Central County Occupational Center/Program

2007-2008
High School Advisors Handbook

760 Hillsdale Avenue • San Jose, California 95136

Administration • (408) 723–6400
Student Services • (408) 723–6407
www.metroed.net

Metropolitan Education District

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For additional copies or updates of this handbook, call 408-723-6400
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ROC/P STAFF

ADMINISTRATIVE STAFF

Director, CCOC/P ......................... John Fox
Assistant Principal, Off-Campus ROP .... Sylvia Evans
Assistant Principal, ROC ................ Tom Mullin
Dean of Students ......................... Peter Vrabel
Evening Coordinator .................... Bill Connolly
Program Coordinator ................... Eileen Becker
Vocational Counselor ................. Chan-tu Nguyen

CLASSIFIED PERSONNEL

ADMINISTRATION
Administrative Assistant .............. Pat Campbell
Program Representative ............. Rhonda Goldstone
Program Representative ............. Seda Otto
Support Secretary ...................... Rachael Benedict
Support Secretary ..................... Misha James
Support Secretary ..................... Mary Spielman
Director's Secretary ................. Sandy Underwood

ACCOUNTING
Account Technician .................... Lynn Catral

STUDENT SERVICES
Career Center Assistