCSC 2</td>
<td>3</td>
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</tbody>
</table>

Total Units: 18

Recommended Course Sequence

You can use the following pattern to complete a Certificate of Achievement in Social Work and Human Services Paraprofessional. This is only one possible pattern. If you wish to earn a certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

Courses

<table>
<thead>
<tr>
<th>Semester/Fall</th>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTED 1</td>
<td>Explores Human Health</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 118</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2</td>
<td>Introduction to Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9</td>
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</table>

<table>
<thead>
<tr>
<th>Semester/Spring</th>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV 117</td>
<td>Introduction to Behavioral Health</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 21</td>
<td>Lifespan and Human Development</td>
<td>3</td>
</tr>
<tr>
<td>SOCSC 2</td>
<td>Introduction to Diversity Issues</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUSV 119</td>
<td>Fieldwork in Human Services and Social Work</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Total Units: 18

Program Learning Outcomes

Students who complete the program will be able to:

• Demonstrate a fundamental knowledge of the role and scope of entry-level paraprofessional employment in social work and the human services fields.

• Articulate an understanding of the theories and models used to theorize individual and collective behavior as related to social services.

• Evaluate various social work agencies and human services programs.

• Describe the ethical and legal issues confronted by social workers and social service providers.

Bridge to Community Health Worker Careers Certificate of Completion

The bridge to community health worker careers certificate is a 105 hour non-credit certificate option designed for students who plan to pursue a career as a community health worker (CHW). The certificate enables students to gain exposure to various career options as a community health worker and will develop skills necessary to enter volunteer/internship positions or paraprofessional employment in the field. Many students will wish to continue
their education through Berkeley City College’s Social Work and Human Services credit certificate program and or a variety of Associate Degrees for Transfer (Psychology, Sociology, etc.).

Career Opportunities
Entry-level paraprofessional/volunteer positions as a community health worker in positions such as: Community Health Worker, Family Advocate or Support Worker, Community Health Advocate or Aide, Peer Counselor or Educator, Public Health Aide, Social Worker Assistant, Street Outreach Worker Wellness Ambassador, Women’s Health Advocate, and Youth Worker.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV 500A Bridge to Community Health Worker Careers I</td>
<td>0</td>
</tr>
<tr>
<td>HUSV 500B Bridge to Community Health Worker Careers II</td>
<td>0</td>
</tr>
</tbody>
</table>

Program Learning Outcomes
Upon successful completion of this program, students will be able to:

- Explain the career opportunities as a community health worker
- Demonstrate skills for entry-level placement in volunteer or internship opportunities
- Determine a successful pathway to reach career goals as a community health worker

SOCIOLoGY

Associate in Arts for Transfer Degree (AA-T)

The Associate in Arts Degree in Sociology for Transfer Degree is designed for students planning to transfer into the sociology major. A study of sociology allows for the systematic study of human social institutions and social relationships. Students pursuing the AA for transfer into the sociology major will study the role of social theory, sociological research methods, social organization and structure, social stratification and hierarchies, dynamics of social change, family structures, social deviance and control, and applications to the study of specific social groups, social institutions, and social problems.

Students who successfully complete the AA-T in Sociology earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in sociology or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 18–19 semester units with a grade of C or P or better in major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see “Associate Degrees for Transfer (ADT) to a California State University” on page 29.

Students are advised to consult with a Berkeley City College Counselor and or the Social Sciences Department Chair for additional information and to verify transfer requirements.

Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 1 Introduction to Sociology</td>
<td>3</td>
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List A—Select 6–7 units from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MATH 13 Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SOC 2 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 120 Introduction to Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

List B—Select 6 units from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 5 Minority Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOC 7 Sociology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 8 Crime and Deviance</td>
<td>3</td>
</tr>
<tr>
<td>SOC 13 Sociology of the Family</td>
<td>3</td>
</tr>
</tbody>
</table>

List C—Select 3 units from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHR 3 Introduction to Social and Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>POSCI 1 Government and Politics in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

PSYCH 1A Introduction to General Psychology 3

SOC 6 Comparative Social Movements Since the 1960s 3

SOC 18 Sociology of Death and Dying 3

Recommended Course Sequence

Students can use the following pattern to complete an Associate in Arts in Sociology for Transfer degree. This is only one possible pattern. If students wish to earn an associate degree, they must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map their sequence of courses to help you complete your degree regardless of the semester you begin classes.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>SOC 1 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>12</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
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</table>

2nd Semester/Spring

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3–4</td>
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<tr>
<td>General Education and Electives</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td>9</td>
</tr>
</tbody>
</table>

3rd Semester/Fall

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>General Education and Electives</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td>9</td>
</tr>
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</table>

4th Semester/Spring

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from List C</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Electives</td>
<td>12</td>
</tr>
<tr>
<td>Total Units 4th Semester/Spring</td>
<td>15</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Define the core concepts of sociology.
2. Discuss the interpersonal, institutional, cultural and structural mechanisms that produce and maintain inequality.
3. Identify, compare, and contrast the major theoretical perspectives in the discipline.
4. Interpret sociological research through a working knowledge of qualitative and quantitative research designs.
SOC 1, Introduction to Sociology
3 Units
3 hrs lecture (GR or P/NP).
Recommended Preparation: ENGL 1A.
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D;
IGETC area 4; (C-ID SOCI 110)
Basic concepts, theoretical approaches, and methods of sociology: Analysis and explanation of social structure, group dynamics, socialization and the self, social stratification, culture and diversity, social change and global dynamics. 2208.00

SOC 2, Social Problems
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D;
IGETC area 4; (C-ID SOCI 115)
Study of society through the application of sociological principles and critical thinking skills to the identification and analysis of selected social problems: Poverty, racism/sexism, drug abuse, crime, and population control. 2208.10

SOC 5, Minority Groups
3 Units
3 hrs lecture (GR or P/NP). Acceptable for credit: UC/CSU
AA/AS area 2, 5; CSU area D; IGETC area 4; UCB American Cultures; (C-ID SOCI 150)
Analysis of racial, religious, and ethnic minority groups: General principles of dominant-minority group relations. Acceptable for credit: UC/CSU

SOC 6, Comparative Social Movements Since the 1960s
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D; IGETC area 4
Introduction to grassroots social movements since the 1960s: Development of social change in response to inequality among different communities in the context of U.S. history and the world abroad; internal and external factors contributing to the emergence of social movements with special attention to the conjuncture of gender, race, ethnicity, culture, ecology, class, disability, and sexual preference in contemporary U.S. culture. 2208.00

SOC 7, Sociology of Gender
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D;
IGETC area 4; (C-ID SOCI 140)
Social construction of gender over time and across cultures: Theories of gender, social and behavioral science research on gender, varying masculinities and femininities, the impact of economics, politics, ideologies, and institutions on gendered experiences and practices. 2208.00

SOC 8, Crime and Deviance
3 Units
3 hrs lecture (GR or P/NP).
Acceptable for credit: UC/CSU
AA/AS area 2; CSU area D;
IGETC area 4; (C-ID SOCI 160)
Sociological exploration of the nature, extent, and causes of crime and deviance: Corporate crime, property and violent crime, drug culture, sex work, the criminal justice system, stigmatization, and the socio-political impact of crime and deviance. 2208.00

SOC 10, Introduction to Research Methods
3 Units
3 hrs lecture (GR or P/NP). Prerequisite: SOC 1. Recommended preparation: MATH 13.
Acceptable for credit: UC/CSU
AA/AS area 2; (C-ID SOCI 120, POLS 160)
Introduction to empirical research for the social sciences: Nature of theory, hypotheses, variables, ethics of research, application of qualitative and quantitative analytic tools including survey, observational, experimental, case study, and comparative historical research. 2208.00

SPANISH PROGRAMS

The Spanish Programs provide a sequential course of study that prepares students for transfer to four-year institutions with a Spanish major or acquisition of Spanish proficiency necessary for career fields that emphasize the value of familiarity with diverse cultures and global issues.

Spanish

Associate in Arts for Transfer Degree (AA-T)

Students who successfully complete the AA-T in Spanish earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a CSU campus and to a program or major in Spanish or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor’s degree.

Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements and (2) 19–23 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. For a more detailed description of Associate Degrees for Transfer, see “Associate Degrees for Transfer (ADT)” to a California State University” on page 29.

Students are advised to consult with a Berkeley City College Counselor for additional information and to verify transfer requirements.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 1A</td>
<td>5</td>
<td>Elementary Spanish</td>
</tr>
<tr>
<td>SPAN 1B</td>
<td>5</td>
<td>Elementary Spanish</td>
</tr>
<tr>
<td>SPAN 2A</td>
<td>5</td>
<td>Intermediate Spanish I</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 22A</td>
<td>5</td>
<td>Spanish for Bilingual Speakers I</td>
</tr>
<tr>
<td>SPAN 2B</td>
<td>5</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 22B</td>
<td>5</td>
<td>Spanish for Bilingual Speakers II</td>
</tr>
</tbody>
</table>

LIST A—Select 3 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 10A</td>
<td>3</td>
<td>Advanced Spanish Conversation</td>
</tr>
<tr>
<td>SPAN 10B</td>
<td>3</td>
<td>Advanced Spanish Conversation</td>
</tr>
<tr>
<td>SPAN 15</td>
<td>3</td>
<td>Spanish Composition</td>
</tr>
<tr>
<td>SPAN 31A</td>
<td>3</td>
<td>Intermediate Conversational Spanish</td>
</tr>
<tr>
<td>SPAN 31B</td>
<td>3</td>
<td>Intermediate Conversational Spanish</td>
</tr>
<tr>
<td>SPAN 35A</td>
<td>3</td>
<td>Intermediate Conversational Spanish: Current Events</td>
</tr>
</tbody>
</table>
Languages Department.

are made at the discretion of the Modern Language Department.

Substitution Courses: If a student places out of any required course(s) and is not awarded units for that course or courses, the student will need to take additional units to compensate for the courses/units. Suggested substitutions include courses in List A. Course substitutions are made at the discretion of the Modern Languages Department.

Recommended Course Sequence

You can use the following pattern to complete an Associate in Arts degree or Certificate of Achievement in Spanish. If you wish to earn an associate degree or certificate, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a Counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>SPAN 1A</td>
<td>Elementary Spanish 5</td>
</tr>
<tr>
<td>General Education and Electives 10</td>
<td></td>
</tr>
<tr>
<td>Total 1st Semester/Fall 15</td>
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</tr>
<tr>
<td>2nd Semester/Spring</td>
<td></td>
</tr>
<tr>
<td>SPAN 1B</td>
<td>Elementary Spanish 5</td>
</tr>
<tr>
<td>General Education and Electives 10</td>
<td></td>
</tr>
<tr>
<td>Total 2nd Semester/Spring 15</td>
<td></td>
</tr>
<tr>
<td>3rd Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>SPAN 2A</td>
<td>Intermediate Spanish I 5</td>
</tr>
<tr>
<td>General Education and Electives 10</td>
<td></td>
</tr>
<tr>
<td>Total 3rd Semester/Fall 15</td>
<td></td>
</tr>
<tr>
<td>4th Semester/Spring</td>
<td></td>
</tr>
<tr>
<td>SPAN 2B</td>
<td>Intermediate Spanish II 5</td>
</tr>
<tr>
<td>General Education and Electives 10</td>
<td></td>
</tr>
<tr>
<td>Total 4th Semester/Spring 15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Semester/Fall</td>
<td></td>
</tr>
<tr>
<td>SPAN 22A</td>
<td>Spanish for Bilingual Speakers I 5</td>
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<td>Spanish Elective 3</td>
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<tr>
<td>General Education and Electives 7</td>
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<td>Total Units 15</td>
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<td>2nd Semester/Spring</td>
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</tr>
<tr>
<td>SPAN 22B</td>
<td>Spanish for Bilingual Speakers II 5</td>
</tr>
<tr>
<td>Spanish Elective 3</td>
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<tr>
<td>General Education and Electives 7</td>
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<tr>
<td>Total Units 15</td>
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<td>3rd Semester/Fall</td>
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<td>Spanish Elective 3</td>
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<td>General Education and Electives 12</td>
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<td>Total Units 15</td>
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<tr>
<td>Spanish Elective 3</td>
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<tr>
<td>General Education and Electives 12</td>
<td></td>
</tr>
<tr>
<td>Total Units 15</td>
<td></td>
</tr>
</tbody>
</table>

Program Learning Outcomes

Students who complete the program will be able to:

- Use grammar and vocabulary to demonstrate oral competence in the Spanish language.
- Use grammar and vocabulary to demonstrate written competence in the Spanish language.
- Demonstrate oral competence in the Spanish Language: use grammar and vocabulary to demonstrate oral competence in the Spanish language.
- Demonstrate written competence in the Spanish Language: use grammar and vocabulary to demonstrate written competence in the Spanish language.
- Describe the culture(s) of the Spanish-speaking world.
- Interpret Spanish-language texts according to their cultural, literary and/or linguistic content.
### SPAN 1A, Elementary Spanish
5 Units
5 hrs lecture (GR or P/NP).
Course is equivalent to two years of high school study.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area Language; (C-ID SPAN 100)
Development and application of language skills and cultural exploration of the Spanish speaking world: Study and practice in understanding, speaking, reading and writing Spanish; readings in Spanish and Latin-American life and culture; course conducted with Spanish as the primary language of instruction. 1105.00

### SPAN 1B, Elementary Spanish
5 Units
5 hrs lecture (GR or P/NP).
Prerequisite: SPAN 1A.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area Language; (C-ID SPAN 110)
Continuation of Spanish 1A: Development and application of language skills and cultural exploration of the Spanish speaking world; study and practice in understanding, speaking, reading and writing Spanish; readings in Spanish and Latin-American life and culture; course conducted with Spanish as the primary language of instruction. 1105.00

### SPAN 10A, Advanced Spanish Conversation
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: SPAN 2A.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area Language; (C-ID SPAN 100)
Advanced Spanish conversation: Practice in developing oral fluency through interpretation and discussion of selected readings. 1105.00

### SPAN 10B, Advanced Spanish Conversation
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: SPAN 10A.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area Language; (C-ID SPAN 110)
Continuation of SPAN 10A: Continued practice in developing oral fluency through interpretation and discussion of selected readings. 1105.00

### SPAN 11, Spanish for the Medical/Health Professions
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: SPAN 1A.
Acceptable for credit: CSU
Introductory Spanish for the medical and health professions: Cultural, geographical, and linguistic aspects of the Spanish-speaking world as relevant to the medical profession. 1105.00

### SPAN 12, Spanish for the Business Professions
3 Units
3 hrs lecture (GR or P/NP).
Prerequisite: SPAN 1A.
Acceptable for credit: CSU
Introductory Spanish for the world of business: Cultural, geographical, and linguistic aspects of the Spanish-speaking world as relevant to business. 1105.00

### SPAN 15, Spanish Composition
3 Units
2 hrs lecture, 3 hrs lab (GR or P/NP).
Recommended Preparation: SPAN 2A. Course is conducted entirely in Spanish.
Acceptable for credit: UC/CSU
AA/AS area 3
Intermediate Spanish composition: Writing in Spanish, including writing strategies as well as recognition and self-correction of errors. 1105.00

### SPAN 22A, Spanish for Bilingual Speakers I
5 Units
5 hrs lecture (GR or P/NP).
Prerequisite: Spanish native speaker proficiency or the equivalent intermediate level as assessed by the instructor. Course is equivalent to two years of high school study. Course is conducted entirely in Spanish.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area Language; (C-ID SPAN 220)
Elementary and intermediate Spanish for students whose native language is Spanish; Critical reading and discussion of selected readings in Spanish with emphasis on reading development, spelling (orthography), grammar, lexical expansion, and composition. 1105.00

### SPAN 22B, Spanish for Bilingual Speakers II
5 Units
5 hrs lecture (GR or P/NP).
Prerequisite: SPAN 22A. Course is conducted entirely in Spanish.
Acceptable for credit: UC/CSU
AA/AS area 3; CSU area C2;
IGETC area Language; (C-ID SPAN 230)
Continuation of SPAN 22A: Intermediate and advanced intermediate Spanish for students whose native language is Spanish; critical reading and discussion of selected readings in Spanish with emphasis on reading development, orthography, grammar, lexical expansion and composition. 1105.00

### SPAN 35A, Intermediate Conversational Spanish: Current Events
3 Units
3 hrs lecture (GR or P/NP).
Recommended Preparation: SPAN 1B or 30B.
Acceptable for credit: CSU
CSU area C2
Emphasis on intermediate-level conversational practice with a focus on current events: Grammar review as needed; readings from conversation textbook, newspapers, and magazines in Spanish. 1105.00

### SPAN 35B, Intermediate Conversational Spanish: Film
3 Units
3 hrs lecture (GR or P/NP).
Recommended Preparation: SPAN 1B or 30B.
Acceptable for credit: CSU
CSU area C2
Emphasis on intermediate-level conversational practice with a focus on films: Grammar review as needed; readings from conversation textbook; films in Spanish. 1105.00
**SPAN 38, Latin American Literature**  
3 Units  
3 hrs lecture (GR or P/NP).  
Recommended Preparation: SPAN 2A or SPAN 22A.  
Acceptable for credit: UC/CSU  
AA/AS area 3; CSU area C2; IGETC area 3B  
Contemporary Latin-American literature: Reading of short stories and poetry from prominent Latin-American writers, such as Carlos Fuentes, Gabriel García Márquez, Julio Cortázar, Pablo Neruda, and many others.  
1105.00

**SPAN 39, Latin-American Novel**  
3 Units  
3 hrs lecture (GR or P/NP).  
Recommended preparation: SPAN 2A or 22A.  
Course is conducted entirely in Spanish.  
Acceptable for credit: UC/CSU  
AA/AS area 3; CSU area C2; IGETC area 3B  
Contemporary Latin-American fiction: Reading of novels by prominent Latin-American writers.  
1105.00

**SPAN 40, Hispanic Civilization and Culture**  
3 Units  
3 hrs lecture (GR or P/NP).  
Recommended Preparation: SPAN 2A or SPAN 22A. Course is conducted entirely in Spanish.  
Acceptable for credit: UC/CSU  
AA/AS area 3; CSU area C2; IGETC area 3B  
Study of Hispanic civilization and culture: Readings in Spanish designed to develop active language skills.  
1105.00

**SPAN 49, Independent Study in Spanish**  
0.5–5 Units  
1.5–15 hours lab (GR or P/NP).  
Acceptable for credit: CSU  
In-depth exploration of an area or problem of the student's choice not covered by regular catalog offerings in Spanish. Student must obtain approval from an appropriate faculty member. For more details, see the section on independent study in the college catalog.  
1105.00

**SPAN 101, Basic Spanish for the Education Profession**  
3 Units  
3 hrs lecture (GR or P/NP).  
Acceptable for credit: CSU  
Introductory Spanish for the education profession: Cultural, geographical, and linguistic aspects of the Spanish-speaking world as relevant to education.  
1105.00

**WOMEN’S STUDIES**

*For the Gender Studies Certificate of Achievement, see the Liberal Arts programs on page 104.*

**WS 1, Introduction to Women’s Studies**  
3 Units  
3 hrs lecture (GR or P/NP).  
Acceptable for credit: UC/CSU  
AA/AS area 2; CSU area D; IGETC area 4  
Contemporary issues concerning women and girls in diverse national, cultural, racial/ethnic, and social class contexts: Theories of and strategies for women's empowerment on the personal, institutional, societal, and global levels.  
2201.10

**WS 35, Feminist Philosophy**  
3 Units  
3 hrs lecture (GR or P/NP).  
Also offered as PHIL 35. Not open for credit to students who have completed or are currently enrolled in PHIL 35.  
Acceptable for credit: UC/CSU  
AA/AS area 3; CSU area C2; IGETC area 3B  
Introduction to feminist philosophy through the study of different philosophical approaches to and bases for feminism: Historical, cultural, and political approach to feminist theories in relation to one another and to other branches of philosophy.  
2201.10

**WS 52, Women and Cinema**  
4 Units  
4 hrs lecture (GR or P/NP).  
Recommended preparation: HUMAN 21. Also offered as HUMAN 52. Not open for credit to students who have completed or are currently enrolled in HUMAN 52.  
Acceptable for credit: UC/CSU  
AA/AS area 3; CSU area C1; IGETC area 3A  
Analysis of women in cinema and of feminist and queer film criticism: Feminist film theory, criticism, and history; women as readers of film; women's independent film; women's often conflicted relationship with film representations; and the role of sexuality and gender in film viewing and representation.  
2201.10
The district and college policies in this section were developed to protect your interests while you are a student at Berkeley City College. Read through them carefully to become familiar with your student rights and responsibilities.

The policies in this section are:

- Prohibition of Harassment, Discrimination, and Sexual Assault Procedures
- AP 3410: Board Policy on Nondiscrimination
- AP 3435: Discrimination and Harassment Complaints and Investigations
- AP 4231: Grade Changes and Student Grievance Procedure
- AP 5500: Student Standards of Conduct, Discipline Procedures and Due Process
- AP 5530: Student Rights and Grievance Procedure
- AP 5140: Disabled Students Programs and Services
- AP 3440: Service Animals
- AP 3551: Preserving a Drug Free Environment for Students
- AP 3570: Smoking
- AP 3530: Weapons on Campus
- AP 5052: Open Enrollment
- AP 4210: Student Learning Outcomes
- Student Right to Know Disclosure—Completion and Transfer Rates
- The Clery Act
- AP 4250: Probation
- AP 4265: Disqualification and Dismissal
- AP 2430: Delegation of Authority to Chancellor's Staff
- AP 3430: Prohibition of Unlawful Harassment
- AP 3540: Sexual and Other Assaults on Campus
- AP 3560: Alcoholic Beverages
- AP 5013: Students in the Military
- AP 5015: Residence Determination
- AP 4225: Course Repetition and Repeatable Courses

**Board Policy 3410 Nondiscrimination**

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, sex or gender, gender identity, race or ethnicity, color, medical condition, ancestry, sexual orientation, marital status, or mental disability, active duty military and veterans, pregnancy, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Chancellor shall establish administrative procedures that ensure all members of the college community or persons using the services of the district can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination. No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, sex or gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, active duty military and veterans, pregnancy, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics.

Reference: Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.; Title 5 Sections 53000 et seq. and 59300 et seq.; Penal Code Section 422.55; Government Code Sections 12996.1 and 12940 et seq.; Title 2 Sections 10500 et seq.; ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements (formerly Accreditation Standard II.B.2.c) California Fair Employment and Housing Act Administrative Procedure 3410

I. Educational Programs and other Services

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

A. All classes, including credit, noncredit and not-for-credit, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, “gender” means sex, and includes a person’s gender identity and gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

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

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

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

II. Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, gender identification, age, sexual orientation, or military and veteran status.

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

B. The District shall provide timely professional and staff development activities and training to promote understanding of diversity.

C. It is unlawful to discriminate against a person who serves in an unpaid internship or any other limited duration program to provide unpaid work experience in the selection, termination, training, or other terms and treatment of that person on any the basis of their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

References: Nondiscrimination References for Education Programs: Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.; Penal Code Sections 422.55 et seq.; Title 5 Sections 59300 et seq.; ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements. Updated and approved by the Board of Trustees: March 14, 2017.

**Administrative Procedure 3435 Discrimination and Harassment Complaints and Investigations**

I. Complaints

Any person who has suffered harassment, discrimination, or retaliation may file a formal or informal complaint of harassment, discrimination, or retaliation. A formal complaint is a written and signed statement filed with the District or the State Chancellor’s
office that alleges harassment, discrimination, or retaliation in violation of the District’s Board Policies, Administrative Procedures or in violation of state or federal law. An informal complaint is any of the following: (1) An unwritten allegation of harassment, discrimination, or retaliation; (2) A written allegation of harassment, discrimination, or retaliation that falls outside the timeline for a formal complaint; or (3) A written complaint alleging harassment, discrimination, or retaliation filed by an individual who expressly indicates that he/she does not want to file a formal complaint.

II. Informal Complaints
Any person may submit an informal complaint to the college Vice President of Student Services (students) or the college Vice President of Instruction (employees) or any other District or college administrator. Administrators receiving an informal complaint shall immediately notify the Vice Chancellor of Human Resources and Employee Relations in writing of all pertinent information and facts alleged in the informal complaint. Upon receipt of an informal complaint, the Vice Chancellor of Human Resources and Employee Relations shall notify the person bringing the informal complaint of his/her right to file a formal complaint, if the incident falls within the timeline for a formal complaint, and explain the procedure for doing so. The complainant may later decide to file a formal complaint, if within the timeline to do so. If the individual chooses not to file a formal complaint, or if the alleged conduct falls outside the timeline to file a formal complaint, the Vice Chancellor of Human Resources and Employee Relations shall consider the allegations contained in the informal complaint and determine the appropriate course of action. This may include efforts to informally resolve the matter, or a fact-finding investigation. Investigation of an informal complaint will be appropriate if the Vice Chancellor of Human Resources and Employee Relations determines that the allegation(s), if proven true, would constitute a violation of the District policy prohibiting harassment, discrimination, or retaliation. The Vice Chancellor of Human Resources and Employee Relations will explain to any staff member or student who is the subject of an informal complaint the procedure for doing so. The complainant may then decide to file a formal complaint or file a formal complaint within 180 days of the alleged discriminatory, harassing, or retaliatory conduct or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation(s) of discrimination, harassment, or retaliation.

III. Formal Complaints
Formal Complaints must be filed with the State Chancellor or the Vice Chancellor of Human Resources and Employee Relations unless the party submitting the Formal Complaint alleges discrimination, harassment, or retaliation against the responsible District Officer, in which case it should be submitted directly to the Chancellor or the State Chancellor.

V. Employment-Related Complaints
Complaints filing employment-related complaints shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH). Complaints filed with the EEOC or the DFEH should be forwarded to the State Chancellor’s Office. Any District employee who receives a harassment or discrimination complaint shall notify the Vice Chancellor of Human Resources and Employee Relations immediately.

VI. Filing a Timely Complaint
Since failure to report harassment and discrimination impedes the District’s ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. All complaints are taken seriously and will be investigated promptly, delay in filing impedes the District’s ability to investigate and remediate. All supervisors and managers have a mandatory duty to report incidents of harassment and discrimination; the existence of a hostile, offensive or intimidating work environment, and acts of retaliation. The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity.

VII. Communicating that the Conduct is Unwelcome
The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste or inappropriate.
VIII. Intake and Processing of the Complaint
Upon receiving notification of a harassment or discrimination complaint, the Vice Chancellor of Human Resources and Employee Relations shall:
• Undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules; obtaining apologies; providing informal counseling, training, etc.
• Advise the complainant that he/she need not participate in an informal resolution of the complaint, as described above, and has the right to end the informal resolution process at any time. Mediation is not appropriate for resolving incidents involving sexual violence.
• Advise a student complainant that he/ she may file a complaint with the Office of Civil Rights of the U.S. Department of Education and employee complainants may file a complaint with the Department of Fair Employment and Housing. All complainants should be advised that they have a right to file a complaint with local law enforcement, if the act complained of is also a criminal act. The District must investigate even if the complainant files a complaint with local law enforcement. In addition, the District should ensure that complainants are aware of any available resources, such as counseling, health, and mental health services. The Vice Chancellor of Human Resources and Employee Relations shall also notify the State Chancellor’s Office of the complaint.
• Take interim steps to protect a complainant from coming into contact with an accused individual, especially if the complainant is a victim of sexual violence. The Vice Chancellor of Human Resources and Employee Relations should notify the complainant of his/her options to avoid contact with the accused individual and allow students to change academic situations as appropriate. For instance, the District may prohibit the accused individual from having any contact with the complainant pending the results of the investigation. When taking steps to separate the complainant and accused individual, the District shall minimize the burden on the complainant. For example, it is not appropriate to remove complainants from classes or housing while allowing accused individuals to remain.

IX. Investigation
The Vice Chancellor of Human Resources and Employee Relations shall:
• Authorize the investigation of the complaint, and supervise or conduct a thorough, prompt and impartial investigation of the complaint, as set forth below. Where complainants opt for informal resolution, the designated officer will determine whether further investigation is necessary to ensure resolution of the matter and utilize the investigation process outlined below as appropriate. In the case of a formal complaint, the investigation will include interviews with the complainant, the accused, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.
• Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, or other unlawful discriminatory conduct, giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

X. Investigation of the Complaint
The District shall promptly investigate every complaint of harassment or discrimination. No claim of workplace or academic harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District’s facilities, on a District bus, or at a class or training program sponsored by the District at another location. As set forth above, where the complainant opts for an informal resolution, the Vice Chancellor of Human Resources and Employee Relations may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential to the extent possible, but cannot guarantee absolute confidentiality because release of some information on a “need-to-know-basis” is essential to a thorough investigation. When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the complainant’s age; whether there have been other harassment complaints about the same individual; and the accused individual’s rights to receive information about the allegations if the information is maintained by the District as an “education record” under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Code Section 1232g; 34 Code Federal Regulations Part 99.15. The District will inform the complainant if it cannot maintain confidentiality.

XI. Investigation Steps
The District will fairly and objectively investigate harassment and discrimination complaints. Employees designated to serve as investigators under this policy shall have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the District’s grievance procedures operate. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially. Investigators will use the following steps: interviewing the complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District’s no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved parties; reach a conclusion as to the allegations and any appropriate disciplinary and remedial actions; and see that all recommended action is carried out in a timely fashion. When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that discrimination or harassment has occurred.

XII. Timeline for Completion
The District will undertake its investigation promptly and swiftly as possible. To that end, the investigator shall complete the above steps, and prepare a written report within 90 days of the District receiving the complaint.

XIII. Cooperation Encouraged
All employees are expected to cooperate with a District investigation into allegations of harassment or discrimination. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed.

XIV. Written Report
The results of the investigation of a complaint shall be set forth in a written report that will include at least all of the following information:
• A description of the circumstances giving rise to the Formal Complaint;
• A summary of the testimony provided by each witness interviewed by the investigator;
• An analysis of relevant evidence collected during the course of the investigation;
• A specific finding as to whether there is probable cause to believe that discrimination, harassment, or retaliation occurred with respect to each allegation in the complaint; and
• Any other information deemed appropriate by the District.

XV. Confidentiality of the Process
Investigations are best conducted within a confidential climate. Therefore, the District does not reveal information about ongoing investigations except as necessary to fulfill its legal obligations. The District will keep the investigation confidential to the extent possible, but it cannot guarantee absolute confidentiality because release of some information on a “need-to-know-basis” is essential to a thorough investigation and to protect the rights of Accused students and employees during the investigation process and any ensuing discipline.
XVI. Administrative Determination
1. In any case not involving employment discrimination, within 90 days of receiving a complaint, the District shall complete its investigation and forward a copy of the investigative report to the State Chancellor, a copy or summary of the report to the complainant, and written notice setting forth all of the following to both the complainant and the Chancellor: (a) The determination of the Chancellor or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint; (b) A description of actions taken, if any, to prevent similar problems from occurring in the future; (c) The proposed resolution of the complaint; and (d) The complainant’s right to appeal to the District governing board and the Chancellor.
2. In any case involving employment discrimination, within 90 days of receiving a complaint, the District shall complete its investigation and forward a copy or summary of the report to the complainant, and written notice setting forth all of the following to the complainant: (a) The determination of the Chancellor or his/her designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint; (b) A description of actions taken, if any, to prevent similar problems from occurring in the future; (c) The proposed resolution of the complaint; and (d) The complainant’s right to appeal to the District governing board and to file a complaint with the Department of Fair Employment and Housing or the U.S. Equal Employment Opportunity Commission.

XVII. Discipline and Corrective Action
If harassment, discrimination or retaliation occurred in violation of the policy or procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense. Remedies for the complainant might include, but are not limited to:
1. providing an escort to ensure that the complainant can move safely between classes or work in the same work area;
2. ensuring that the complainant and alleged perpetrator do not attend the same classes or work in the same work area;
3. preventing offending third parties from entering campus;
4. providing counseling services or a referral to counseling services;
5. providing medical services or a referral to medical services;
6. providing academic support services, such as tutoring;
7. arranging for a student-complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant’s academic record; and
8. reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the complainant being disciplined. If the District imposes discipline, the nature of the discipline will not be communicated to the complainant. However, the District may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the complainant; for example, the District may inform the complainant that the harasser must stay away from the complainant. Disciplinary actions against faculty, staff, and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the complainant from further harassment, or discrimination, and to protect the complainant and witnesses from retaliation as a result of communicating the complaint or assisting in the investigation. The District will ensure that complainants and witnesses know how to report any subsequent problems, and should follow-up with complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all parties to the extent possible without impeding the District’s ability to investigate and respond effectively to the complaint. If the District cannot take disciplinary action against the accused individual because the complainant refuses to participate in the investigation, it should pursue other steps to limit the effects of the alleged harassment and prevent its recurrence.

XVIII. Appeals
If the District imposes discipline against a student or employee as a result of the findings in its investigation, the student or employee may appeal the decision using the procedure for appealing a disciplinary decision. If the complainant is not satisfied with the results of the administrative determination, he/she may, within fifteen days, submit a written appeal to the Board of Trustees. The Board shall review the original complaint, the investigative report, the administrative decision, and the appeal. The Board shall issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Board shall be forwarded to the complainant and to the State Chancellor’s Office. The complainant shall also be notified of his/her right to appeal this decision. If the Board does not act within 45 days the administrative determination shall be deemed approved and shall become the final decision of the District in the matter. In any case not involving workplace discrimination, harassment, or retaliation, the complainant shall have the right to file a written appeal with the State Chancellor's Office within thirty days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Title 5 Section 59350. In any case involving employment discrimination, including workplace harassment, the complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the Department of Fair Employment and Housing.

XIX. Extension of Time
Within 150 days of receiving a formal complaint, the District shall forward to the State Chancellor’s Office the original complaint, the investigative report, a copy of the written notice to the complainant setting forth the results of the investigation, a copy of the final administrative decision rendered by the Board or indicating the date upon which the decision became final, and a copy of the notification to the complainant of his/her appeal rights. If, due to circumstances beyond its control, the District is unable to comply with the 150-day deadline for submission of materials, it may file a written request for an extension of time no later than ten days prior to the expiration of the deadline.

XX. File Retention
The District will retain on file for a period of at least three years after closing the case copies of: 1. the original complaint; 2. the investigatory report; 3. the summary of the report if one is prepared; 4. the notice provided to the complainant, of the District’s administrative determination and his/her right to appeal; 5. any appeal; and 6. the District’s final decision. The District will make such documents available to the State Chancellor upon request.

XXI. Dissemination of Policy and Procedures
District Policy and Procedures related to harassment will include information that specifically addresses sexual violence. District policy and procedures will be provided to all students, faculty members, members of the administrative staff and members of the support staff, and will be posted on campus and on the District’s website. When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee’s personnel file. In addition, these policies and procedures are incorporated into the District’s course catalogs and orientation materials for new students.

XXII. Training
By Jan 1, 2006, the District shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees who are employed as of July 1, 2005. All new supervisory employees must be provided with the training and education within six months of their assumption of a supervisory position. After Jan 1, 2006, the District shall provide sexual harassment training and education to each supervisory employee once every two years. The training and education required by this procedure shall include information and practical guidance regarding the federal and state statutory...
provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

Training of all staff will be conducted. This includes counselors, faculty, health personnel, law enforcement officers, coaches, and all staff who regularly interact with students. Training for academic staff should emphasize environmental harassment in the classroom.

The District will also provide training to students who lead student organizations. The District should provide copies of the sexual harassment policies and training to all District law enforcement unit employees regarding the grievance procedures and any other procedures used for investigating reports of sexual violence. Participation of faculty in such training is strongly encouraged, but is not mandatory, except when required by law. In years in which a substantive policy or procedural change has occurred, all District employees will attend a training update or receive a copy of the revised policies and procedures. Participants in training programs will be required to sign a statement that they have either understood the policies and procedures, their responsibilities, and their own and the District’s potential liability, or that they did not understand the policy and desire further training.

II. Statement Regarding Discrimination

A. In keeping with Board Policy 3410: Nondiscrimination, the Peralta Community College District, as a public institution, prohibits discrimination in any and all of its activities, including: employment; procuring of goods and services; availability of its educational offerings; and other programs and activities such as financial aid and special services. In order to accomplish these tasks, the District Office of Equal Opportunity is assigned the responsibilities of overseeing and investigating any charges of discrimination or other complaints. A discrimination complaint log will be maintained as well as complete records of complaints and resolutions. The Office of Equal Opportunity will handle both student and employee complaints by working with the Vice President of Instruction Services for student complaints and with the Vice President of Instruction for employee complaints.

B. The Peralta Community College District, in accordance with applicable Federal and State laws and Board Policy, prohibits unlawful discrimination towards students on the basis of race, ancestry, religion, sex, national origin, age (40 and over), marital status, medical condition (cancer related), disability, political views and affiliations, sexual orientation/preference, and transgender status at any stage in any and all of its programs and activities, including availability of its educational offerings; and other programs and activities such as financial aid and special services. To that end, the District will take immediate, appropriate steps to investigate complaints of discrimination to eliminate current discrimination and prevent further discrimination. The District prohibits retaliation against any individual who files a complaint or who participates in a discrimination or disciplinary harassment inquiry.


D. The Title IX, Section 504 and ADA Coordinator for the Peralta District is the District Equal Opportunity Officer (who is the Vice Chancellor of Human Resources and Employee Relations whose office is located at: 333 E. 8th Street, Oakland, California 94606; telephone (510) 466-7252).

E. Each college has an ADA Coordinator who can be reached by calling the main number of the college.

F. Students, faculty, employees, and applicants for employment who believe they have been discriminated against may file a discrimination complaint with the President of the college, Vice President of Student Services (for students), Vice President of Instruction (for faculty or employees) or the District Equal Opportunity Officer.

Complaint forms and procedures are available in the offices of the President, Vice Presidents, and Equal Opportunity Officer.

G. The Peralta Colleges encourage “mainstreaming” students with disabilities into regular classes. The colleges offer support services to make education accessible. Each main campus has a Coordinator who coordinates the Disabled Students Program. Students who find that a class is not accessible should contact the Disabled Students Programs and Services Office for assistance.

Services provided include classroom interpreters, note takers, readers, special counseling on disability management, peer counseling groups, and special adaptive equipment.

H. The lack of English language skills will not be a barrier to admission and participation in the colleges’ vocational education programs.

III. Education and Prevention for Students

In order to take proactive measures to prevent sexual harassment and violence toward students, the District will provide preventive education programs and make victim resources, including comprehensive victim services, available. The District will include such programs in their orientation programs for new students, and in training for student athletes and coaches. These programs will include discussion of what constitutes sexual harassment and sexual violence, the District’s policies and disciplinary procedures, and the consequences of violating these policies. A training program or informational services will be made available to all students at least once annually. The education programs will also include information aimed at encouraging students to report incidents of sexual violence to the appropriate District and law enforcement authorities. Since victims or third parties may be deterred from reporting incidents if alcohol, drugs, or other violations of District or campus rules were involved, the District will inform students that the primary concern is for student safety and that use of alcohol or drugs never makes the victim at fault for sexual violence. If other rules are violated, the District will address such violations separately from an allegation of sexual violence.

Reference: Education Code Section 66281.5; Government Code Section 12950.1; Title 5 Sections 59320, 59324, 59326, 59328, and 59300 et seq.; 34 Code of Federal Regulations Section 106.8(b) Approved by the Chancellor: June 14, 2016
III. Procedures Prohibiting Sexual, Racial, and Disability Harassment and Discrimination Toward Students

A. Dissemination

1. The procedures shall be published in all student, faculty and staff handbooks, each college’s catalog and schedule of classes, and other printed material deemed appropriate by each college’s Vice President of Student Services.

2. The procedures will also be disseminated to students at each college’s new student orientation and at periodic workshops to be scheduled by each college’s Vice President of Student Services.

3. The procedures will also be disseminated to each faculty member, all members of the administrative staff, and all members of the support staff both at time of hire and at the beginning of each school year.

4. The procedures shall also be displayed in a prominent location at each college along with the other notices regarding the college’s procedures and standards of conduct. A copy of the procedures shall be made available to any person expressing a verbal complaint about such matters.

B. Sexual, Racial, and Disability Harassment and Discrimination Defined

1. The Peralta Community College District expressly forbids sexual, racial, and disability harassment of its students by faculty, administrators, supervisors, District employees, other students, vendors or members of the general public. The District also prohibits discrimination of its students by subjecting any student to adverse or differential treatment, or depriving that student of any benefits of the District because of that student’s sex, race, or disability. Furthermore, the District prohibits retaliation against any individual who files a complaint or participates in a discrimination inquiry.

2. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting, under any of the following conditions:
   a. Submission to the conduct is explicitly or implicitly made a term or a condition of a student’s academic status, or progress.
   b. Submission to, or rejection of, the conduct by a student is used as the basis of academic decisions affecting the student.
   c. The conduct has the purpose or effect of having a negative impact upon a student’s academic performance, or of creating an intimidating, hostile, or offensive educational environment.
   d. Submission to, or rejection of, the conduct by a student is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available or through the educational institution.
   e. Any other such conduct that may have an effect on a student’s learning environment or his or her ability to enjoy any privileges or benefits provided by the District.

3. The prohibition of racial harassment similarly enjoins conduct or incidents based on race that may interfere with or limit the ability of an individual to participate in or benefit from the services, activities, or privileges provided by the District.

4. The prohibition of disability harassment similarly enjoins conduct or incidents based on disability that may exclude an individual from participation in or be denied the benefit of the services, programs, or activities provided by the District to other non-disabled students.

5. A harassing environment is created if conduct of a sexual or racial nature or conduct based on student’s disability is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from the education program by the District or to create a hostile or abusive educational environment.

C. Examples of Prohibited Harassment. Sexual, racial, disability harassment includes, but is not limited to, the following examples of conduct that is undertaken because of the sex, race, or disability of the student victim:

1. Unwanted physical touching (beyond normal greetings).

2. Displays of offensive materials, objects, photos, etc., with a sexual, racial, or disabled theme.

3. Situations affecting a student’s studying and learning conditions and making the learning environment unpleasant and uncomfortable, whether the actions are purposeful or not.

4. Verbal insults (in reference to gender, race, sexual orientation, or disability).

5. Rumors designed to cause the individual emotional distress or place him or her in a bad light.

6. Physical assault.

7. Unwelcome direct propositions of a sexual nature.

8. Subtle pressures for unwelcome sexual activity, an element of which may be conduct such as repeated and unwanted staring.

9. A pattern of conduct not legitimately related to the subject matter of a course, which is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from the education program or to create a hostile or abusive educational environment, that includes one or more of the following:
   a. Comments of a sexual/racial nature or which are demeaning or derogatory based on a disability, or
   b. Sexually explicit statements, questions, jokes, or anecdotes.
Other District Policies and Procedures

10. Unwanted attempts to establish a personal relationship.

11. A pattern of conduct that would cause discomfort or humiliation, or both, a reasonable person at whom the conduct was directed that may include one or more of the following:
   a. Unnecessary touching, patting, hugging, or brushing against a person’s body.
   b. Remarks of a sexual nature about a person’s anatomy or clothing.
   c. Remarks about sexual activity or speculations about a previous sexual experience. All persons should be aware that conduct towards a student that is not specifically identified in this procedure may nonetheless constitute impermissible sexual, racial or disability harassment.

D. Academic Freedom and Freedom of Speech

1. As participants in a public institution, the faculty and staff of the Peralta Community College District enjoy significant free speech protections found in the First Amendment of the United States Constitution and Article I Section 1 of the California Constitution. The right of academic freedom includes a special area of protected speech. Consistent with the principles of academic freedom, course content and teaching methods remain the province of individual faculty members. Academic freedom, however, is not limitless. Academic freedom does not protect classroom speech that is unrelated to the subject matter of the course or in violation of federal or state anti-discrimination laws. Some speech may constitute environmental sexual harassment, harassment based on another impermissible characteristic or discrimination. If a faculty member engages in unwelcome sexual behavior or other improper behavior based on a characteristic protected by this procedure that has the purpose or effect of unreasonably interfering with an employee’s work environment or a student’s academic performance or creates a hostile and intimidating work or academic environment, then it may constitute environmental harassment or discrimination, as outlined in Board Policy and these implementing procedures.

2. The District must balance these two significant interests: the right of academic freedom and the right to be free from discrimination and harassment. The First Amendment protections, including those of academic freedom, are not absolute. When a faculty member raises academic freedom as a defense against charges of discrimination or discriminatory harassment, the District must examine the nature and context of the faculty member’s behavior. A key to this examination is determining whether the behavior of the faculty member is related to his or her legitimate academic judgments within the context of furthering the institution’s legitimate mission.

3. Nothing in the District’s Discrimination and Discriminatory Harassment Policy should be construed to prevent faculty members from rigorously challenging fundamental beliefs held by students and society. These challenges should be done in a manner that, in the professional judgment of the faculty member, is most pedagogically advisable. Indeed, this is at the core of academic freedom; however, faculty members may not interject into the academic setting an element of discrimination or discriminatory harassment that is unrelated to any legitimate educational objective. Nor, may a faculty member create, or allow, the educational setting to be so charged with discrimination or discriminatory harassment, that our students are prevented from effectively participating in the academic environment. As such, faculty members must be aware that the District will investigate and respond to employee or student complaints that involve course content in accordance with its general discrimination and discriminatory harassment policy and faculty members may be subject to discipline for egregious conduct, in the same manner as provided in Board Policy and any implementing procedures for all other District employees.

4. The Peralta Community College District is committed to insuring that the academic freedom rights of our faculty are secure, and to insuring our students an academic environment free of discrimination and harassment. Nothing in this section is intended to abrogate rights of Academic Freedom stated in the collective bargaining agreement with the Peralta Federation of Teachers.

E. Consensual Relationships

1. Definitions:

   a. The terms “instructors” and “faculty member” are defined as any person who teaches in the District, is in an academic position, or by virtue of their position has control or influence on student performance, behavior, or academic career.

   b. A “District employee” is defined as any person who is employed by the Peralta Community College District, or acts as its agent and operates within the District’s control.

   The District’s educational mission is promoted by professionalism in faculty/student, as well as supervisor/subordinate, relationships. Professionalism is fostered by an atmosphere of mutual trust and respect. Actions of faculty members and supervisors that harm this atmosphere undermine professionalism and hinder fulfillment of the educational mission. Trust and respect are diminished when those in positions of authority abuse their power in such a context as to violate their duty to the educational community and undermine the trust placed in the District as a public employer and an educational institution.

2. Rationale:

   The District’s educational mission is promoted by professionalism in faculty/student, as well as supervisor/subordinate relationships. Professionalism is fostered by an atmosphere of mutual trust and respect. Actions of faculty members and supervisors that harm this atmosphere undermine professionalism and hinder fulfillment of the educational mission. Trust and respect are diminished when those in positions of authority abuse their power in such a context as to violate their duty to the educational community and undermine the trust placed in the District as a public employer and an educational institution.

3. Ethical Violation:

   Recognizing that the unequal power of adult consenting parties is inherent in consensual relationships between supervisor and employee or student and teacher, the District will view it as unethical behavior if faculty members or supervisors engage in romantic relations with students enrolled in their classes or employees under their supervision even though both parties appear to have consented to the relationship.
4. Presumption of a Policy
Violation:
The faculty member or supervisor who contemplates a romantic relationship with a student or employee must realize the complexity of the situation and its potential negative consequences. Regardless of consent or mutual attraction, the faculty member or supervisor generally will be judged guilty of sexual harassment if any complaint eventually emerges, either from the partner in the relationship or from his or her fellow students or coworkers. A romantic relationship between any minor employee or student and an adult employee is presumptively deemed not to be a consensual relationship and constitutes sexual harassment.

F. Harassment and Discrimination
Complaint Procedures
1. In order to accomplish the task of prohibiting discrimination and harassment, the District’s Equal Opportunity Officer is assigned the responsibilities of overseeing and investigating any charges or complaints of discrimination or harassment. The District’s Equal Opportunity Officer will maintain a discrimination and harassment complaint log and complete records of complaints, investigations and resolutions.

2. The District’s Equal Opportunity Officer will work with the Vice President of Student Services of each college for processing all discrimination and harassment complaints.

3. In compliance with the guidelines established by state and federal law, the following procedures will be implemented to investigate and resolve complaints of unlawful discrimination and harassment:
   a. Complaints of unlawful discrimination may be filed by a student who has personally suffered discrimination or by a person who has knowledge of such discrimination, within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination or harassment.
   b. Student discrimination or harassment complaints may be filed with the District’s Equal Opportunity Officer (at 333 East Eighth Street, Oakland, CA 94606; (510) 466-7252).

   c. Student discrimination and harassment complaints may also be filed with the Vice President of Student Services as follows:
      • Berkeley City College
        2050 Center St., Berkeley, 2nd Floor
        (510) 981-2820
      • College of Alameda,
        Building A, Room 111
        (510) 748-2204
      • Laney College
        Tower Building Room 412
        (510) 464-3162
      • Merritt College
        Building P Room 311
        (510) 436-2478
   d. All complaints not filed directly with the District’s Equal Opportunity Officer should be immediately forwarded to that Officer on the approved District form.
   e. Whenever any person brings charges of unlawful discrimination to the District Equal Opportunity Officer’s attention, that Officer shall:
      i. Inform the complainant that he or she may, but is not required to, informally resolve the charges and that s/he has the right to end the informal resolution effort and begin the formal stage at any time;
      ii. Notify the complainant of the procedures for filing a complaint;
      iii. Discuss with the complainant what actions he or she is seeking in response to the alleged discrimination; and
      iv. Advise the complainant that he or she may file a complaint with the Office for Civil Rights of the United States Department of Education.
   v. Immediately upon receipt of a complaint, the District’s Equal Opportunity Officer will review the complaint; and determine that he or she may, but is or should have known of the facts underlying the allegation of unlawful discrimination or harassment.

   v. Upon receipt of the complaint, the District

Equal Opportunity Officer will review the complaint and determine the need for any interim measures of relief pending completion of the investigation.

f. Within fourteen (14) days of receiving the complaint, a thorough and impartial investigation will commence with notification to the complainant and the Chancellor of the initiation of the investigation. Complaints will be investigated and resolved in accordance with the District’s unlawful discrimination complaint procedures. To ensure a prompt and equitable investigation of complaints, the investigation shall include an opportunity for the complainant and the accused to present witnesses and other evidence on their behalf. Thus, the investigation shall include private interviews with the complainant, the accused individual and each of the witnesses identified by both parties. Sufficient information about the allegations of the complaint shall be disclosed to the accused to provide him/her with an opportunity to respond to the allegations of the complaint and provide additional information. To the extent appropriate, the District will keep the complainant apprised of the progress of the investigation.

   g. Complaints will be handled promptly in an appropriately confidential manner—that is, the District’s Equal Opportunity Officer will disclose the identities of the parties only to the extent necessary to carry out an investigation. The results of the investigation shall be set forth in a written report which shall include at least all of the following:
      i. Description of the circumstances giving rise to the complaint;
      ii. A summary of the testimony provided by each witness, including the complainant and any witnesses identified by the complainant;
      iii. An analysis of any relevant data or other evidence collected during the course of the investigation; and
      iv. A specific finding as to whether discrimination did or did not occur with
Other District Policies and Procedures

Trustees within the same time periods set forth above. If the Chancellor sustains the administrative determination or the Complainant is not otherwise satisfied with the Chancellor’s decision, the Complainant may appeal to the Board of Trustees within fifteen (15) days of the Chancellor’s decision. All appeals shall be filed with the Chancellor’s Office at 333 East 8th Street, Oakland, CA 94606. Should the complainant not be satisfied, he or she may appeal the proposed resolution to the District governing board within fifteen (15) days. The District board shall review the original complaint, the investigative report, the determination and the appeal and may issue a final District decision within forty-five (45) days of receiving the appeal. The decision of the Administration will become final if the Board does not act within forty-five (45) days. The student may then appeal the final District decision to the State Chancellor’s Office within thirty (30) days. The Office of Equal Opportunity will furnish the complainant with necessary information regarding where and how to file the objection with the State Chancellor’s Office.

Within 150 days of receiving the complaint, and after the resolution proposal is sent to the complainant, the District will forward the complete file of the complaint, findings of the investigation, the District's proposed resolution, the letter to the complainant informing him or her of the proposal, and any relevant material to the State Chancellor's Office.

Sexual Assault Procedure (see also AP 3540: Sexual and Other Assaults on Campus)

A. Statement regarding Sexual Assault

1. Unlawful sexual assault is a criminal activity prohibited in all employee and student areas, buildings, properties, facilities, service areas, satellite centers of the PCCD and all non-District areas where Peralta classes/instruction are conducted. It is the policy of the PCCD to ensure, to the extent possible, that students, faculty and staff who are victims of a sexual assault committed at or upon the grounds of or upon off-campus grounds or facilities maintained by the District, shall receive information and referral for treatment. Services available include immediate short-term crisis counseling, and long-term counseling referral to agencies in the community. This information shall be provided with sensitivity and in consideration of the personal needs of the victim.

2. Each college, through the Office of the Vice President of Student Services, shall make available sexual assault awareness information to students and employees.

B. Definition of Sexual Assault

(Education Code 67365)

“Sexual Assault” includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

1. The Office of the Vice President of Student Services shall have full responsibility, except for public information, for the administration and follow-up of the sexual assault program required. This includes:

a. Making available to students and staff the District policy on sexual assault.

b. Meeting legal reporting requirements.

c. Identifying available services for the victim.

d. Developing and updating a description of campus resources available to victims as well as appropriate off-campus services.

e. Implementing procedures for keeping the victim informed of the status of any student disciplinary proceedings in connection with the sexual assault.

f. Providing confidentiality.

2. It shall be the responsibility of the Vice President of Student Services to see to it that victims of sexual assault committed at or upon the grounds of, or upon off-campus grounds or facilities maintained by the District, shall receive information and referral for treatment. Services available include immediate short-term crisis counseling, and long-term counseling referral to agencies in the community. This information shall be provided with sensitivity and in consideration of the personal needs of the victim.

3. Any student, faculty, or staff member who is a victim of sexual assault at a District facility referred to in Section 1.1 of this policy is encouraged to notify the Vice President of Student Services. The Vice President of Student Services, with the consent of the victim, shall notify the Campus/District Police Services.

4. Pursuant to legal requirements, the Campus/District Police will notify the appropriate local law enforcement agency of the
reported sexual assault, and obtain an ambulance to transport the victim to the hospital, as necessary.

5. In accordance with the Campus Crime Awareness and Security Act of 1990, the District, on an annual basis, shall notify students and employees of statistics concerning specific types of crime, including sexual assault. This notice shall be made through appropriate publication/mailings. The names of the victims will not be reported in the statistics.

6. In cases of violent crimes considered to be a threat to other students and employees, each college’s President or the Chancellor of the District shall make timely reports, respecting the confidentiality of the victim, to the college community in a manner that will aid in the prevention of similar occurrences.

7. Upon notification of a sexual assault, the Campus/District Police Services will distribute to the victim a description of campus resources and services available to the victim, as well as appropriate off-campus services. Each student or employee should have a copy of this procedure.

8. The listing of resources and services shall be available through the Campus/District Police Services, each college’s Counseling Department, and Health Services Unit.

9. A victim of sexual assault shall be provided with information about pursuing the following remedies or actions against the perpetrator:

   a. Employees: Criminal Prosecution/Civil Prosecution: District disciplinary process: Violation of this procedure will cause disciplinary action which may include termination of employment or may require an employee to participate in a rehabilitation program.

   b. Students: Criminal Prosecution/Civil Prosecution: District disciplinary process: Students are required to comply with this policy to remain in good standing and as a condition of continued attendance at any of the District’s colleges. Violation of this policy will be cause for disciplinary action against the student, up to and including expulsion, and/or may require the student to participate in a rehabilitation program. Student discipline shall be accomplished in accordance with provisions of Article 3 of the Title 3, Division 7, Part 47, of the California Education Code.

   c. Non-Student/Employer: Criminal Prosecution/Civil Prosecution:

      i. A victim of sexual assault shall be kept informed by the college President/designee or the Chancellor of the status of and disposition of any District/College disciplinary proceedings in connection with the sexual assault.

      ii. The Counseling Department and Health Services shall assist, upon request, the victim of sexual assault in dealing with academic difficulties that may arise because of the victimization and its impact.

      iii. The identity of a victim of sexual assault shall remain confidential unless otherwise prescribed by law. Requests for information regarding the sexual assault from the press, concerned students, parents, and Peralta employees not involved in the assault or its investigation, will be handled by the college’s Public Information Office or the District’s Office of Marketing in accordance with these regulations: the Family Educational Right and Privacy Act, applicable California Education and Administrative Code sections, and Peralta Community College District Policy and Procedures.

C. Dissemination

1. These procedures shall be published in all student, faculty and staff handbooks, each college’s catalog and schedule of classes and other printed material deemed appropriate by each college’s Vice President of Student Services.

2. These procedures will also be disseminated at each college’s orientation and at periodic workshops to be scheduled by each college’s Vice President of Student Services.

Note: Volunteers and student workers are included in relevant board policies and their related administrative procedures, including but not limited to BP 3410

Other District Policies and Procedures

(Nondiscrimination), BP 3420 (Equal Employment Opportunity), BP 3430 (Prohibition of Harassment), and BP 7280 (Volunteers).

References:

- Education Code Sections 212.5; 44100; 66281.5;
- Title IX, Education Amendments of 1972;
- Title 5, Sections 59320 et seq.;
- Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e
- Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;
- Penal Code Sections 422.55 et seq.;
- Title 5 Sections 59300 et seq.;
- Accreditation Standard II.B.2.c

Política Que Prohíbe la Discriminación Hacia los Estudiantes (Incluyendo la Discriminación y el Acoso Sexual y Racial)

El Distrito de los Colegios Universitarios Comunitarios de Peralta, de conformidad con las leyes federales y estatales pertinentes y con la Política de la Junta, prohíbe que los estudiantes sean sometidos a discriminación y acoso discriminatorio ilícitos basados en la raza, las creencias, el color, la ascendencia, la religión, el sexo, el origen nacional, la edad (40 años de edad o más), el estado civil, los problemas médicos (relacionados con el cáncer), las incapacidades, las afiliaciones y opiniones políticas, la orientación/preferencia sexual o la transmutación de sexo en cualquier etapa, en cualquiera de los programas y actividades del Distrito, incluyendo la disponibilidad de los ofrecimientos educacionales; y en otros programas y actividades como la ayuda financiera y los servicios especiales. Por ello, el Distrito investigará las quejas de discriminación inmediatamente, siguiendo los pasos pertinentes, a fin de eliminar la discriminación actual y evitar discriminación futura. El Distrito prohíbe las represalias contra cualquier individuo que presente una queja o participe en una investigación con relación a discriminación o acoso discriminatorio.


El Coordinador del Título IX y Sección 504 para el Distrito de Peralta es el Funcionario de Opportunidad Igual del Distrito, cuya oficina se encuentra situada en el 333 E. 8th Street, Oakland, CA 94606; teléfono (510) 466-7252.

Los estudiantes, miembros de la facultad, empleados y solicitantes de empleo que crean que hayan sido discriminados pueden presentar una queja de discriminación ante alguno de los siguientes funcionarios: el Presidente del colegio correspondiente, el
Vice Presidente de Servicios Estudiantiles (en el caso de los alumnos), el Vice Presidente de Enseñanza (en el caso de facultad o empleados) o el Funcionario de Oportunidad Igual del Distrito. Los formularios de queja y los procedimientos correspondientes se encuentran a su disposición en las oficinas del Presidente, de los Vice Presidentes y de Oportunidad Igual.

Todos los colegios del Distrito de Peralta fomentan la incorporación de alumnos con incapacidades físicas y mentales a las clases regulares. Los colegios ofrecen servicios de apoyo a fin de brindar una educación accesible. Cada colegio tiene un Coordinador cuya función es administrar el programa para estudiantes incapacitados. Los estudiantes que encuentren que una clase no es accesible deben comunicarse con el Centro de Recursos para Estudiantes Incapacitados a fin de recibir asistencia. Los servicios del Centro incluyen asistencia por medio de intérpretes en el aula, personas que puedan tomar los apuntes, lectores, un servicio de asesoramiento especial para el manejo de las incapacidades y un grupo de asesoramiento constituido por personas con problemas similares. También hay libros de texto en sistema Braille, libros de texto grabados y otros equipos especiales. La falta de fluidez en el idioma inglés no es un obstáculo para el ingreso y la participación en los programas de educación vocacional de los colegios.

Important Note about Translations in Chinese, Spanish and Other Languages:

Chinese, Spanish and translations in other languages of College and District Policies may be found online at: http://web.peralta.edu/translations/

AP 4231: Grade Changes and Student Grievance Procedure

I. Regulations
A. The instructor of the course shall determine the grade to be awarded to each student. The determination of the student’s grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetency (per Education Code Section 76224). “Mistake” may include, but is not limited to, errors made by an instructor in calculating a student’s grade and clerical errors. “Fraud” may include, but is not limited to, intentional inaccurate recording or the change of a grade by any person who gains access to grade records without authorization.

B. No grade can be changed without the consent, in writing, by the instructor who assigned the grade except under the conditions of clerical errors, bad faith, fraud, and incompetency.

C. Grades are not subject to change by reason of a revision of judgment on the instructor’s part.

D. No grade except “Incomplete” may be revised by the instructor on the basis of a new examination or additional work undertaken or completed after submission of final grades.

E. No grade will be changed later than two years after the calendar date ending the semester (including intersession and summer session) in which the grade was assigned.

F. Only the instructor is required to sign grade changes from “F” to a grade.

II. Procedural Steps
A. Instructor completes the “Request for Record Correction Form” and submits it to the Divisional Dean of Instruction with a copy of the Class Rollbook. The “Request for Record Correction Form” is available online at: http://web.peralta.edu/admissions/files/2011/06/Request-for-Record-Correction-12-23-2014.pdf Divisional Dean of Instruction, after discussion with the instructor, makes a recommendation to the Associate Vice Chancellor of Student Services.

B. The request is then reviewed and approved or denied by the Associate Vice Chancellor of Student Services and processed by the Admissions and Records Office.

III. Student Grievance
If a student alleges mistake, fraud, bad faith, or incompetence in the academic evaluation of the student’s performance, the grievance procedure is as follows:

- Both the informal and formal grievance procedure for “Academic (Grade) Grievance” is contained in the “Student Grievance Procedure” (also in AP 5530, Student Rights and Grievances) which was last revised and approved by the Board of Trustees on March 15, 2011.

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. This procedure shall be available to any student who reasonably believes an experience or decision has adversely affected his or her status, rights or privileges as a student. A grievance may be initiated by a student against an instructor, an administrator, or a member of the classified staff. A grievance may also be initiated against another student. That procedure (in full) is as follows:

A. Grounds for Filing Student Grievances
The Student Grievance Procedure shall apply only to grievances involving:

1. Academic (Grade) Grievance: a complaint alleging mistake, fraud, bad faith or incompetence in the academic (grade) evaluation of student performance.

2. Violation of Law, Policy, and Procedures:

   a. Violation of rights which a student is entitled to by law or District policy, including financial aid, exercise of free expression, rules for student conduct, admission, probation, or suspension or dismissal policies.

   b. Act or threat of physical aggression.

   c. Act or threat of intimidation or harassment

B. The Student Grievance Procedure does not apply to:

1. Police citations (i.e. “tickets”). Complaints about citations must be directed to the Campus Police in the same way as any traffic violation.

2. Discrimination, Sexual Assault or Sexual Harassment. Any student who feels he/she has been or is presently an alleged victim of sexual harassment, may first contact the Vice President of Student Services to file a complaint verbally or in writing, or may directly contact the District’s Equal Opportunity Coordinator at 333 East Eighth Street, Oakland, CA 94606, (510) 466-7220. At the time a complaint is made known, a copy of the complaint procedures and a complaint form shall be made available to the complainant. For additional information regarding reporting of discrimination, sexual assault or sexual harassment, please refer to Discrimination Complaint Procedures in this catalog.

C. Definitions

1. Party. The student or any persons claimed to have been responsible for the student’s alleged grievance, together with their representatives. “Party” shall not include the Grievance Hearing Committee.

2. Student. A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

3. Respondent. Any person claimed to be responsible for the alleged grievance.

4. Observer. An individual who is present at a hearing to observe the proceeding, but shall not be allowed to speak and address the committee.
Other District Policies and Procedures

a. Complaint.
The complaint must include the following:
- The exact nature of the complaint (grounds).
- The specific details of the complaint (e.g., chronology of the event and an explicit description of the alleged violation).
- A description of the informal meeting and attempted resolution, if any.
- The specific resolution/remedy sought.

b. Submission.
The complaint should be submitted to the Vice President of Student Services.

c. Meeting with Vice President of Student Services (or designee).
The Vice President of Student Services (or designee) shall provide the student with a written copy of the policy and procedures and answer all questions regarding the policy including the student’s rights and responsibilities in the process of filing a grievance. For academic (grade) grievance, the Vice President of Student Services (or designee) will inform the student that a grade change may only be made where there is a finding of fraud, mistake, bad faith or incompetence.

Additional committee member:
- For academic (grade) grievances, one faculty member (and one alternate) jointly appointed by the PFT and the Faculty Senate; or
- For other grievances, one classified employee (and one alternate) jointly appointed by Local 790 and the Classified Senate.

A committee member shall withdraw from participation in the hearing if a conflict of interest is anticipated, in which case the alternate member shall serve. The members of the Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins. Four-fifths of the members of the committee shall be present in order for the committee to act.

d. Request for Grievance Hearing
If an informal resolution cannot be reached, the Vice President of Student Services (or designee) shall make a request for records and documents from the student filing the complaint and forward copies of all documents pertinent to the alleged violation to the Chair of the Grievance Committee and the parties. Documents or accusations not specifically related to the alleged violations shall not be forwarded to the committee or the parties.

i. For academic (grade) grievance, the Chair shall request records and documents from the faculty member against whom the complaint has been filed.

ii. For grievance based on an alleged violation of law, policy, and procedures, the Chair shall request records and documents from the party against whom the complaint has been filed. The Grievance Hearing timeline may be tolled (postponed) pending a formal investigation of any discrimination claims by or against the student. Such investigation must be concluded no later than 90 calendar days as required by law.

e. Grievance Hearing Committee
Within 90 days following receipt of the grievance complaint form, the Grievance Hearing Committee shall conduct a hearing. The following College Grievance Committee members shall be appointed for a term of one academic year as follows:
- The Vice President of Instruction, who shall Chair the committee;
- One faculty member (and one alternate) jointly appointed by the PFT and the Faculty Senate;
- One administrator (and one alternate) appointed by the College President;
- One student (and one alternate) appointed by the President of the Associated Students.

Additional committee member:
- For academic (grade) grievances, one faculty member (and one alternate) jointly appointed by the PFT and the Faculty Senate; or
- For other grievances, one classified employee (and one alternate) jointly appointed by Local 790 and the Classified Senate.

A committee member shall withdraw from participation in the hearing if a conflict of interest is anticipated, in which case the alternate member shall serve. The members of the Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins. Four-fifths of the members of the committee shall be present in order for the committee to act.

f. Hearing Procedure
i. The Vice President of Instruction, as Chair, shall provide written notice, including the date, time and place of the hearing to both parties at least

5. Written Notice/Written Decision.
Notice sent by personal service or by registered or certified mail with return receipt requested via the U.S. Postal Service.

6. Day.
Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held, excluding Saturdays, Sundays, and District holidays.

D. Grievance Process

1. Informal Resolution
Within 30 days of the allegation, each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing:

a. For an academic (grade) grievance, the student shall make an appointment with the faculty against whom he/she has a grievance during the faculty member’s posted office hours or at a mutually-agreed-upon time, in order to discuss the student’s complaint. Should the faculty against whom the student has an academic complaint fail to meet with the student in a timely manner, the student may meet with the Division Dean of Instruction of the faculty member.

b. For a grievance based on an alleged violation of law, policy, and procedures, the student shall attempt to solve the problem with the person with whom the student has the grievance, that person’s immediate supervisor, or the Vice President of Student Services (or designee).

2. Formal Complaint Procedures
Any student who believes he/she has a grievance must file an approved grievance complaint form with the Vice President of Student Services (or designee). The student may obtain the form from the Office of the Vice President of Student Services. The student must file within 90 days of the incident on which the grievance is based; or after the student knew or should have known of the basis for the grievance, whichever is later. The grievance complaint must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official. Failure to file a formal complaint within such ninety (90) day period constitutes waiver of the student’s right to appeal.

The specific resolution/remedy sought.

f. Hearing Procedure
i. The Vice President of Instruction, as Chair, shall provide written notice, including the date, time and place of the hearing to both parties at least

5. Written Notice/Written Decision. Notice sent by personal service or by registered or certified mail with return receipt requested via the U.S. Postal Service.

6. Day. Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held, excluding Saturdays, Sundays, and District holidays.

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b. For a grievance based on an alleged violation of law, policy, and procedures, the student shall attempt to solve the problem with the person with whom the student has the grievance, that person’s immediate supervisor, or the Vice President of Student Services (or designee).

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The specific resolution/remedy sought.

f. Hearing Procedure
i. The Vice President of Instruction, as Chair, shall provide written notice, including the date, time and place of the hearing to both parties at least
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ten days prior to the hearing. The notice shall be hand-delivered or sent by certified mail and shall include a copy of the complaint.

ii. The Chair shall provide the involved complainant with a written summary of rights he/she may be entitled to by law or contract at least 10 days before the hearing. For academic (grade) grievance, the Chair of the committee shall provide the involved faculty member with a written summary of rights he/she may be entitled to by law or contract at least 10 days before the hearing. Both parties shall be given adequate time (at least 10 days) to read and review all documents, consistent with privacy laws. This right may be waived by either party. Both parties shall be informed that all relevant evidence presented to the hearing committee, whether written or oral, may be used against them in this or any other proceeding unless otherwise prohibited by law. The written notice shall inform the parties of this fact. The Chair of the committee shall inform both parties orally of this fact at the commencement of the hearing.

iii. The decision of the Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by a majority of the other members of the panel to the contrary. The Chair may do whatever is necessary, so long as it is legally permissible, to ensure that the hearing is conducted in a fair, dignified and orderly manner.

iv. The Chair of the committee may exclude a witness from the hearing when the witness is not giving testimony.

v. Anyone who disrupts the proceeding or interferes shall be excluded from the proceeding.

vi. All information derived from the complaint is confidential. Information may not be made public nor discussed with anyone except those with a legitimate need to know.

vii. The hearing shall be open only to persons directly involved in the matters to be heard. The bargaining agent representing the respondent may send an observer to any hearing.

viii. The committee may call in “expert witnesses” if the subject of the grievance is beyond their expertise.

ix. The committee shall inform the witnesses (other than the accused) in writing that they are sought for interview purposes and their participation in the process is requested by the committee. Witnesses shall also be informed as to the purpose of the interview, the general subject of the interview, and their right to request representation by anyone of their choosing prior to and during said interview.

x. Any member of the committee may ask questions of any witness.

xi. The hearing shall be conducted so as to bring all of the relevant information and evidence to the members of the committee in an orderly and intelligible form. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted, if it is the sort of evidence on which responsible persons are accustomed to rely upon in the conduct of serious affairs. Accusations not specifically related to the alleged violation shall not be considered relevant. The rules of privilege shall apply to the same extent that they are recognized in civil actions.

xii. At all steps of the process, both the student filing and the other party have the right to be accompanied, advised and represented by a person or counsel of their choosing. If either party wishes to be represented by an attorney, a request must be presented not less than 10 days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the college representative may request legal assistance. The hearing committee may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

xiii. If the respondent or his/her representative, or both, are absent from all or a part of the hearing, the committee shall make its recommendations on the basis of whatever evidence is submitted before the hearing and on whatever evidence and testimony is presented to the committee during the hearing.

xiv. The committee shall make all evidence, written or oral, part of the record.

xv. The committee shall judge the relevancy and weight of testimony and evidence and make its findings of fact, limiting its investigation to the formal charge. The decision shall be based only on the record of the hearing, and not on matter outside of that record.

xvi. The burden shall be on the grievant to prove by a preponderance of the evidence that the facts alleged are true and a grievance has been sufficiently established.

xvii. The hearing date may be postponed or continued at the discretion of the Chair of the committee. Both parties shall be given notice of the new or continued hearing date.

xviii. The votes of the majority of the members present (at least 3 votes) are necessary in order for the committee to make a recommendation to the Vice President of Student Services.

xix. The Chair of the committee shall notify the Vice President of Student Services of the committee’s
recommendation within 10 days.

xx. A summary record of the proceedings held in a closed session shall be kept in a confidential file by the Vice President of Student Services and shall be available at all times to the accused person. The Vice President of Student Services has the responsibility to ensure that a proper record is maintained and available at all times.

g. Final Decision by Vice President of Student Services
Based on the grievance hearing committee’s recommendations, the Vice President of Student Services (or designee) may accept the recommendation, return it to the committee for further review, or reject it. Within 10 days of receipt of the committee’s recommendation, the Vice President of Student Services (or designee) shall send written notification to the parties and committee informing them of:

i. The committee’s recommendation;

ii. The final decision by Vice President of Student Services; and

iii. Appeals procedure

Any decision to reject findings of the committee must be supported by a summary finding of fact. The decision to recommend a grade change must be supported by a summary finding of fact, establishing mistake, fraud, bad faith or incompetence.

3. Appeals

a. President’s Decision
The Vice President of Student Services’ (or designee’s) decision may be appealed by either party in writing within 10 days of the Vice President of Student Services’ (or designee’s) decision. The College President shall issue a written decision to the parties and their representatives within ten (10) days of receipt of the appeal. A decision to change a grade must be supported by a summary finding of fact, establishing mistake, fraud, bad faith or incompetence.

b. Chancellor’s Decision
The College President’s decision may be appealed to the Chancellor in writing within 10 days of receipt of the decision. The Chancellor, or designee, shall issue a written decision to the parties and the representatives by certified mail within 10 days of the receipt of the decision. A decision to change a grade must be supported by a summary finding of fact, establishing mistake, fraud, bad faith or incompetence.

c. Board of Trustees’ Decision
The Chancellor’s (or designee’s), decision may be appealed to the Board of Trustees in writing within 10 days of the receipt of the decision. The Board will review the documentation of the prior steps of the case and determine whether to confirm the Chancellor’s decision or hear the appeal. If the Board confirms the Chancellor’s decision, the appellant has exhausted his or her remedies. If the Board decides to consider the appeal, it will do so in closed session subject to Education Code 72122, and will issue a final decision within forty-five (45) days after receipt of the decision. A decision to change a grade must be supported by a summary finding of fact, establishing mistake, fraud, bad faith or incompetence. Implementation of any grade change shall be held in abeyance until the internal appeal process has been exhausted.

All recommendations, resolutions, and actions taken by the Board of Trustees shall be consistent with the State and Federal law, the Peralta Community College District Policies and Procedures, and the PFT and Local 790 Collective Bargaining Agreements. (In the event of a conflict between the Collective Bargaining Agreement and the PCCD Policies and Procedures, the Collective Bargaining Agreement shall govern.)

4. Time Limits
Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Security of Grade Records
The District has implemented security measures for student records that assure no one without proper authorization may obtain access to student grade records. These measures are installed as part of the computerized grade data storage system in the enterprise management system, PeopleSoft. The measures implemented by the District include, but are not necessarily limited to, password protection for all student grade data bases, locking mechanisms for computer stations from which grade data bases can be viewed, and strict limits on the number of persons who are authorized to change student grades.

Persons authorized to change grades shall be designated by the Vice Chancellor of Educational Services. No more than six (6) [one at each college in A&R and two at district office A&R] District employees may be authorized to change student grades. Only full-time employees of the District may be authorized to change grades. Student workers shall not have access to or change grades at any time.

Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Vice Chancellor of Educational Services. Any student or employee who is found to have changed any grade without proper authorization or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with the District’s policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with the District’s policies and procedures.

AP 5500: Student Standards of Conduct, Discipline Procedures and Due Process

I. The purpose of this procedure is to provide a prompt and equitable means to address
Other District Policies and Procedures

violations of the Student Standards of Conduct, which ensures to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

II. These procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, Education Code Section 76120, and will not be used to punish expression that is protected.

III. A student excluded for disciplinary reasons from one college in the Peralta Community College District may be denied enrollment into other colleges in the District, depending on the specific form of discipline. The President of a college may also deny admission to a student suspended or excluded for disciplinary reasons from other colleges or universities.

IV. Standards of Conduct. Students are responsible for complying with all laws and college regulations and for maintaining appropriate course requirements as established by the instructors.

A. Disciplinary action may be imposed on a student for violation of college rules and regulations, the California Education Code, California Penal Code, and the California Administrative Code. Student misconduct may result in disciplinary action by the college and prosecution by civil authorities. Student misconduct may also result in disciplinary action that is applicable to other college campuses and central administrative offices at the Peralta Community College District. The college may require restitution as part of the discipline to ensure the return of items or compensation for any loss to the college or district. Misconduct that may result in disciplinary action includes, but is not limited to, the following violations:

1. Violation of District policies or regulations including parking and traffic regulations (subject to Education Code Section 76036), policies regulating student organizations, and time, place and manner regulations in regard to public expression.

2. Willful misconduct which results in injury or death of any person on college-owned or -controlled property, or college-sponsored or supervised functions; or causing, attempting to cause, or threatening to cause physical injury to another person.

3. Conduct which results in cutting, defacing, damaging, or other injury to any real or personal property owned by the college or to private property on campus.

4. Stealing or attempting to steal college property or private property on campus; or knowingly receiving stolen college property or private property on campus.

5. Unauthorized entry to or use of college facilities.

6. Committing or attempting to commit robbery or extortion.

7. Dishonesty such as cheating, plagiarism (including plagiarism in a student publication), forgery, alteration or misuse of college documents, records, or identification documents, or furnishing false information to the college.

8. The use, sale, or possession on campus of, or presence on campus under the influence of, any controlled substance, or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code or any controlled substance listed in California Health and Safety Code Section 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

9. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from an authorized college employee.

10. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the governing board.

11. Lewd, indecent, or obscene conduct or expression on college-owned or controlled property, or at college-sponsored or supervised functions; or engaging in lewd or slanderous expression; or expression or conduct which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or substantial disruption of the orderly operation of the college.

12. Disruptive or insulting behavior, willful disobedience, habitual profanity or vulgarity; or the open and persistent defiance of the authority of, refusal to comply with directions of, or persistent abuse of, college employees in the performance of their duty on or near the school premises or public sidewalks adjacent to school premises.

13. Obstruction or disruption of teaching, research, administrative procedures or other college activities.

14. Committing sexual harassment as defined by law or by college policies and procedures; or engaging in harassing or discriminatory behavior based on race, sex, religion, age, national origin, disability, or any other status protected by law.

15. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

B. In accordance with Education Code Section 76234, the results of any disciplinary action or appeal in connection with any alleged sexual assault, physical abuse or threat of the same shall be made available within 3 school days of the results, to the alleged victim, who shall keep such information confidential.

V. Forms of Discipline

Students facing disciplinary action are subject to any of the following actions:

A. Written or verbal reprimand.

An admonition to the student to cease and desist from conduct determined to violate the Code of Student Conduct. Written reprimands may become part of a student’s permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student’s record at the college for a period of up to one year.

B. Probation.

A period of time specified for observing and evaluating a student’s conduct, with or without special conditions. Probation will be imposed for a specific period of time; the student is considered removed from probation when the period expires. Violation of any conditions during the period of probation may be cause for further disciplinary action.

C. Loss of Privileges and Exclusion from Activities.

Exclusion from participation in designated privileges and extracurricular activities for a specified period of time. Violation of any conditions or Code of Student Conduct during the period of sanction may be cause for further disciplinary action.

D. Educational Sanction.

Work, research projects, counseling, or community service projects may be assigned. Violation of any requirements of assignment or Code of Student Conduct during the period
of sanction may be cause for further disciplinary action.

E. Treatment Requirement. Require enrollment in anger management, drug and alcohol rehabilitation treatment. Such requirement must receive prior approval from the Vice President of Student Services (or designee).

F. Group Sanction. Sanctions for the misconduct of groups or organizations may include temporary or permanent revocation or denial of group registration as well as other appropriate sanctions.

G. Removal from Class. Exclusion of the student by an instructor for the day of the removal and the next class meeting. Instructor must immediately report the removal to the Vice President of Student Services (or designee).

H. Exclusion from Areas of the College. Exclusion of a student from specified areas of the campus. Violation of the conditions of exclusion or Code of Student Conduct during the period of exclusion may be cause for further disciplinary action.

I. Withdrawal of Consent to Remain on Campus. Withdrawal of consent by the Campus Police for any person to remain on campus in accordance with California Penal Code Section 626.4/626.6 where the Campus Police has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus. Any person to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest.

J. Short-term Suspension. Exclusion of the student by the President (or designee) for good cause from one or more classes for a period of up to ten consecutive days of instruction.

K. Long-term Suspension. Exclusion of the student by the President (or designee) for good cause from one or more classes for the remainder of the school term or school year, or from all classes and activities of the college and District for one or more terms.

L. Expulsion. Exclusion of the student by the Board of Trustees from attending all colleges in the District.

VI. Disciplinary action may be imposed on a student by:

A. A college faculty member who may place a student on probation or remove the student from class and/or a college activity for the remainder of that class/activity period.

B. The President (or designee) who may impose any form of discipline, including summarily suspending a student who is deemed necessary for the welfare and safety of the college community.

C. The President who may recommend “expulsion” to the Chancellor.

D. The Board of Trustees who may terminate a student’s privilege to attend any college of the District.

VII. Due Process for Discipline, Suspensions, Expulsions

A. Definitions:

1. Student. Any person currently enrolled as a student at any college or in any program offered by Peralta Community College District.

2. Faculty Member. Any instructor (an academic employee of the District in whose class a student subject to discipline is enrolled), counselor, librarian, or any academic employee who is providing services to the student.

3. Day. A day during which the District is in session and regular classes are held, excluding Saturdays, Sundays, and District holidays.

4. Written Notice/Written Decision. Notice sent by personal service or by registered or certified mail with return receipt requested via the United States Postal Service.

B. Procedure.

Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

1. Notice. The Vice President of Student Services (or designee) will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:

   a. The specific section of the Code of Student Conduct that the student is accused of violating.

   b. A short statement of the facts (such as the date, time, and location) supporting the accusation.

   c. The right of the student to meet with the Vice President of Student Services (or designee) to discuss the accusation, or to respond in writing.

   d. The nature of the discipline that is being considered.

2. Time limits. The notice must be provided to the student within 5 days of the date on which the conduct took place or became known to the Vice President of Student Services (or designee); in the case of continuous, repeated or ongoing conduct, the notice must be provided within 5 days of the date on which conduct occurred or became known to the Vice President of Student Services (or designee) which led to the decision to take disciplinary action.

3. Conference Meeting. A student charged with misconduct must meet with the Vice President of Student Services (or designee) for a conference regarding the basis of the charge and the possible disciplinary action that may arise as a consequence. If the student fails to respond within 5 days after receipt of the written notice, the Vice President may proceed on the assumption that the charge(s) is (are) valid. The conference with the Vice President of Student Services (or designee) will be for the purpose of:

   a. Reviewing the written statement of the charge(s) as presented to the student;

   b. Providing a reasonable opportunity at the meeting for the student to answer the charge(s) verbally or in writing to the accusation;

   c. Informing the student in writing of possible disciplinary action that might be taken;

   d. Presenting to the student the College Due Process Procedures.

4. Meeting Results. One of the following scenarios will occur:

   a. The matter is dismissed, in which case no public record of this incident shall be retained; however, an annual confidential report is required to be submitted to the Peralta Board of Trustees.

   b. A disciplinary action is imposed, and the student accepts the disciplinary action.

   c. A disciplinary action is imposed, and the decision of the Vice President of Student Services (or designee) is final due to the form of the discipline.

   d. A disciplinary action of a long-term suspension is imposed and the student does not accept the long-term suspension. The student must file at the Office of the President a written notice of intent to appeal to the
VIII. Hearing Procedures:

6. Long-term Suspension.
   Within 5 days after the meeting described above, the Vice President of Student Services (or designee) shall decide whether to impose a long-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the Vice President of Student Services' decision shall be provided to the student. The written notice will include the length of time of the suspension, or the nature of the lesser disciplinary action. The Vice President of Student Services' decision on a short-term suspension shall be final.

5. Short-term Suspension.
   Within 5 days after the meeting described above, the Vice President of Student Services (or designee) shall decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the Vice President of Student Services' decision shall be provided to the student. The written notice will include the length of time of the suspension, or the nature of the lesser disciplinary action. The Vice President of Student Services' decision shall be final.

C. Student Disciplinary Hearing Panel.
   The hearing panel for any disciplinary action shall be composed of one faculty (selected by the President of the Faculty Senate), one classified (selected by the President of the Classified Senate), one administrator (selected by the President of the College) and one student (selected by the Associated Students). The President (or designee), at the beginning of the academic year, will establish the panel, along with alternates. The chair of the committee will be appointed by the President.

D. Hearing Panel Chair.
   The President (or designee) shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by two other members of the panel to the contrary.

E. Conduct of the Hearing.
   1. The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.
   2. The facts supporting the accusation shall be presented by a college representative who shall be the Vice President of Student Services.
   3. The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Other District Policies and Procedures

A. Request for Hearing.
   Within 5 days after receipt of the Vice President of Student Services' decision regarding a long-term suspension, the student may request a formal hearing. The request must be made in writing to the President (or designee). Any charge(s) to which the student does not respond shall be deemed valid.

B. Schedule of Hearing.
   The formal hearing shall be held within 10 days after a written request for hearing is received. Student’s failure to confirm attendance at hearing or failure to appear at the hearing without reasonable cause constitutes waiver of the student’s right to appeal.

7. Expulsion.
   Within 5 days after the meeting described above, the Vice President of Student Services (or designee) may decide to recommend expulsion to the President. The Student Disciplinary Hearing Panel shall be convened to provide a recommendation to the President. The President shall then decide whether to make a recommendation of expulsion to the Chancellor and Board of Trustees. Written notice of the President’s (or designee) decision to recommend expulsion shall be provided to the student. The written notice will include the right of the student to a formal hearing with the Board of Trustees before expulsion is imposed, and a copy of the College Student Discipline (Due Process) Procedures describing the procedures for a hearing.
IX. President’s (or Designee’s) Decision

A. Long-term suspension.

Within 5 days following receipt of the hearing panel’s recommendation, the President (or designee) shall render a final written decision based on the recommendations of the hearing panel and the Vice President of Student Services (or designee). If the President (or designee) modifies or rejects the hearing panel’s recommendation, the President shall review the record of the hearing, and shall prepare a written decision that contains specific factual findings and conclusions. The decision of the President (or designee) shall be final.

B. Expulsion.

Within 5 days following receipt of the hearing panel’s recommendation, the President (or designee) shall render a written decision either to recommend expulsion or to impose a lesser form of discipline. If the President (or designee) modifies or rejects the hearing panel’s decision, he or she shall review the record of the hearing, and shall prepare a written decision that contains specific factual findings and conclusions. If the President (or designee) decides to recommend expulsion, such recommendation shall be forwarded to the Chancellor and Board of Trustees.

X. Chancellor’s Decision

A student may, within 10 days of the President’s decision to impose long-term suspension or to recommend expulsion, appeal the decision in writing to the Chancellor. For long-term suspensions, the Chancellor (or designee) shall issue a written decision to the parties and the Board of Trustees within ten days of the receipt of the President’s decision. For expulsions, the Chancellor shall forward the President’s recommendation to the Board of Trustees within 10 days and provide an independent opinion as to whether he or she also recommends expulsion.

XI. Board of Trustees’ Decision

A. Long-Term Suspension Appeal.

The Chancellor’s (or designee’s) decision regarding long-term suspension may be appealed to the Board of Trustees within 10 days of receipt of the Chancellor’s decision. The Board will consider the appeal request, along with the Chancellor’s decision, at the next regularly scheduled meeting. The Board may reject the appeal request and uphold the Chancellor’s decision, or accept the appeal and conduct a hearing. The Board’s procedures for hearing of long-term suspension will be similar to the procedures required for expulsion hearings.

B. Expulsion.

1. The Board of Trustees shall consider any recommendation from the President for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

2. The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122)

3. The student shall receive written notice at least three days prior to the meeting of the date, time, and place of the Board’s meeting.

4. The student may, within 48 hours after receipt of the notice, request that the hearing be held as a public meeting.

5. Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.

6. The Board may accept, modify or reject the findings, decisions and recommendations of the President (or designee) and Chancellor (or designee). If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a written decision that contains specific factual findings and conclusions. The decision of the Board shall be final.

7. The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

XII. Time Limits

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

XIII. Student Grievance

A. Students who believe that they have been improperly subjected to any of the disciplinary measures stated in this policy may file a Student Grievance with the Vice President of Student Services in accordance with Board Policy 5530 Student Rights and Grievance.

B. Students in Allied Health Programs:

Board Policy 5531 (Allied Health: Student Appeal of Dismissal for Clinical Performance) may apply in lieu of this Board Policy to students who are enrolled in the Allied Health program for clinical performances.

AP 5530: Student Rights and Grievance Procedure

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. This procedure shall be available to any student who reasonably believes an experience or decision has adversely affected his or her status, rights or privileges as a student. A grievance may be initiated by a student against an instructor, an administrator, or a member of the classified staff. A grievance may also be initiated against another student.

I. Grounds for Filing Student Grievances

The Student Grievance Procedure shall apply only to grievances involving:

A. Academic (Grade) Grievance:

A complaint alleging mistake, fraud, bad faith or incompetence in the academic (grade) evaluation of student performance.

B. Violation of Law, Policy, and Procedures:

1. Violation of rights which a student is entitled to by law or District policy, including financial aid, exercise of free expression, rules for student conduct, admission, probation, or suspension or dismissal policies.

2. Act or threat of physical aggression.

3. Act or threat of intimidation or harassment.

C. This Student Grievance Procedure does not apply to:

1. Police Citations (i.e. “Tickets”). Complaints about citations must be directed to the Campus Police...
II. Definitions
A. Party: The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. “Party” shall not include the Grievance Hearing Committee.

B. Student: A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance may be filed by a student by or against the student.

C. Respondent: Any person claimed by a grievant to be responsible for the alleged grievance.

D. Observer: An individual who is present at a hearing to observe the proceeding, but shall not be allowed to speak and address the committee.

E. Written Notice/Written Decision: Notice sent by personal service or by registered or certified mail with return receipt requested via the U.S. Postal Service.

F. Day. Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held, excluding Saturdays, Sundays, and District holidays.

III. Grievance Process
A. Informal Resolution
Within 30 days of the allegation, each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing:

1. For an academic (grade) grievance, the student shall make an appointment with the faculty against whom he/she has a grievance during the faculty member’s posted office hours or at a mutually agreed upon time, in order to discuss the student’s grievance. Should the faculty members fail to meet with the student in a timely manner, the student may request an informal resolution if the student wishes the informal resolution, if any of the grievance to become official. Failure to file a formal complaint within such fifty (90) day period constitutes waiver of the student’s right to appeal.

B. Formal Complaint Procedures
Any student who believes he/she has a grievance must file an approved grievance complaint form with the Vice President of Student Services (or designee). The student may obtain the form from the Office of the Vice President of Student Services. The student must file within 90 days of the incident on which the grievance is based; or after the student knew or should have known of the basis for the grievance, whichever is later. The grievance complaint must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official. Failure to file a formal complaint within such ninety (90) day period constitutes waiver of the student’s right to appeal.

1. Filing Complaint
The complaint must include the following:
   a. The exact nature of the complaint (grounds)
   b. The specific details of the complaint (e.g., chronology of the event and an explicit description of the alleged violation)
   c. A description of the informal meeting and attempted resolution, if any
   d. The specific resolution/remedy sought
Complaint should be filed with the Vice President of Student Services.

2. Meeting with Vice President of Student Services (or Designee)
The Vice President of Student Services (or designee) shall provide to the person against whom the grievance has been filed a copy of the grievance and a copy of the procedure. The Vice President of Student Services (or designee) will provide the grievant with a written copy of the policy and procedures and answer all questions regarding the policy including the student’s rights and responsibilities in the process of filing a grievance.

   a. For academic (grade) grievance, the Vice President of Student Services (or designee) will inform the student that a grade change may only be made where there is a finding of fraud, mistake, bad faith or incompetence.
   b. For a grievance based on an alleged violation of law, policy, and procedures, the student shall attempt to solve the problem with the person with whom the student has the grievance, that person’s immediate supervisor, or the Vice President of Student Services (or designee).

3. Request for Grievance Hearing
If an informal resolution cannot be reached, the Vice President of Student Services (or designee) shall make a request for records and documents from the student filing the complaint and forward copies of all documents pertinent to the alleged violation to the Chair of the Grievance Committee and the parties. The Grievance Hearing Committee or accusations not specifically related to the alleged violations shall not be forwarded to the committee or the parties.

   a. For academic (grade) grievance, the Chair shall request records and documents from the faculty member against whom the complaint has been filed.
   b. For grievance based on an alleged violation of law, policy, and procedures, the Chair shall request records and documents from the party against whom the complaint has been filed.

   The Grievance Hearing timeline may be tolled (postponed) pending a formal investigation of any discrimination claims by or against the student. Such investigation must be concluded no later than 90 calendar days as required by law.

4. Grievance Hearing Committee
Within 90 days following receipt of the grievance complaint form, the Grievance Hearing Committee shall conduct a hearing. The following College Grievance Committee members shall be appointed for a term of one academic year as follows:
   a. The Vice President of Instruction, who shall Chair the committee;
   b. One faculty member (and one alternate) jointly appointed by the PFT and the Faculty Senate;
   c. One administrator (and one alternate) appointed by the College President;
   d. One student (and one alternate) appointed by the President of the Associated Students...
Additional committee member:

e. For academic (grade) grievances, one faculty member (and one alternate) jointly appointed by the PFT and the Faculty Senate; or

f. For other grievances, one classified employee (and one alternate) jointly appointed by Local 790 and the Classified Senate. A committee member shall withdraw from participation in the hearing if a conflict of interest is anticipated, in which case the alternate member shall serve. The members of the Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins. Four-fifths of the members of the committee shall be present in order for the committee to act.

5. Hearing Procedure

a. The Vice President of Instruction, as Chair, shall provide written notice, including the date, time and place of the hearing to both parties at least ten days prior to the hearing. The notice shall be hand-delivered or sent by certified mail and shall include a copy of the complaint.

b. The Chair shall provide the involved complainant with a written summary of rights he/she may be entitled to by law or contract at least 10 days before the hearing. For academic (grade) grievance, the Chair of the committee shall provide the involved faculty member with a written summary of rights he/she may be entitled to by law or contract at least 10 days before the hearing. Both parties shall be given adequate time (at least 10 days) to read and review all documents, consistent with privacy laws. This right may be waived by either party. Both parties shall be informed that all relevant evidence presented to the hearing committee, whether written or oral, may be used against them in this or any other proceeding unless otherwise prohibited by law. The written notice shall inform the parties of this fact. The Chair of the committee shall inform both parties orally of this fact at the commencement of the hearing.

c. The decision of the Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by a majority of the other members of the panel to the contrary. The Chair may do whatever is necessary, so long as it is legally permissible, to ensure that the hearing is conducted in a fair, dignified and orderly manner.

d. The Chair of the committee may exclude a witness from the hearing when the witness is not giving testimony.

e. Anyone who disrupts the proceeding or interferes shall be excluded from the proceeding.

f. All information derived from the complaint is confidential. Information may not be made public nor discussed with anyone except those with a legitimate need to know.

g. The hearing shall be open only to persons directly involved in the matters to be heard. The bargaining agent representing the respondent may send an observer to any hearing.

h. The committee may call in “expert witnesses” if the subject of the grievance is beyond their expertise.

i. The committee shall inform the witnesses (other than the accused) in writing that they are sought for interview purposes and their participation in the process is requested by the committee. Witnesses shall also be informed as to the purpose of the interview, the general subject of the interview, and their right to request representation by anyone of their choosing prior to and during said interview.

j. Any member of the committee may ask questions of any witness.

k. The hearing shall be conducted so as to bring all of the relevant information and evidence to the members of the committee in an orderly and intelligible form. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted, if it is the sort of evidence on which responsible persons are accustomed to rely upon in the conduct of serious affairs. Accusations not specifically related to the alleged violation shall not be considered relevant. The rules of privilege shall apply to the same extent that they are recognized in civil actions.

l. At all steps of the process, both the student filing and the other party have the right to be accompanied, advised and represented by a person or counsel of their choosing. If either party wishes to be represented by an attorney, a request must be presented not less than 10 days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the college representative may request legal assistance. The hearing committee may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

m. If the respondent or his/her representative, or both, are absent from all or a part of the hearing, the committee shall make its recommendations on the basis of whatever evidence is submitted before the hearing and on whatever evidence and testimony is presented to the committee during the hearing.

n. The committee shall make all evidence, written or oral, part of the record.

o. The committee shall judge the relevancy and weight of testimony and evidence and make its findings of fact, limiting its investigation to the formal charge. The decision shall be based only on the record of the hearing, and not on matter outside of that record.

p. The burden shall be on the grievant to prove by a preponderance of the evidence that the facts alleged are true and a grievance has been sufficiently established.

q. The hearing date may be postponed or continued at the discretion of the Chair of the committee. Both parties shall be given notice of the new or continued hearing date.

r. The votes of the majority of the members present (at least 3 votes) are necessary in order for the committee to make a recommendation to the Vice President of Student Services.

s. The Chair of the committee shall notify the Vice President of Student Services of the committee’s recommendation within 10 days.

t. A summary record of the proceedings held in a closed session shall be kept in a
confidential file by the Vice President of Student Services and shall be available at all times to the accused person. The Vice President of Student Services has the responsibility to ensure that a proper record is maintained and available at all times.

6. Final Decision by Vice President of Student Services
Based on the grievance hearing committee’s recommendations, the Vice President of Student Services (or designee) may accept the recommendation, return it to the committee for further review, or reject it. Within 10 days of receipt of the committee’s recommendation, the Vice President of Student Services (or designee) shall send written notification to the parties and committee informing them of:

a. The committee’s recommendation;

b. The final decision by Vice President of Student Services; and

c. Appeals procedure
Any decision to reject findings of the committee must be supported by a summary finding of fact. The decision to recommend a grade change must be supported by a summary finding of fact, establishing mistake, fraud, bad faith or incompetence.

7. Appeals

a. President’s Decision
The Vice President of Student Services’ (or designee’s) decision may be appealed by either party in writing within 10 days of the Vice President of Student Services’ (or designee’s) decision. The College President shall issue a written decision to the parties and their representatives within ten (10) days of receipt of the appeal. A decision to change a grade must be supported by a summary finding of fact, establishing mistake, fraud, bad faith or incompetence.

b. Chancellor’s Decision
The College President’s decision may be appealed to the Chancellor in writing within 10 days of receipt of the decision. The Chancellor, or designee, shall issue a written decision to the parties and the representatives by certified mail within 10 days of the receipt of the decision. A decision to change a grade must be supported by a summary finding of fact, establishing mistake, fraud, bad faith or incompetence.

c. Board of Trustees’ Decision
The Chancellor’s (or designee’s), decision may be appealed to the Board of Trustees in writing within 10 days of the receipt of the decision. The Board will review the documentation of the prior steps of the case and determine whether to confirm the Chancellor’s decision or hear the appeal. If the Board confirms the Chancellor’s decision, the appellant has exhausted his or her remedies. If the Board decides to consider the appeal, it will do so in closed session subject to Education Code 72122, and will issue a final decision within forty-five (45) days after receipt of the decision. A decision to change a grade must be supported by a summary finding of fact, establishing mistake, fraud, bad faith or incompetence. Implementation of any grade change shall be held in abeyance until the internal appeal process has been exhausted. All recommendations, resolutions, and actions taken by the Board of Trustees shall be consistent with the State and Federal law, the Peralta Community College District Policies and Procedures, and the PFT and Local 790 Collective Bargaining Agreement. (In the event of a conflict between the Collective Bargaining Agreement and the PCCD Policies and Procedures, the Collective Bargaining Agreement shall govern.)

8. Time Limits
Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

AP 5140: Disabled Students Programs and Services
Under federal and state laws, the District and Colleges are required to ensure that academic requirements and practices, facilities, electronic information technology, printed materials, and College services and activities are accessible to individuals with disabilities. The College will make modifications as necessary in order to provide equal access.

I. Role of Disabled Students Programs and Services
The role of the Disabled Students Programs and Services (DSPS) program is to assist the colleges in meeting federal and state obligations to students with disabilities. DSPS is the primary provider for support programs and services that facilitate equal educational opportunities for students with disabilities who can benefit from instruction as required by federal and State laws.

A. No student with disabilities is required to participate in the DSPS program. If a student requests accommodations and does not want to register with DSPS, he/she will need to submit documentation to the College 504/ADA Coordinator, DSPS will evaluate the disability documentation and discuss the request for accommodations with the student.

B. Each College maintains a plan for the provision of programs and services to students with disabilities designed to assure that they have equal access to College classes and programs. The yearly DSPS Plan, as required by the State Chancellor’s Office, describes the processes, procedures, and requirements, as well as a full description of the program. Other information regarding the goals and objectives of DSPS can be found in the DSPS Program Review document.

II. Academic Accommodations

A. Pursuant to Section 504 of the Rehabilitation Act of 1973, Title 5, Section 56027, and Board Policy 5.24, the Peralta Community College District has developed the following procedures to respond in a timely manner to requests by students with disabilities for academic accommodations. Pursuant to Title 5, Sections 56000-56088 the District has developed DSPS at each college to assist students with disabilities in accessing appropriate instruction, programs, academic accommodations and auxiliary aids.

B. The goal of all academic accommodations and auxiliary aids is to minimize the effects of the disability on the educational process. The student with a disability shall be given the opportunity both to acquire information and to be evaluated in a way that allows the student to fully demonstrate his/her knowledge of the subject. The goal is to maintain academic standards by giving the student assignments that are comparable in content, complexity, and quantity.

1. When a student requests disability-related services, the student’s disability is verified by the DSPS professional, according to state-mandated criteria. If the student is deemed ineligible for services, DSPS shall provide the student with written notice of the denial stating both the reasons for the denial and that the student has a right to appeal the denial through the District Discrimination and
Other District Policies and Procedures

Example of appropriate follow up might be a DSPS Counselor contacting an instructor and DSPS student to inquire about the effectiveness of an accommodation.

IV. Meeting General Education Degree Requirements

When the severity of the disability of an otherwise qualified student precludes successful completion of a course required for graduation from a college within the Peralta Community College District, despite an earnest effort on the part of the student to complete the course or its prerequisite—if appropriate for the disability as determined by a qualified DSPS Specialist—and despite the provision of academic adjustments and/or auxiliary aids, the student may request a substitution of the course as an alternative method of meeting general education degree requirements.

A. The Evaluation Team will consist of the DSPS Coordinator, the Department chair or instructor from the discipline of the course or major for which a substitution is being requested, and the appropriate Dean of Instruction.

B. The team may consult, as appropriate, with DSPS professionals, Associate Vice Chancellor for Admissions and Records and Student Services, and the College Vice President of Instruction in order to make a decision.

C. In assessing requests, the Evaluation Team should consider the anticipated exit skills from the course that can be substituted for comparable exit skills in another course. These comparable skills may be found in a discipline different from the discipline of the original course.

V. Meeting Major or Certificate Requirements

The process for evaluating requests for major or certificate requirements is the same as stated in the section (IV) above except that the student may request a substitution or a waiver of the course as an alternative method of meeting major or certificate requirements.

A. A course substitution maintains the standards of academic rigor of degree programs because the student is required to demonstrate comparable skills (when a student completes a comparable course as established by an Evaluation Team). Therefore, requesting a course substitution is the preferred option to meet general education degree requirements. For major or certificate course requirements, course substitutions and/or waivers may be considered.

B. Course substitutions are applicable for Peralta Community College District and may not be recognized by a transfer college.

VI. Evaluation of Substitution/Waiver Request

A. Documentation

The student will complete the Request for Change of Graduation Requirements Form (available in the DSPS office) and submit it to the DSPS professional with the following attachments:

1. Petition for Substitution/Waiver (obtained from the Admissions Office).

2. Letter (written by the student) addressing the criteria listed in Part B.

3. Evidence from the DSPS Professional (DSPS Coordinator, Counselor, Instructor, Acquired Brain Injury (ABI) Specialist, Learning Disability (LD) Specialist, etc.) verifying the disability and how it relates to the student’s request.

4. Documentation of the student’s academic record, the degree requirements for graduation and information about the course in question regarding whether or not it is essential to the student’s course of study, major, transfer goals and/or employment goals as appropriate.

5. Additional Supporting Documentation can be provided by students.

B. Evaluation of Request

1. The DSPS professional will review all documents, outline evidence of the use of all appropriate
3. The Evaluation Team will assess student requests based on the following criteria:
   a. Documentation of the student's disability with specific test scores, when appropriate, and a description of educationally related functional limitations in the academic area under discussion.
   b. Evidence of the student's earnest efforts to meet the graduation requirement, which may include:
      i. Consistent and persistent efforts in attempting to meet all graduation requirements.
      ii. Evidence that the student has attempted to take the course in question or its prerequisite with accommodations and has been unable to successfully complete course requirements.
      iii. Regular attendance (i.e., meeting the attendance requirements of the course).
      iv. Completion of all course assignments;
      v. Use of all appropriate and available services such as tutorial assistance or instructional support classes;
      vi. Use of all appropriate and available academic accommodations such as test accommodations.
   vii. Agreement among the student, DSPS Counselor and the appropriate Disabilities Specialist that, due to the severity of the disability, the student would not be able to successfully complete the course requirements, even with accommodations.
   c. Evidence that the student is otherwise qualified such as:
      i. The student's success in completing other course work requirements for the degree/certificate as indicated by a grade point average of 2.0 or greater in degree applicable classes.
      ii. Information about the course in question regarding whether or not it is essential to the student's Course of Study, Major, Transfer Goals or Employment Goals.
      iii. Information about alternatives to the course in question based on the learning/academic goals of that course.

VII. Decision Process

A. Meeting General Education Degree Requirements
   The Evaluation Team’s decision will be made by majority vote. If the Team recommends a course substitution, the Team will request the department in which the student is asking for course substitution to provide a list of previously identified appropriate course substitutions. If the department cannot identify an appropriate course substitution or if the Team concludes that a substitute course is inappropriate due to the severity of the disability, as documented by the Verification of Disability and Educational Limitations Form, then the College Vice President of Instruction and the Associate Vice Chancellor for Admissions and Records and Student Services shall be included in the evaluation process to assist with the identification of an appropriate course substitution.

B. Meeting Major/Certificate Requirements
   The process for evaluating request for major/certificate requirements is the same as those stated above except that the student may request a substitution or a waiver of a course as an alternative method of meeting major or certificate requirement.

VIII. Complaint Procedure
   If the student is dissatisfied with the decision of the Evaluation Team, she/he may follow the District’s Harassment and Discrimination Complaint Procedures. The finding may be appealed directly to the District Affirmative Action Officer. Students can obtain the assistance of the District Affirmative Action Office at any point during this process.

IX. Equal Access to Electronic and Information Technology
   Federal and State laws require that all electronic and information technology purchased or used by federal agencies must be accessible for use by persons with disabilities. This regulation applies to the development, procurement, maintenance and/or use of all electronic and information technologies.
   A. The Information Technology Department will ensure that College employees who purchase or request recommendations about information technology products are informed of the accessibility requirements of Section 508.
   B. Grant recipients will be informed of their obligations under Section 508 requirements.
   C. The Purchasing Department will ensure that vendors and other contract recipients are informed of their obligations under section 508 requirements.
   D. The Colleges and District will ensure that the District's Harassment and Discrimination Complaint Procedures. The finding may be appealed directly to the District Affirmative Action Officer. Students can obtain the assistance of the District Affirmative Action Office at any point during this process.
   E. The Colleges will ensure that video and multimedia products developed by the College and/or housed at the College are equally accessible to individuals with disabilities as defined by World Wide Web Consortium (W3C).
   F. The Colleges will ensure that faculty who develop web pages, online learning, and other distance learning options for students are informed of their obligations under section 508.
   G. The College will ensure that faculty and staff are informed of their obligations under Section 508 requirements as they pertain to enrolled and prospective students.
   H. The Colleges will ensure that all staff members are informed of their obligations under Section 508 requirements as they pertain to visitors and events on campus.
   I. The Office of Instruction will ensure that all library staff members are informed of their obligations under Section 508 as they pertain to library patrons.
AP 3440: Service Animals

The District will allow an individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law. The District will allow an individual with a disability to be accompanied by his/her service animal in all areas of the District’s facilities where members of the public, or participants in services, programs or activities, are allowed to go. These procedures shall also be applicable to any individual who is training a service animal.

I. Service Animal Defined
   A. A “service animal” for purposes of this procedure means any dog (or miniature horse, as provided herein) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

B. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

C. The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

II. Exceptions
   A. The District may ask an individual with a disability to remove a service animal from the premises if:
      1. It is not controlled;
      2. It is not housebroken; and/or
      3. It is a threat to the health and safety of others

   B. If a service animal is excluded under one of these exceptions, the District will give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service animal on the premises.

III. Assessment Factors for Miniature Horses
   The District will consider the following factors:
   A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
   B. Whether the handler has sufficient control of the miniature horse;
   C. Whether the miniature horse is housebroken; and
   D. Whether the miniature horse’s presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

IV. Control
   The service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal’s safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler’s control (e.g., voice control, signals, or other effective means).

V. Care or Supervision
   The District is not responsible for the care or supervision of the animal.

VI. Inquiries by the District
   A. The District may make two inquiries to determine whether an animal qualifies as a service animal:
      1. Whether the animal is required because of a disability; and
      2. What work or task the animal has been trained to perform.

   B. The District will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person’s wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

   C. An individual may choose to produce a county service dog license or identification tag as proof that the animal is a service animal. Licensure or certification is not required in order to meet the definition of service animal under this procedure. There are no licensing or certification requirements for miniature horses.

VII. No Surcharge
   The District will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the District normally charges individuals for damage caused by pets, an individual with a disability may be charged for damaged caused by his or her service animal.

VIII. Employees
   Notwithstanding the above, for employees of the District, service animals shall be treated as a reasonable accommodation of a physical or mental disability in accordance with Administrative Procedure AP 3410.

AP 3550: Service Animals

AP 3570: Smoking

I. Applicability
   Smoking is prohibited in all indoor and outdoor Peralta Community College District’s (“PCCCD”) campus locations and District Administrative Centers, except for the following areas:
   A. Berkeley City College:
      No exceptions designated.
   B. College of Alameda:
      1. The area immediately outside the southwest corner of parking lot B;

AP 3551: Preserving A Drug Free Environment for Students

Board Policy 3550 requires the Peralta Community College District to maintain campuses where students are prohibited from the unlawful manufacture, distribution, dispensing, possession, or use of controlled substances and from the use of alcohol.

A. For purposes of this administrative procedure, campus shall mean those places where a student is engaged in an authorized college activity. The campus includes property owned or leased by the District; property used by the District for student participation in field trips, field study, athletic competition, or study travel programs; and District or private vehicles while being used for official District business.

B. All students are required to comply with this procedure to remain in good standing and as a condition of continued attendance in any of the District’s colleges. Any violation of this procedure will be cause for disciplinary action against the student, up to and including expulsion, and/or may require the student to participate satisfactorily in a substance abuse assistance or rehabilitation program. Student discipline shall be accomplished in accordance with the provisions of AP 5520 Student Discipline Procedures.

C. Any student who needs information about substance abuse treatment may consult a counselor, who can provide the student with information about available treatment resources. The District does not provide substance abuse treatment.

D. The District shall provide annual notice to its students in the “Standards of Student Conduct” document of the prohibitions stated in this policy, including a description of the health risks associated with drug or alcohol abuse and of the District and community resources available for counseling and rehabilitation of those persons with alcohol or drug-related problems. The District shall also provide notice of the consequences of campus illicit drug and alcohol abuse violations, including possible criminal sanctions and student disciplinary action up to and including expulsion pursuant to applicable state law and District policy and administrative regulations. The purpose of such sanctions and discipline is to urge the students to begin the personal process of rehabilitation.

AP 5520 Student Discipline Procedures

I. Applicability
   Smoking is prohibited in all indoor and outdoor Peralta Community College District’s (“PCCCD”) campus locations and District Administrative Centers, except for the following areas:
   A. Berkeley City College:
      No exceptions designated.
   B. College of Alameda:
      1. The area immediately outside the southwest corner of parking lot B;
Other District Policies and Procedures

2. The grass area immediately to the east of the southernmost parking lot which is near buildings A and L.

C. Laney College:
No exceptions designated.

D. Merritt College:
All parking lots, except parking lots adjacent to the child care center, between buildings A & D, and the faculty and staff parking lot behind the A Building.

E. District Administrative Center Offices:
50 feet away from all buildings in the parking lot behind the main Administrative Office building.

II. Penalties
A. Violations of the smoking procedures of PCCD are subject to a fine equal to the current fee for parking violations. However, smoking fines shall be limited to a maximum fine of $100. Persistent offenders, 3 offenses or more, shall be fined $100.

B. If payment is not received within 21 calendar days the offenders will be notified of the consequences of failure to pay.

C. Payment must be sent to: Parking Enforcement Center, PO Box 6010, Inglewood, CA 90312. Check or money order shall be made payable to the “Peralta Community College District”.

III. Enforcement Procedure
A. Citation Enforcement
1. Peralta Police Services and other security entities (collectively, “Security Personnel”) shall have authority to issue citations for violations of PCCD’s smoking policy using the procedures established herein.

2. Citations shall be issued using the Peralta Police Services Notice of Parking Violations.

3. All Security Personnel who issue smoking citations shall complete all sections of the citation and shall include personally identifiable information, based on information required and available.

4. Security Personnel will leave a copy of the citation with the individual being cited.

B. Voiding Citations
1. A citation shall only be voided if it is determined that the citation was written in error, prior to the citation being issued. Once the citation has been issued, the citation may only be dismissed through the administrative review process.

2. Security Personnel voiding smoking citations shall:
   a. Write void on all copies of the citation; and
   b. Submit all voided copies to the Peralta Police Services office.

3. All copies of each voided citation will be filed and maintained for one year.

C. Citation Correction Notice
1. If an error was written on a smoking citation, but the citation is valid on its face, the Security Personnel who issued the citation shall complete a Citation Correction Notice.

2. If the error is discovered by a person other than the issuing Security Personnel, the citation will be returned to the issuing Security Personnel.

3. Once the error is confirmed, the issuing Security Personnel will complete a Notice of Correction and forward it to Peralta Police Services Administrative Sergeant for review.

4. Once the Notice of Correction has been reviewed, it will be mailed to the individual cited on the citation.

5. A copy of the Notice of Correction will be attached to the original citation and filed.

IV. Appeals (3 Levels)
A. Request for Citation Cancellation (Level 1)
1. An individual may request a Citation Cancellation within 21 calendar days of the issuance date.

2. Requests for cancellation must be done in writing, on the Citation Cancellation form. Forms are located at the Peralta Police Services Office, 333 E. 8th Street, Oakland, CA 94606.

3. Upon submittal of the Citation Cancellation form, the validity of the appeal shall be evaluated. Any decision made shall be based on the facts as represented on the face of the citation, the review request, and applicable laws and regulations.

   a. For citations issued by Peralta Police Services, their Administrative Sergeant shall evaluate the validity of the appeal.

   b. For citations issued by Security Personnel other than Peralta Police Services, the Vice Chancellor of General Services shall evaluate the validity of the appeal.

4. The evaluating officer can:
   a. Dismiss the violation and request PCCD to remit any payment made;
   b. Find no grounds for dismissal;
   c. Determine that an individual is not a persistent offender; or
   d. Reduce any late fees.

5. Decisions will be mailed to the individual who requested the Citation Cancellation. A copy of the decision will be kept on file until one year after the appeals process has been finalized.

B. Administrative Hearing (Level 2)
1. Individuals dissatisfied with the findings of the Level 1 hearing may request an “Administrative Hearing” (Level 2 hearing).

   a. For citations issued by Peralta Police Services in writing within 21 calendar days of the issuance date.

   b. For citations issued by Security Personnel other than Peralta Police Services in writing within 21 calendar days from the date that the Level 1 hearing results were mailed.

   c. The individual requesting a hearing may provide the information for his/her Administrative Hearing in writing. Forms are located at Peralta Police Services office, 333 E. 8th Street, Oakland, CA 94606. At the time of his/her request, the individual must provide a check or money order made payable to the “Peralta Community College District” for the full amount of the smoking fine. At that time, a formal hearing will be scheduled.

2. Requests for cancellation must be done in writing, on the Citation Cancellation form. Forms are located at the Peralta Police Services Office, 333 E. 8th Street, Oakland, CA 94606.

3. Upon submittal of the Citation Cancellation form, the validity of the appeal shall be evaluated. Any decision made shall be based on the facts as represented on the face of the citation, the review request, and applicable laws and regulations.

   a. For citations issued by Peralta Police Services, their Administrative Sergeant shall evaluate the validity of the appeal.

   b. For citations issued by Security Personnel other than Peralta Police Services, the Vice Chancellor of General Services shall evaluate the validity of the appeal.

4. The evaluating officer can:
   a. Dismiss the violation and request PCCD to remit any payment made;
   b. Find no grounds for dismissal;
   c. Determine that an individual is not a persistent offender; or
   d. Reduce any late fees.

C. Superior Court (Level 3)
Within 20 days after service of the Level 2, Administrative Hearing decision, an individual may request review by filing an appeal to be heard by the superior court of competent jurisdiction.

V. Allocation of Proceeds from Fines
Funds shall be allocated to the PCCD and its colleges. Allocation shall include, but not be limited to, enforcement, education and promotion of this policy, and tobacco cessation treatment options.

VI. Initial Implementation
Upon the initial implementation of this policy, PCCD shall observe a six month grace period before any fine is distributed. Warnings shall be issued at the discretion of Security Personnel. During this grace period, PCCD shall inform employees and students of the tobacco use policy and of enforcement measures.
AP 3530: Weapons on Campus

Firearms, knives, explosives or other dangerous objects, including but not limited to any facsimile firearm, knife or explosive, are prohibited on any District campus or in any facility of the District except as detailed below.

Any person who believes that he/she may properly possess a firearm or other weapon on campus or other facility of the District must promptly notify the Peralta Police Services. Kitchen knives are restricted to food services use under the direct supervision of employees and shall remain in food services facilities or with a food service event. Bringing or possessing any firearms, ammunition, explosives, air guns, slingshots, firecrackers, fireworks, cherry bombs, metal knuckles, billy clubs, dirks, daggers, ice picks, or knife having blade longer than 5 inches upon the grounds is prohibited, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by a District employee, or is a duly appointed peace officer, who is engaged in the performance of his/her duties.

Weapons are prohibited on any District campus or in any facility of the District, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by District Personnel, or is a duly appointed peace officer, who is engaged in the performance of his/her duties.

I. Applicability

A. These procedures apply to all employees and students of the Peralta Community College District; associates of the District; respective contractors; and guests.

B. These procedures apply to any and all District property, including all campuses, administrative facilities, parking areas, grounds and other publicly-accessible areas, and at all events and activities occurring on District property.

C. These procedures are not applicable to online students unless such a student possesses or uses a weapon (1) while [s]he is physically present on a District campus or at a District-located event or, (2) in violation of federal, state or local law.

II. Definitions

A. “District” may include all colleges within the District, and all administrative, maintenance and other District-owned and/or controlled facilities, lots or open spaces.

B. “Weapon” is any instrument or device designed primarily for use in inflicting death or injury upon a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for which it was designed.

1. Weapons may include, but are not limited to any offensive weapon; firearms of any kind such as pistols, revolvers, or other guns; BB or pellet guns, knives such as daggers, razors, switch blades, kitchen knives with a blade exceeding five inches in length, tassers, stun guns, or other portable devices directing an electric current that are designed to immobilize a person; explosives or incendiaries such as bombs, grenades, or fireworks, poison gas; or simulations of any such items (devices that appear to be real such as a realistic toy, replica, paint-ball gun, etc.).

2. A weapon may also include an object of any sort whatsoever which is used in such a manner as to indicate that the person using the object intends to inflict death or serious injury upon another person, or which is threatened to be used in such a manner, and which, when so used, is capable of inflicting death upon a human being.

3. “Possession” means that the person has actual physical control of the weapon because it is on or in the person’s body, or in an item of personal property belonging to the person (including, but not limited to, a book bag, backpack, briefcase, or purse), or in a space individually assigned to the person. “Possession” also means that the person knows, or should know, of the presence of a weapon within a vehicle which the person owns or operates and that the person has the ability or right, either alone or with any other person, to maintain control of the weapon.

III. Personnel

A. The Vice Chancellor of General Services is responsible for implementing and overseeing these procedures. Peralta Police Services, under contract to the Peralta Community College District, is responsible for the management and enforcement of these procedures.

B. Authorized Personnel for all approvals noted herein are:

1. Chancellor
2. Vice Chancellor of General Services
3. The Captain of Peralta Police Services
4. The Lieutenant of Peralta Police Services

C. College President of an impacted campus will participate in decision-making as appropriate.

IV. Operating Procedures

A. District Authorized Personnel designated in section III.B above shall work together to develop and implement operating procedures for the safe use, storage and control of firearms and other weapons that may be necessary and appropriate for instructional aids in relevant educational programs and to further the implementation of this policy through more specific procedures.

V. Incident Response

A. Any person who observes a student, faculty, staff, or visitor violating this Policy shall immediately inform any or all of the College President’s office, if on a campus, Peralta Police, Chancellor’s office and Vice Chancellor for General Services.

B. Alleged violations of this policy will be promptly investigated.

C. Policy violations will result in appropriate disciplinary action and may result in referral to law enforcement.

VI. Violations

A. Any person who violates this Administrative Procedure may be subject to:

1. An order to leave the immediate premises or property owned or controlled by the District.

2. Arrest for criminal trespass if a previous order to leave the immediate premises or property owned or controlled by the District is refused or disobeyed;

3. Disciplinary proceedings, up to and including expulsion or termination, if the person is a student, employee, faculty member, or administrator.

4. Prosecution by local, state, or federal authorities if the person is suspected of and/or in violation of local, state or federal law.

B. Any vendor or contractor who violates the provisions of this policy shall be subject to the termination of his/her business relationship with the System Office and/or affected technical college, as well as possible criminal prosecution.

C. If an individual believes he/she is not responsible for an alleged violation of the Weapons on Campus policy, appeal may be made to the chancellor or designee within ten (10) business days of receipt of the violation notification from the District.

D. Failure to appeal in writing within the scheduled time period will result in ratification of the violation.

VII. Notification

A. Signage shall be publicly posted at each site that firearms, weapons, and unlawful explosive compounds are prohibited at each college campus, administrative building and other District-owned and controlled property or site.
VIII. Exceptions

A. All requests for exception to this Policy must be made in writing to chancellor or designee prior to the requesting individual entering a District property in possession of a weapon.

B. Statements must substantiate that requesting individual:
   1. Is a current federal, state or local law enforcement officer or other person who is required by law to carry a weapon, member of the armed forces, campus public safety officer, or person required to carry a weapon by law or official rules of conduct applicable to such person.
   2. Agrees to abide by all policies, procedures and instructions of the District with respect to the possession or use of weapons.

C. Statement shall identify the specific weapon(s) to be carried.

D. Authorizing Official, after verifying that request includes required information and gathering any additional information deemed appropriate, shall determine whether (and if so, to what extent) to grant the request.

E. Determination shall be communicated in writing and considered final.

F. Permission granted under this Policy shall be confirmed through a written and signed Agreement stating that grantee has read and understands this Policy; understands that the weapon is not to be visible or used, except to the extent required by applicable laws, regulations or rules of conduct; agrees to (a) follow all applicable laws, (b) take all appropriate precautions to secure the weapon, avoid injury or disruption to members of the District community, affiliated entities or unaffiliated third parties, and (c) unconditionally agrees to indemnify and hold harmless the District, its affiliates, respective trustees, employees, agents and representatives against any losses, liabilities and related expenses (including, but not limited to, reasonable attorney fees) that may be incurred in connection with such person’s possession or use of the weapon, whether or not such possession or use is determined to be negligent or in violation of this Policy or any applicable law, regulation or rule of conduct.

G. A person receiving such authorization, which shall only apply to the specific weapon(s) identified in the granted request, shall promptly notify chancellor or designee in writing of (a) any loss or theft of the weapon or (b) any material change in the facts or circumstances upon which permission was granted.

H. Upon granting or revoking permission under this Policy, grantee shall immediately furnish written notice to the appropriate District Personnel for the campus or site at which the person to whom permission has been granted will be located.

I. Except as otherwise set forth in writing by this procedure, permission granted under this Policy:
   1. Shall be effective only for the specific time period for which it is granted unless renewed in writing.
   2. May be revoked at any time, in writing.
   3. Shall terminate automatically when the person to whom permission has been granted leaves the District, College or is suspended for any reason.

J. Granting of permission applicable to a stated term does not guarantee that this Policy shall not be revised or that permission will remain in effect for the remainder of that term or for any subsequent terms.

IX. Violations

A. Any student or employee found to be in possession of a firearm or other weapon in violation of this policy is subject to immediate dismissal, termination, and/or prosecution in accordance with applicable statutes.

B. Any other person in violation of this policy is subject to criminal prosecution under applicable statutes, to subject immediate expulsion from institutional facilities and prohibition against reentry.

Other District Policies and Procedures

III. Students are required to meet prerequisites, corequisites, and advisories on recommended preparation. Students have the option of challenging such prerequisites, corequisite, and advisories on recommended preparation. Challenge forms are available upon request. Prerequisites, corequisite, and advisories on recommend preparation are addressed in Board Policy 4260 and Administrative Procedure 4260.

IV. Students can challenge prerequisites and corequisite for one of the following six (6) reasons:

A. The student has acquired through work or life experiences the skills and knowledge that are represented by the prerequisite.

B. The student has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance or where enrollment has been limited to a cohort of students. However, the student would be delayed by a semester or more in attaining the degree or certificate specified in the Student Educational Plan.

C. The student can demonstrate that he/she does not pose a threat to others of the student’s self in a course with a prerequisite established to protect health and safety.

D. The student does not believe that the prerequisite is necessary for success in the course or that it has been made reasonably available.

E. The student believes that the prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.

F. The student will be subject to undue delay in attaining the goal in the student’s educational plan because the prerequisite or corequisite course has not been made reasonably available.

V. Students are not required to participate in any pre-registration activities not uniformly required, and no registration procedures are used that result in restricting enrollment to a specialized clientele, except for programs that permit restricted enrollment, e.g. allied health programs.

VI. A student may challenge an enrollment limitation on any of the following grounds:

A. The limitation is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

B. The District is not following its enrollment procedures; or

C. The basis for the limitation does not in fact exist.

AP 5052: Open Enrollment

I. All courses of the Peralta Community College District shall be open to enrollment in accordance with Board Policy 5052 and a district priority registration system consistent with AP 5055, Enrollment Priorities. Enrollment may be limited to students meeting properly validated prerequisites and corequisites.

II. No student is required to confer or consult with or required to receive permission to enroll in any class offered by the District, except as provided for in enrollment priorities and college programs which have restrictive enrollment (e.g. allied health programs.)
AP 4210: Student Learning Outcomes

Each College President is delegated responsibility from the Chancellor to have a college-wide process for developing student learning outcomes and service area outcomes, and in an ongoing manner to have outcomes assessment in every course, program, student services program, and administrative unit for his or her college.

The process should include the following components:

A. Evidence from the outcomes assessment is included in program review and annual unit plan updates in order to drive institutional planning, resource allocation, and budgeting decisions, address student needs, improve student services, and help students, administration, faculty, and staff to seek sustainable continuous quality improvement.

B. The application or implementation of Student Learning Outcomes should not abrogate academic freedom.

C. Outcomes and assessment, that benefit student learning, shall focus on the dynamic roles of faculty and on the teaching-learning interface, emphasizing pedagogical techniques and observable student learning using assessment as a tool to improve teaching and learning.

D. Faculty, as discipline experts, shall be the primary participants in the assessment process.

E. Student Learning Outcomes (SLO’s) and assessment design and development are a responsibility for the college faculty and academic senates.

F. Each college shall appoint a Student Learning Outcomes and Assessment Coordinator using a standard job description.

G. Each college shall prepare documentation and evidence of progress in the establishment and assessment of student learning outcomes at the course, program, and institutional level in both the accreditation institutional self-evaluation and annual reports.

H. Each college shall meet the requirement to be at “Proficiency Level” as of March 15, 2013 and to work toward a “Sustainable Continuous Quality Improvement Level” as defined below:

1. “Proficiency Level”, per the Accrediting Commission for Community and Junior Colleges rubric, means:
   a. Student learning outcomes and assessment are in place for courses, programs, support services, certificates, and degrees.

2. “Sustainable Continuous Quality Improvement Level”, per the Accrediting Commission for Community and Junior Colleges rubric, means:
   a. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
   b. Dialogue about student learning is ongoing, pervasive, and robust.
   c. Evaluation of student learning outcomes processes.
   d. Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
   e. Student learning improvement is a visible priority in all practices and structures across the college.
   f. Learning outcomes are specifically linked to program reviews.

Other District Policies and Procedures

b. There is widespread institutional dialogue about the results of assessment and identification of gaps.

c. Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

d. Appropriate resources continue to be allocated and fine-tuned.

e. Comprehensive assessment reports exist and are completed and updated on a regular basis.

f. Course student learning outcomes are aligned with degree student learning outcomes.

g. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Family Education Rights and Privacy Act of 1974 (Access to Educational Records)

In compliance with requirements established by the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380, as amended) and regulations in Title 5 of the California Administrative Code Chapter 6, Article 6, Berkeley City College hereby provides notice of procedures and policies regarding student access to education records maintained by and at the college. The college’s procedures and policies must, of course, remain subject to any further modification made necessary or appropriate as a result of subsequent legislation or regulations.

Questions regarding the legislation and Berkeley City College’s guidelines should be addressed to the Vice President of Student Services. Copies of the act and the regulations are available for review in that office.

The purpose of the Act, as it applies to Berkeley City College is two-fold:

1. To give presently or formerly enrolled Berkeley City College students access to their individual education records maintained at the college;

2. To protect such students’ rights to privacy by limiting the transfer of their records without their consent.

The legislation states that an institution is not required to grant students access to certain materials which includes the following:

1. Information provided by a student’s parents relating to applications for financial aid or scholarships;

2. Information related to a student compiled by a Berkeley City College employee;

   a. that is appropriate for such officer or employee’s performance of his or her responsibility.

   b. that remains in the sole possession of the maker thereof.

   c. that cites medical, psychiatric, or similar reports which are used solely in connection with treatment purposes and only available to recognized professionals or paraprofessionals in connection with such treatment (provided, however, that a physician or other professional of the student’s choice may review such records),

   d. that is maintained by a law enforcement unit; that is necessary and appropriate to enable such law enforcement unit to carry out its duties and responsibilities as required by

Student Right-to-Know Disclosure (Completion and Transfer Rates)

In compliance with the Higher Education Act of 1965, as amended, completion and transfer rates for students attending Berkeley City College can be found on the Peralta Community Colleges web site at: http://web.peralta.edu/indev/fact-books/

Information can also be found at: http://nces.ed.gov/collegenavigator/
Other District Policies and Procedures

9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Finally, it should be noted that the scope of records maintained for students may vary greatly depending on individual circumstances. In some cases, student files do not contain many of the types of records listed above.

Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act, codified at USC 1092(f) as part of Higher Education Act of 1965, is a federal law that requires all colleges and universities to keep and disclose information timely and annually about certain crime on and near their respective campuses.

These crime statistics can be found in the Peralta Community College Personal Safety Handbook, on the Peralta Community College District website: http://peralta.edu and on the Alameda County Sheriff’s Office website: http://alamedacountysheriff.org.

Berkeley City College complies with Title IX policies and regulations. To view a full transcript of Title IX, visit http://berkeleycitycollege.edu and enter Title IX into the search engine located in the upper right hand corner of the web page. For more information, contact the Dean of Student Services at (510) 981-2830.

AP 4250: Probation

I. Standards for Probation

A. Academic Probation: A Peralta student who has attempted at least 12 semester units as shown by the academic record shall be placed on academic probation. The student shall be placed on academic probation during the following term of attendance and shall remain on probation until his/her cumulative grade point average is 2.0 or higher (in accordance with provisions of Title 5).

B. Progress Probation: A Peralta student who has enrolled in a total of at least 12 semester or 18 quarter units as indicated on the academic record shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of “W,” “I,” and “NP” are recorded reaches at least 50% of the grades.

II. Removal from Probation

A. Academic Probation: A student on Academic Probation for a grade point deficiency shall be removed from academic probation when the student’s cumulative grade point average is 2.0 or higher.

B. Progress Probation: A student on Progress Probation shall be removed from probation when the percentage of units with entries of “W,” “I,” and “NP” drops below 50% of all grades.

III. Units Attempted

For purposes of standards for academic probation and dismissal (1) “all units attempted” means all units of credit for which a student earns a symbol of “A,” “B,” “C,” “D,” “F,” “WF” or “NP” from any college or combination of; (2) “enrolled units” means all units attempted as defined above, and all units for which the student earns a symbol of “W,” “I,” “P” and “NP” from any college or combination thereof.

IV. Notification of Probation and Dismissal

Each student will be notified about Probation or Dismissal through their Peralta e-mail. Further, each Peralta College, through the Office of the Vice President of Student Services, shall make every reasonable effort to notify a student of academic probation or dismissal at or near the beginning of the semester in which the status is in effect. Students on probation must meet with a counselor and complete the “Academic Success Contract.” Students on dismissal shall complete the “Student Petition for Reinstatement from Dismissal” and follow the steps as stated on the petition. Probation and dismissal policies shall be published in each Peralta College catalog.

Reference:
Title 5 Section 55030, 55031, 55032, 55033, and 55034
Approved by the Chancellor: April 12, 2012.
Other District Policies and Procedures

AP 2430: Delegation of Authority to the Chancellor’s Staff

A. Delegation of Authority
The Chancellor delegates the overall administration of the District to the following positions listed. The employees assigned are responsible to the Chancellor for successful performance. With respect to the Board of Trustees Policies and the Chancellor's Administrative Procedures, the following specific assignments apply:

B. Presidents
Administer compliance of all their assigned college personnel with all Board Policies and Administrative Procedures. The Presidents shall provide leadership to their campus community and ensure the development and implementation of a systematic annual review of Board of Trustees Policies, District Administrative Procedures, and college operating procedures with the expectation that recommendations for improvement will be made.

C. Deputy Chancellor
The Deputy Chancellor serves as the principal management support to the Chancellor in handling matters related to the district service centers, and faculty, staff, students and public affairs issues; directly handles matters of institutional importance on behalf of the Chancellor, as appropriate; oversees all facets of the daily operations of the District, and develop findings and make recommendations to the Chancellor to ensure compliance with all relevant national, state, and local policies and regulations; coordinates and integrates the activities of the Chancellor's Cabinet in the development and implementation of standards for the Office of the Chancellor. Directly oversees the Office of the Chancellor of Finance and Administration, the Vice Chancellor of General Services, the Vice Chancellor of Human Resources and Employee Relations, the Associate Vice Chancellor of Information Technology, General Counsel and Risk Management.

D. Vice Chancellor, Finance and Administration
Represent the Chancellor and the Deputy Chancellor for the financial affairs of the District. Administers compliance with all financial laws, regulations, and chapter 6 board policies and administrative procedures. Supervises the Bond Legal Counsel contract(s) and administers the appropriate financial controls over the bond construction funds and the OPEB bond funds. Responsible for the following General Institution policies and procedures: Gift, Grants, Foundation and Information Technology.

E. Vice-Chancellor, Educational Services
Represent the Chancellor for the academic affairs and student affairs of the District. For academic affairs administer compliance with all academic laws, regulations, and chapter 4 board policies and administrative procedures. Responsible for the following General Institution policies and procedures: Accreditation, Admissions and Records, Institutional Planning, and Grants. For student affairs administer compliance with all student services laws, regulations, and chapter 5 board policies and administrative procedures including: financial aid, international and out-of-state students (residency), concurrent enrollment, student grievances, health services, student discipline, and district-wide student government.

F. Vice-Chancellor, Human Resources
Represent the Chancellor and the Deputy Chancellor for the human resources function of the district. Administer compliance with all human resources laws, regulations, and chapter 7 board policies and administrative procedures. Serves as Chief Negotiator, Supervise the Human Resources Legal Counsel contract(s), and Responsible for the following General Institution policies and procedures: Nondiscrimination, Equal Employment Opportunity, and Prohibition of Harassment.

G. Vice-Chancellor, General Services
Represent the Chancellor and the Deputy Chancellor for the general services function of the District. Administer compliance with all general services and construction laws, regulations, board policies and administrative procedures. Administer the safety, security, construction and maintenance of facilities. Responsible for the following General Institution policies and procedures: Capital Construction Planning, Citizens Oversight Committee, Use of Facilities, Campus Safety, Campus Security and Access, Emergency Response Plan, Workplace Violence Plan, Reporting of Crimes, Child Abuse Reporting, Local Law Enforcement, Weapons on Campus, Sexual and other Assaults on Campus, Drug Free Environment and Drug Prevention Program, and Alcoholic Beverages.

H. General Counsel
Within the parameters of California Rules of Professional Conduct, including but not limited to, Rule 3-600, represent the Chancellor for the legal services function of the District. Advises the Chancellor with respect to the legal issues. Responsible for the following General Institution policies and procedures: District Records Access and Conflict of Interest.

I. Other Policies and Administrative Procedures
The Chancellor will administer the other policies and administrative procedures not enumerated above.

AP 3430: Prohibition of Unlawful Harassment

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

I. Definitions

A. General Harassment
Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation of any person, or military or veteran status, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Harassment shall be found where, in aggregate, the incidents are sufficiently pervasive, persistent, or severe that a reasonable person with the same characteristics as the victim...
II. Consensual Relationships

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student’s or employee’s work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory or authority one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

III. Academic Freedom

No provision of this Administrative Procedure shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. Freedom of speech and academic freedom are, however, not limitless and this procedure will not protect speech or expressive conduct that violates federal or California anti-discrimination laws.

AP 3540: Sexual and Other Assaults on Campus

A. Peralta Police Services shall make available sexual assault awareness programs, or activities available at the job, when based on that person’s gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate or offensive comments regarding an individual’s body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirtatious or insulting statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

B. Verbal

Inappropriate or offensive remarks, slurs, jokes or innuendo 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 flirtatious or insulting statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

C. 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.

D. 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.

E. Environmental

A hostile academic or work environment may exist where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, 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.

F. Sexual Harassment

In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from, or in, the work or educational setting when:

1. submission to the conduct is explicitly or implicitly made a term or condition of an individual’s employment, academic status, or progress;
2. submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
3. 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 (as more fully described below); or
4. 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.

5. This definition encompasses two kinds of sexual harassment:

a. “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.

b. “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.

Other District Policies and Procedures

of the harassing conduct would be adversely affected to a degree that interferes with his or her ability to participate in or to realize the intended benefits of an institutional activity, employment or resource. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person’s competency to do the job, when based on that person’s gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

B. Verbal

Inappropriate or offensive remarks, slurs, jokes or innuendo 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 flirtatious or insulting statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

C. 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.

D. 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.
information to students and employees.

B. Any sexual assault or physical abuse, including, but not limited to, rape, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District’s facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures.

C. “Sexual assault” includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

D. “Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

E. “Domestic violence” includes felony or misdemeanor crimes of violence committed by:

1. a current or former spouse of the victim;
2. a person with whom the victim shares a child in common;
3. a person who is cohabitating with or has cohabitated with the victim as a spouse;
4. a person similarly situated to a spouse of the victim under California law; or
5. any other person against an adult or youth victim who is protected as a spouse; or has cohabitated with the victim as a spouse; or shares a child in common; or is similarly situated to a spouse of the victim under California law.

F. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.

G. It is the responsibility of each person involved in sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent. “Affirmative consent” means affirmative, conscious, and voluntary agreement to engage in sexual activity.

H. These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information.

I. All students, faculty members or staff members who alleged they are the victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Peralta Police Services, which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until Peralta Police Services is authorized to release such information.

J. Peralta Police Services shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with a copy of the District’s policy and administrative procedure regarding domestic violence, dating violence, sexual assault, or stalking upon request, and the importance of preserving evidence and the identification and location of witnesses.

### Other District Policies and Procedures

AP 3560: Alcoholic Beverages

A. The possession, sale or the furnishing of alcohol on campus is governed by California state law and these procedures. The possession, sale, consumption or furnishing of alcohol is controlled by the California Department of Alcohol and Beverage Control. However, the enforcement of alcohol laws on-campus is the primary responsibility of the District’s campus police or responsible security officers. The campus has been designated “Drug free” and only under certain circumstances is the consumption of alcohol permitted. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by the District’s campus police or responsible security officers. Violators are subject to disciplinary action, criminal prosecution, fine and imprisonment. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal. It is also a violation of this policy for anyone to consume or possess alcohol in any public or private area of campus without prior District approval. Organizations or groups violating alcohol or substance policies or laws may be subject to sanctions by the District.

B. Alcoholic beverages on campus are permitted if:

1. The alcoholic beverage is beer or wine for use in connection with a course of instruction, sponsored dinner, or meal demonstration given as part of a culinary arts program at a community college campus, and the instructor or individual has been authorized to acquire, possess, use, sell, or consume it by the College President.

2. A student of at least 18 years of age tastes, but does not swallow or consume, beer or wine for educational purposes as part of the instruction in an enology or brewing degree program, and the beer or wine remains in the control of the instructor.

3. The alcoholic beverage is for use during a non-college event at a performing arts facility built on District property and leased to a nonprofit public benefit corporation.

4. The alcoholic beverage is wine produced by a bonded winery owned or operated as part of an instructional program in viticulture and enology.

5. The alcoholic beverage is wine that is for use during an event sponsored by the District or the Peralta Colleges Foundation in connection with the District’s instructional program in viticulture or the District’s instructional program in enology.

6. The alcoholic beverage is possessed, consumed, or sold, pursuant to a license or permit obtained for special events held at the facilities of a public community college during the special event. “Special event” means events that are held with the permission of the governing board of the community college district as delegated for approval by the College President (if the special event is held at the college) or by the Chancellor (if the special event is held at the district office) that are festivals, shows, private parties, concerts, theatrical productions, and other events held on the premises of the public community college and for which the principal attendees are members of the general public or invited guests and not students of the public community college.

7. The alcoholic beverage is acquired, possessed, or used by a student or employee or member of the public on District property.
Other District Policies and Procedures

AP 5013: Students in the Military

A. Residence Determinations for Military Personnel and Dependents

1. A student who is a member of the armed forces of the United States stationed in California on active duty, except a member of the armed forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification. Such student shall retain resident classification in the event that the member of the armed forces is thereafter transferred on military orders to a place outside of California or thereafter retires from active duty, so long as the student remains continuously enrolled in the District.

2. An undergraduate student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification. Such student shall retain resident classification if he/she is thereafter transferred on military orders to a place outside of California, so long as the student remains continuously enrolled in the District.

3. A veteran who was discharged or released from at least 90 days of active service less than three years before the date of enrollment in a course commencing on or after July 1, 2015, and his/her dependents, regardless of the veteran's state of residence is entitled to resident classification.

4. A parent who is a federal civil service employee and his/her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.

5. A student claiming the residence classification provided for in this procedure must provide a statement from the student's commanding officer or personnel officer providing evidence of the date of the assignment to California, and that the assignment to active duty in California is not for educational purposes. A student claiming the residence classifications provided for here for the dependent of military personnel shall provide a statement from the military person's commanding officer or personnel officer that the military person's duty station is in California on active duty as of the residence determination date, or has been transferred outside of California on active duty after the residence determination date, or that the military person has retired from active duty after the residence determination date.

(B) Withdrawal Procedure for Members of the Military

A student who is a member of an active or reserve United States military service and who receives orders compelling a withdrawal from courses shall be permitted to withdraw upon verification of such orders. A withdrawal symbol may be assigned which may be a "W" or a "MW." Military withdrawal shall not be counted in progress probation, dismissal calculations, or in calculating the permitted number of withdrawals. In no case may a military withdrawal result in a student being assigned an "FW" grade. In no case may a college require a student who is required to report for military duty to withdraw from a course by a specified date in order to receive a full refund of the tuition and fees the student paid to the college for the academic term in which the student was required to report for military service.

AP 5015: Residence Determination

A. Residence Classification

Residency classifications shall be determined for each student at the time of each registration and whenever a student has not been in attendance for more than one semester. Residence classifications are to be made in accordance with the following provisions:

1. A residence determination date is that day immediately preceding the opening day of instruction for any session during which the student proposes to attend.

2. Residence classification is the responsibility of the District Office of Student Services. Initial residence classification is determined by the District Office of Admissions and Records through a student's self-reporting in CCCApply (online application).

B. Definition of Residence

1. A student who has resided in the state for more than one year immediately preceding the residence determination date is a resident.

2. A student who has not resided in the state for more than one year immediately preceding the residence determination date is a nonresident.

C. Rules Determining Residence

The residence of each student enrolled in or applying for enrollment in any class or classes maintained by this District shall be determined in accordance with the Education Code which states that every person has, in law, a residence. In determining the place of residence, the following rules are to be observed:

1. Every person who is married or eighteen years of age, or older, and under no legal disability to do so, may establish residence.

2. A person may have only one residence.

3. A residence is the place where one remains when not called elsewhere for labor or other special or temporary purpose and to which one returns in seasons of repose.

4. A residence cannot be lost until another is gained.

5. The residence can be changed only by the union of act and intent.

6. A man or a woman may establish his or her residence. A woman's residence shall not be derivative from that of her husband.

7. The residence of the parent with whom an unmarried minor child maintains his/her place of dwelling is the residence of the unmarried minor child. When the minor lives with neither parent, the minor's residence is that of the parent with whom the last place of dwelling was maintained, provided the minor may establish his/her residence when both
parents are deceased and a legal guardian has not been appointed.

8. The residence of an unmarried minor who has a parent living cannot be changed by the minor’s own act, by the appointment of a legal guardian, or by relinquishment of a parent’s right of control.

D. Determination of Resident Status.

A resident is a student who has been a bona fide resident of the state for one year prior to the residence determination date. A bona fide resident is a person whose residence is in California as determined above except:

1. A student who is a minor and remains in this state after the parent, who was previously domiciled in California and has established residence elsewhere, shall be entitled to retain resident classification until attaining the age of majority and has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained at an institution.

2. A student who is a minor and who provides evidence of being entirely self-supporting and actually present in California for more than one year immediately preceding the residence determination date with the intention of acquiring a residence therein, shall be entitled resident classification until he/she has resided in the state the minimum time necessary to become a resident.

3. A student who has not been an adult for one year immediately preceding the residence determination date for the semester for which the student proposes to attend an institution shall have the immediate pre-majority-derived California residence, if any, added to the post-majority residence to obtain the one year of California residence.

4. A student holding a valid credential authorizing service in the public schools of this state, who is employed by a school district in a full-time position requiring certification qualifications for the college year in which the student enrolls in an institution, shall be entitled to resident classification if each student meets any of the following requirements:
   a. He/she holds a provisional credential and is enrolled in courses necessary to obtain another type of credential authorizing service in the public schools.
   b. He/she holds a credential issued pursuant to Education Code Section 44250 and is enrolled in courses necessary to fulfill credential requirements.
   c. He/she is enrolled in courses necessary to fulfill the requirements for a fifth year of education prescribed by subdivision (b) of Education Code Section 44259.
   d. A student holding a valid emergency permit authorizing service in the public schools of this state, who is employed by a school district in a full-time position requiring certification qualifications for the academic year in which the student enrolls at an institution in courses necessary to fulfill teacher credential requirements, is entitled to resident classification only for the purpose of determining the amount of tuition and fees for no more than one year. Thereafter, the student’s residency status will be determined under the other provisions of this procedure.

5. A student who is a full-time employee of the California State University, the University of California or a community college, or a student who is a child or spouse of a full-time employee of the California State University, the University of California or a community college, or of any state agency may be entitled to resident classification, until the student has resided in the state the minimum time necessary to become a resident.

6. A student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification. If the member of the armed forces of the United States later transferred on military orders to a place outside this state, the student shall not lose his or her resident classification so long as he/she remains continuously enrolled in the District.

7. A student who is a member of the armed forces of the United States stationed in this state on active duty, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of tuition and fees. If the student later transfers on military orders to a place outside this state, the student shall not lose his or her resident classification, so long as he or she remains continuously enrolled in the District.

8. A veteran who was discharged or released from at least 90 days of active service less than three years before the date of enrollment in a course commencing on or after July 1, 2015, and his/her dependents, regardless of the veteran’s state of residence is entitled to resident classification.

9. A student who is a minor and resides with his or her parent in a district or territory not in a district shall be entitled to resident classification, provided that the parent has been domiciled in California for more than one year prior to the residence determination date for the semester, quarter or term for which the student proposes to attend.

10. A student who is a Native American is entitled to resident classification for attendance at a community college if the student is also attending a school administered by the Bureau of Indian Affairs located within the community college district.

11. A student who is a federal civil service employee and his or her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.

12. A student who resides in California and is 19 years of age or under at the time of enrollment, who is currently a dependent or ward of the state through California’s child welfare system, or was served by California’s child welfare system and is no longer being served either due to emancipation or aging out of the system, may be entitled to resident classification until he/she has resided in the state the minimum time necessary to become a resident.

13. A student who lives with a parent who earns a livelihood primarily by performing agricultural labor for hire in California and other
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states, and the parent has performed such labor in this state for at least two months per year in each of the two preceding years, and the parent resides in this District and the parent of the student has claimed the student as a dependent on his state or federal personal income tax return if he/she has sufficient income to have personal income tax liability shall be entitled to resident classification.

14. Students who attended high school in California for three or more years and graduated from a California high school or attained the equivalent thereof. In the case of a person without lawful immigration status, the student must file an affidavit with the institution of higher education stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so. (Education Code 68130.5).

15. A student demonstrates financial need, has a parent who has been deported or was permitted to depart voluntarily, moved abroad as a result of that deportation or voluntary departure, lived in California immediately before moving abroad, attended a public or private secondary school in the state for three or more years, and upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District saying that he or she intends to establish residency in California as soon as possible.

E. Right To Appeal. Students who have been classified as non-residents have the right to a review of their classification (Title 5 Section 54010 (a)). Any student, following a final decision of residence classification by the Office of Admissions and Records, may make written appeal to the Vice Chancellor of Student Services within 30 calendar days of notification of final decision by the college regarding classification.

F. Appeal Procedure.

1. The appeal is to be submitted to the District Office of Student Services. Copies of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student, with a cover statement indicating upon what basis the residence classification decision was made, must be forwarded with the appeal.

2. The appeal will be forwarded to the Vice Chancellor of Student Services within five working days of receipt by the office.

3. The Vice Chancellor of Student Services shall review all the records and have the right to request additional information from either the student or the District Office of Admissions and Records.

4. Within 30 calendar days of receipt, the Vice Chancellor of Student Services shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

G. Reclassification. A student previously classified as a Non-resident may be reclassified as of any residence determination date. A residence determination date is the day immediately preceding the opening day of instruction for any session during which the student proposes to attend.

1. Petitions for reclassification are to be submitted to the District Office of Student Services.

2. Petitions must be submitted prior to the semester for which reclassification is to be effective. Extenuating circumstances may be considered in cases where a student failed to petition for reclassification prior to the residency determination date. In no case, however, may a student receive a Non-resident tuition refund after the date of the first census.

3. Written documentation may be required of the student in support of the reclassification request.

4. A questionnaire to determine financial independence must be submitted with the petition for reclassification. Determination of financial independence is not required for students who were classified as non-residents by the University of California, the California State University, or another community college District (Education Code Section 68044).

5. A student shall be considered financially independent for purposes of residence reclassification if the applicant meets all of the following requirements:

   a. Has not and will not be claimed as an exemption for state and federal tax purposes by his/her parent in the calendar year prior to the year the reclassification application is made;

   b. Has not lived and will not live for more than six weeks in the home of his/her parent during the calendar year the reclassification application is made.

6. A student who has established financial independence may be reclassified as a resident if the student has met the requirements of Title 5 Sections 54020, 54022, and 54024.

7. Failure to satisfy all of the financial independence criteria listed above does not necessarily result in denial of residence status if the one year requirement is met and demonstration of intent is sufficiently strong.

8. Financial dependence in the current or preceding calendar year shall weigh more heavily against finding California residency than financial independence in the preceding second and third calendar years. Financial dependence in the current or preceding calendar year shall be overcome only if (1) the parent on whom the student is dependent is a California resident, or (2) there is no evidence of the student’s continuing residence in another state.

9. The Vice Chancellor of Student Services will make a determination, based on the evidence and notify the student not later than 14 days of receipt of the petition for reclassification.

10. Students have the right to appeal according to the procedures above.

H. Non-Citizens.

The District will admit any non-citizen who is 18 years of age or a high school graduate. If non-citizens are present in the United States illegally or with any type of temporary visa, they will be classified as non-residents and charged Non-resident tuition unless they meet the exceptions contained below.

1. If, for at least one year and one day prior to the start of the semester in question, a non-citizen has possessed any immigration status that allows him/her to live permanently in the United States and she or he meets the California residency requirements, the student can be classified as a resident.

2. Any students who are US citizens, permanent residents of the US, and aliens who are not non-immigrants (including those who are undocumented) may be exempt from paying Non-resident tuition if they meet the following requirements:
a. high school attendance in California for three or more years;
b. graduation from a California high school or attainment of the equivalent thereof;
c. registration or enrollment in a course offered by any college in the district for any term commencing on or after Jan 1, 2002;
d. completion of a questionnaire form prescribed by the Chancellor and furnished by the District of enrollment, verifying eligibility for this Non-resident tuition exemption; and

e. in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he or she is eligible to do so.

3. The initial residency classification will be made at the time the student applies for admission. Students may file residency questionnaire forms through the third week of the semester to request a review of their residency status. Final residency determination is made by the Vice Chancellor of Student Services. Students may appeal the decision.

**AP 4225: Course Repetition and Repeatable Courses**

This procedure addresses all options per Title 5 regarding course repetition and repeatable courses, including:
- student repetition when a satisfactory grade was received;
- student repetition when a satisfactory grade was not received;
- courses per Title 5 which are determined to be repeatable; and
- active participatory credit courses in physical education and visual or performing arts that are related in content.

**A. Alleviate Substandard Academic Work [55040(b)(2), 55042]**

1. A student may petition for approval to repeat a course when a student was awarded a substandard grade (less than “C”), and including “FW” or received a “W”. Per Title 5 regulations, the student can only repeat the course twice (thus can only take the course three times).
2. When a student repeats a course to alleviate substandard academic work, the previous grade and credit will be disregarded in the computation of the grade point average.

**B. Withdrawal (55024)**

1. As noted above in section A, when a student withdrew from a course and received a “W” the student may petition to enroll again in the credit course. The maximum a student can repeat a course when a “W” or when a substandard grade was received is twice (thus a student can only take the course three times)
2. The “W” shall not be used in calculating GPA, but must be used in determining probation and dismissal.
3. Military withdrawal, withdrawals due to extraordinary conditions (58509), and withdrawals where the district determines discriminatory treatment has occurred do not count toward these enrollment limits.

**C. Significant lapse of time [55040(b)(3), 55043]**

1. A student may petition to repeat a course when the student received a satisfactory grade the last time the student took the course but where there has been a “significant lapse of time” of no less than 36 months.
2. However, repetition of a course for “significant lapse of time” can occur only if there is a properly established recency prerequisite for the course or program pursuant to Title 5 section 5503, or
3. Another institution of higher education to which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating a specific course. Repetition is allowed even where less than 36 months has elapsed, if the student provides documentation that repetition is necessary for the student to transfer to the institution of higher education.
4. The grade received each time shall be included for purposes of calculating the student’s grade point average.

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**D. Recency Requirement at an Institution of Higher Education [55040(b)(3), 55043]**

1. As noted above in section C, a student may petition to repeat a course when another institution of higher education to which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating the course in question.
2. The student must provide documentation that repetition is necessary for the student to transfer to the institution of higher education.
3. The previous grade and credit will be disregarded in computing the student’s GPA.

**E. Legally Mandated [55040(b)(8)]**

1. A student may petition to repeat a course not marked as repeatable “in instances when such repetition is necessary for the student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.”
2. Such courses may be repeated for credit any number of times as legally required.
3. Students must certify or provide documentation that course repetition is legally mandated.
4. The grade received each time shall be included for purposes of calculating the student’s grade point average.

**F. Significant Change in Industry or Licensure Standards [55040(b)(9)]**

1. A student may petition to repeat a course “as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student’s employment or licensure.”
2. The student must certify or provide documentation that there has been a significant change in industry or licensure necessitating course repetition.
3. The grade received each time shall be included for purposes of calculating the student’s grade point average.

**G. Extenuating Circumstances [55040(b)(5), 55045]**

1. A student who has earned a satisfactory or substandard grade may petition to repeat a course due to an extenuating circumstance—verified cases of accidents, illness, or other circumstances beyond the student’s control.
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2. The previous grade and credit will be disregarded in the computing of the student's grade point average.

3. This does not apply to courses designated as repeatable.

H. Occupational Work Experience [55040(b)(6), 55253]
1. Students may repeat all types of Cooperative Work Experience Education, but shall not exceed 16 semester units, subject to the following limitations:
   a. General Work Experience Education: a maximum of 6 semester credit hours may be earned during one enrollment period in general work experience education.
   b. Occupational Work Experience Education: a maximum of 8 semester credit hours during one enrollment period in occupational work experience education.
2. The grade each time shall be included for the purpose of calculating the student's grade point average.

I. Variable Unit Open-Entry/Open-Exit Courses [55040(b)(4), 55044]
1. A student is permitted to enroll in a variable unit open-entry/open-exit course as many times as necessary to complete the entire curriculum of the course once.
2. A student may petition to repeat a portion of such a course if the student has received a substandard grade. See section A above.
3. Under no circumstances may a portion of a physical education course be repeated.

J. Special Classes for Students with Disabilities [55040(b)(7)]
1. A student with a disability may repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in Title 5 section 56029.
2. The previous grade and credit may be disregarded in computing the student's grade point average each time the course is repeated. All prior work must remain legible on the student's academic record to ensure a true and complete academic history.

K. Courses Required by CSU or UC for Completion of a Bachelor's Degree [55040(b)(1), 55041(a)(1)]
1. A course may be designated as repeatable if repetition of that course is required by CSU and/or UC for completion of a bachelor's degree.
2. The district must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of the bachelor's degree. The supporting documentation must be retained by the district as a Class 3 record back to audit as required by Title 5, 59040 et sq.
3. In most cases, the limit will be four (4) semesters.
4. The grade received each time shall be included for calculating the student's grade point average.

L. Intercollegiate athletics [55040(b)(1), 55041(a)(2)]
1. A student may repeat a course in which student athletes enroll to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport.
2. There is a limit of 350 contact hours per year per sport (of the 350 hours, up to 175 contact hours in courses dedicated to the sport and 175 contact hours in courses that focus on conditioning or skill development for the sport) or the participation of a student for up to four.
3. Semester enrollments in the course [58161(d), 58162].
4. The grade received each time shall be included for calculating the student's grade point average.

M. Intercollegiate Academic or Vocational Competition [55040(b)(1), 55041(a)(3)]
1. A student may repeat courses that are designed specifically for participation in non-athletic competitive events between students from different colleges.
2. The outcomes of the course must be tied to the student's participation in the competition.
3. The event must be sanctioned by a formal collegiate or industry governing board.
4. A student is permitted four (4) semesters of enrollment in one single course or a combination of courses that are related in content.
5. The enrollment limits apply even if the student receives a substandard grade or a "W" during one of the enrollments or petitions due to extenuating circumstances as provide in Title 5, 55045.
Advisory Committees, Faculty, Staff and Administration

Berkeley City College’s industry advisers, faculty, staff and administrators are committed to your success in college and in the occupation you choose. Both industry advisers and faculty work together to make sure that you receive the best possible education and training. Liberal arts and science faculty, trained at leading universities, provide you with excellent preparation for upper division university course work.

Faculty who teach in the college’s occupational programs are successful entrepreneurs or hold highly responsible positions in government and industry. Their knowledge of state-of-the-art technology, business and management practices allows you to develop a competitive edge in your chosen career.

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UC Berkeley

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California Institute of Regenerative Medicine

TANJA WOYKE, PH.D.
Microbial Genomist
Joint Genome Institute

ERICA YEH, PH.D.
Program Coordinator, CIRM
University of California, San Francisco

BERKELEY CITY COLLEGE FACULTY, STAFF, STUDENT ALUMNI AND ADMINISTRATORS

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Adjunct Faculty
Biotechnology and Microbiology

WILLARD CHENG, B.A.
Biotechnology Alumni and CIRM Intern

BARBARA DES ROCHERS, PH.D.
Biotechnology Program Director, Co-Chair
Science and Faculty

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Faculty, Biology

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Biotechnology alumni and CIRM intern

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Counselor

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Computer Information Systems Instructor

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Business and Economics Instructor

NEIL DUNLOP
Computer Information Systems Instructor

SHARON GARRET
Business Instructor

MALKIAT SANDHU
Business and Economics Instructor

EMIE MITSUNO HERNANDEZ
General Counselor

Career and Technical Education (CTE) Programs Advisory Committee

COMMUNITY MEMBERS

KIM BRIDGES
CIS Instructor at Laney College

JEFFREY BUNTING
Principal, KeyChange Consulting

GANT SHOAF
Vice-President Area Manager, Mechanics Bank

KIRSTEN MACDONALD
Chief Executive Officer for the Berkeley Chamber of Commerce

MICHAEL EDISON
Director or Product Development, VP Networks Inc.

JOHN CANER
CEO Downtown Berkeley Association

BERKELEY CITY COLLEGE MEMBERS

PARAMSOTHY THANANJEEYAN
Chair CIS, BUS, and ECON

BENJAMIN ALLEN
Computer Information Systems Instructor

CHRISTOPHER BERNARD
Business and Economics Instructor

EMIE MITSUNO HERNANDEZ
General Counselor

MALKIAT SANDHU
Business and Economics Instructor

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Director, UC Berkeley/Disabled Students Program

EILEEN JACOBS
Lead Teacher

PATRICIA MAFFEI
Program Director
The Hatlen Center for the Blind, San Pablo

MICHAEL MATTHEWS
Sr. Vocational Rehabilitation Counselor
California State Dept. of Rehabilitation, Oakland

DAN MAYS
Blind Field Services Counselor
California State Dept. of Rehabilitation, Berkeley

KAEB MENKER
Program Director
College Internship Program, Berkeley

KRISTEN OHLINGER
Counselor for the Blind
California State Dept. of Rehabilitation, Richmond

FLORA RUSS
Coordinator
WorkAbility I/Transition Partnership Program, Berkeley High School

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Berkeley City College

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Berkeley City College

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EOPS/CARE Counselor
Berkeley City College

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EOPS Student
Berkeley City College

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CalWorks & CARE Student
Berkeley City College

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Financial Aid Supervisor
Berkeley City College

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Berkeley City College

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VRSE

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Experience Engineer
Leap Motion

JUSTIN HOFFMAN
Instructor and Coordinator
Berkeley City College Mobile & Web Program

TIM LOBES
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Lucas Films, Shapeways, and Google

COLIN ROACHE
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Exploreratorium, East Bay Media Center and Scott Snibbe Studio

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Google Cardboard and Google Glass

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Raven-MTX and Unfiltered Audio LLC

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Skyline High School (Oakland)

CRAIG GOOD
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Sledgehammer Games

DAVE KUJAWSKI
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See Here Studios

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Pixar

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ILM

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d, Studio, Products & Innovation at SAP

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Prana and R&H, Founder, Whamix

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California State University, Chico

SERGIO SYKES
Technical Artist, EMOTIV
Team Lead for Games Development

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California College of Arts

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California College of Art

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Senior Software Engineer, Sun Microsystems

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Assistant Conservator
Paper Conservation
Fine Arts Museums of San Francisco and Brooklyn Museum & Metropolitan Art Museum

SHERROD BLANKNER
Visual Artist, Senior Manager
Development Team
Charles Schwab, Inc.

ANTONIO CORTEZ**
Artist/Gallery Manager
Caracas, Venezuela

DON AND MS. ERA FARNSWORTH
Co-founders
Magnolia Editions

JODY HANSON
Principal
Jody Hanson Design

SUE FISHER KING
Wilsted & Taylor Publishing Services,
MOMA (NY)

BILL KANE
Artist/Photographer
Represented by Modernism Gallery, San Francisco

AMY KYLE
Associate Professor
Environmental Health Policy, UC Berkeley

HARPER MANN
Operations Engineer
Alexa, an Amazon.com Analytics Company

JOSEPH MCDONALD
Partner
Digital Grange (Petaluma)
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Downtown Berkeley Association

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(City workforce development standards), Youth Works

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Alameda County Healthcare

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Women’s Drop In Center

BOB REDLOW
East Bay Health Workforce Partnership (EBHWP)

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Faculty

LISA COOK
Division Dean

JANINE GREER
Mental Health Counselor

THOMAS KIES
Social Science Department Chair

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Story Artist
Pixar

JUDY EHRRLICH
Independent Documentary Filmmaker

ADAM HABIB
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Pixar

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Sound Designer
Skywalker Sound

CARLO KAMIN
Freelance Editor

ANN KROEBER
Independent Sound Designer

MAT LACOUNTE
Producer and Video Technician
Reel Strategy

JAMES LINDSEY
Freelance Sound Recordist

RICHARD O’CONNELL
Producer and Programmer
ITVsC

JONAH SACHS
Producer and Writer
Free Range Studios

Administration, Faculty and Staff

ABADIA, CLAUDIA
Math Instructor
B.S., UC Santa Cruz
M.S., California State University, East Bay

ALLEN, BENJAMIN
B.A., University of Washington
M.S. and Ph.D., Stanford University

BANJA, FABIAN
Department Chair, Modern Languages
Instructor, Spanish
B.A., M.A., Ph.D., University of California, Berkeley
*(Italian, Spanish and Portuguese)

BARTON, SKYLER
Counselor
B.A., San Francisco State University
M.S., San Francisco State University,

BAY, JOSEPH
Multimedia Services Specialist
A.A., Laney College
B.A., San Francisco State University

BECERRA, MARICELA
Learning Disabilities Specialist
A.A., Southwestern College
B.A., University of California, Los Angeles
M.A., California State University, Sacramento

BERNARD, CHRISTOPHER
Instructor, Business & Economics
B.A.: UC Santa Barbara
M.A.: San Francisco State University
J.D.: Widener University Delaware Law School

BERTUSO, JEEJUN
Coordinator, Student Equity and Achievement Program
A.A. Berkeley City College
B.A. University of California, Berkeley

BIELANSKI, JOSEPH J., JR.
Articulation Officer
B.S.Ed., Ohio University
M.A., Miami University, Oxford, Ohio
M. Div. and Th.M., Co-jointly
University of St. Michael’s College and University of Toronto, Canada
M.S., San Francisco State University
Ed.D., St. Mary’s College of California

BOATRIGHT, JOSHUA
Department Chair, Library and Librarian
B.A., University of California, Santa Cruz
M.A., Boston College
M.L.T.S., University of Washington

BRAMAN, JENNIFER
Instructor, Art
B.A., Art History, Williams College, Massachusetts
M.F.A., John F. Kennedy University, Berkeley
*(Spanish and Portuguese)

BRIDGES, FELICIA
Public Information Officer
B.A., University of California Berkeley
M.A., University of Manchester, UK
Ed.D., Mills College

BRION, LAURIE
Co-Department Chair English for Speakers of Other Languages
Instructor, English for Speakers of Other Languages
B.A., Cornell University
M.A., Columbia University
M.Ed., Harvard University

BUTLER, RAMONA
EOPS/CARE Coordinator
B.A., California State University, East Bay

CAYTON, NANCY
Curriculum and Student Learning Outcomes and Assessment Specialist
A.A., Ohlone College
B.A., San Francisco State University
*(American Sign Language)

CHEN, GUONG
Bursar

CHEUNG, LEONARD
Instructor, Business
B.S., University of San Francisco
M.S., San Francisco State University
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<td>Instructor, Chemistry</td>
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<td>Instructor, Chemistry</td>
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<td>GREER, JANINE</td>
<td>Mental Health Specialist</td>
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<td>HARSHAW, DOLORES</td>
<td>Staff Assistant, Disabled Students Programs and Services</td>
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<td>HAY, KUNI</td>
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<td>B.A., University of Hawai‘i at Manoa</td>
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<td>HERRERA, AMY</td>
<td>Counselor, Veterans Affairs</td>
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<td>Instructor, Multimedia Arts</td>
<td>B.S. University of Illinois, Champaign</td>
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<td>HOSHIDA, SCOTT</td>
<td>Instructor, English</td>
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<td>HUYHN, HUE</td>
<td>Admissions &amp; Records Technician</td>
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<td>IKEDA, IVANETTA</td>
<td>Department Chair, American Sign Language</td>
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<td>Adjunct Counselor, Cal WORKs, NextUP!</td>
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<td>Instructor, Anthropology</td>
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<td>College Network Coordinator</td>
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<td>Department Chair, Arts and Cultural Studies</td>
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<td>LOUIE, JOANNA</td>
<td>Senior Staff Services Specialist/Fiscal</td>
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<td>LOWOOD, JENNIFER</td>
<td>Department Co-Chair, English and Education Instructor, English</td>
<td>B.A., University of California, Berkeley</td>
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<td>Counselor, Co-Dept. Chair, Counseling</td>
<td>B.A., University of California, Santa Cruz</td>
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<td>MARTÍNEZ, JASMINE</td>
<td>Staff Assistant, Vice President Student Services</td>
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<tr>
<td>MASSEY, LYNN</td>
<td>Staff Assistant, Disabled Students Programs and Services</td>
<td>A.A., Merritt College</td>
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<tr>
<td>MCDOWGAL, SHAWN</td>
<td>Instructor, Math</td>
<td>B.A., Williams College</td>
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<td></td>
<td>M.S., California State University, Los Angeles Ph.D., University of California, Berkeley</td>
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<tr>
<td>MITSUNO-HERNANDEZ, EMIE</td>
<td>Counselor</td>
<td>B.S., University of California, Santa Cruz</td>
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<td>M.S., San Francisco State University</td>
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<td>MOBLEY, AARON</td>
<td>Instructor, Music</td>
<td>B.M., Southern Methodist University</td>
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<td></td>
<td>M.M., Carnegie Mellon University</td>
<td>D.M.A., University of Arizona</td>
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<tr>
<td>MONIZ, TIM</td>
<td>Instructor, English</td>
<td>A.A., Marymount College, Palos Verdes</td>
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<td>B.A., University of California, Santa Barbara</td>
<td>M.A., San Francisco State University</td>
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<td>NEWSOM, LORETTA</td>
<td>Admissions &amp; Records Specialist</td>
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<td>NGUYEN, JOHN</td>
<td>Director of Student Activities &amp; Campus Life</td>
<td>A.A., Evergreen Valley College</td>
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<td>B.A., University of California, Berkeley</td>
<td>M.A., University of the Pacific</td>
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<td>NGUYEN, KENT</td>
<td>Financial Aid Specialist</td>
<td>*(Vietnamese)</td>
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<td></td>
<td>B.A., San Francisco State University *(Spanish)</td>
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<tr>
<td>NGUYEN, LOAN</td>
<td>Financial Aid Supervisor</td>
<td>A.S., College of Alameda</td>
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<td>*(Vietnamese)</td>
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<td>NICHOLS, CATHERINE</td>
<td>Counselor</td>
<td>B.A., California State University, East Bay</td>
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<td>*(Italian and Roman/Dialects)</td>
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<td>OCAPIO-PARE, KYE</td>
<td>Principal Library Technician</td>
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<td>OLMEDO, ADAN</td>
<td>Instructor, English</td>
<td>B.A., UC Berkeley</td>
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<td>M.A., Mills College</td>
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<tr>
<td>OMAR, SIRAJ</td>
<td>Department Co-Chair, Science Instructor, Chemistry</td>
<td>B.S.C., University of Malaya</td>
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<td></td>
<td>Kuala Lumpur, Malaysia</td>
<td>Ph.D., University of California, Santa Cruz</td>
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<td>*(Indonesian, Javanese, Malay and Malaysian)</td>
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<td>OSEGUERA, ALEJANDRA</td>
<td>Counselor, EOPS</td>
<td>*(Spanish)</td>
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<td>PANG, JOHN</td>
<td>Supervisor, Business Office</td>
<td>B.S., California State University, Hayward</td>
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<td>*(Cantonese)</td>
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<td>PENDLETON, GAIL</td>
<td>Coordinator, Enrollment Services</td>
<td>A.A., Laney College</td>
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<td>PERRY, TAMMIE</td>
<td>Clerical Assistant Financial Aid</td>
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<tr>
<td>PERNELL, KELLY</td>
<td>Instructor, Mathematics</td>
<td>B.A., University of California, Berkeley</td>
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<td>M.A., San Francisco State University</td>
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<tr>
<td>PHILLIP, VANESSA</td>
<td>Staff Assistant, ASL/English</td>
<td>A.A A Chabot College</td>
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<td></td>
<td>*(American Sign Language)</td>
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<td>PRINCE, DOMONIQUE</td>
<td>Staff Assistant, Office of Instruction, Vice President of Instruction</td>
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<tr>
<td>ROESE, CYNTHIA</td>
<td>Executive Assistant to the President</td>
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<tr>
<td>ROSE, TIMOTHY</td>
<td>Instructor, History</td>
<td>B.A., University of Colorado, Denver</td>
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<td></td>
<td>M.A., University of California, Berkeley</td>
<td>Ph.D., University of California, Berkeley</td>
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<td>ROWLAND, JEAN</td>
<td>Counselor, DSPS</td>
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<tr>
<td>RUBERTO, LAURA</td>
<td>Department Co-Chair, Arts &amp; Cultural Studies Instructor, Humanities</td>
<td>B.A., University of California, Davis</td>
<td></td>
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<td></td>
<td>M.A., San Francisco State University</td>
<td>Ph.D., University of California, San Diego *(Italian and Roman/Dialects)</td>
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<tr>
<td>SAENZ, JOHN</td>
<td>Learning Resource Center Coordinator</td>
<td>A.A., Cypress College</td>
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<td></td>
<td>B.A., California State University Fullerton</td>
<td>M.A., New College of California</td>
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<tr>
<td>SAYAVONG, PHOMY</td>
<td>Research &amp; Systems Technical Analyst</td>
<td>B.A., M.S. and Ph.D., University of California, Santa Cruz *(Lao)</td>
<td></td>
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<tr>
<td>SHAH, FATIMA</td>
<td>Counselor</td>
<td>B.A., University of California, Berkeley</td>
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<td>M.S., San Francisco State University</td>
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<td>SHEARS, STACEY</td>
<td>Vice President of Student Services</td>
<td>B.A., City College of New York</td>
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<td></td>
<td>M.S., University of Rhode Island</td>
<td>Ed.D., San Francisco State University *(Spanish, American Sign Language)</td>
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<td>SHIELDS, KAREN</td>
<td>Duplicating Technician</td>
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<td>SIMPSON, RACHEL</td>
<td>Instructor, Multimedia Arts</td>
<td>B.A., Wesleyan University</td>
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<td>M. Div., Pacific School Religion Berkeley</td>
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<td>SLAUGHTER, SHIRLEY</td>
<td>Business and Administrative Services</td>
<td>B.S., Central State University, Xenia, OH</td>
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<td>SMITH, CLEAVON</td>
<td>Instructor, English</td>
<td>B.S., U.S. Naval Academy</td>
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<td>M.F.A., Mills College</td>
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<tr>
<td>SWIENCICKI, MARK</td>
<td>Instructor, Sociology</td>
<td>B.A., M.A., Ph.D., University of Connecticut, Storrs</td>
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<tr>
<td>TAING, CHRISTINA</td>
<td>Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THANANJEYAN, PARAMOSOTHY</td>
<td>Department Chair and Instructor</td>
<td>B.A., South Carolina University, Lords of Technology Programs</td>
<td></td>
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<tr>
<td></td>
<td>Business and Technology Programs</td>
<td>Bachelor of Technology, Indian Institute of Technology, Madras</td>
<td></td>
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<td></td>
<td>M.S., University of Minnesota, Minneapolis</td>
<td>Ph.D., University of California, Berkeley *(Tamil)</td>
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<tr>
<td>TOLLIVER, ROGER</td>
<td>Staff Services Specialist/Fiscal</td>
<td></td>
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<tr>
<td>TORRES-GIL, THOMAS</td>
<td>International Program Manager</td>
<td>Office of International Education</td>
<td></td>
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</tbody>
</table>
Advisory Committees, Administration, Faculty and Staff

B.A. and M.A., University of California, Santa Barbara

TRUONG, SUSAN
Counselor, Co-Dept. Chair, Counseling
B.A. University of California, Davis
M.S., San Francisco State University

VAN VALKENBURGH, KE (JOYCE)
Staff Assistant, Dean
B.S., San Francisco State University

VO, TAM
Admissions & Records Technician
*(Vietnamese)

WILLIAMS, ANDREA
Transfer/Career Center Coordinator

WINER, GABE
Instructor, English for Speakers of Other Languages
B.A., Brown University
M.A., St. Mary's College

WING, RICK L.
Instructor, Mathematics
B.A. and M.A., University of California, Berkeley
M.S., San Francisco State University

WOLBERT PEREZ, ALEJANDRO
Instructor, Ethnic Studies
B.A., University of Michigan, Ann Arbor
M.A., University of Texas at San Antonio
M.A., University of California, Berkeley

WOZNIAK, SONYA
Instructor, English
B.A., Occidental College, Los Angeles
M.A. and Ph.D., University of California, Davis

YAM, HERMIA
Counselor
B.Sc., M.A., M. Tennessee State University
M.S., California State University, Hayward
Dip.Ed., Chinese University, Hong Kong
*(Cantonese and Mandarin)

YANG, RANDY
Instructor, Biology
B.S and M.S., Massachusetts Institute of Technology
Ph.D, University of California, Los Angeles

YOUNG, YOLANDA
Cashier's Office

ZHIV, DMITRIY
Instructor, Mathematics
M.A., San Francisco State University
M.S. and Ph.D., Belarus Polytechnic Institute
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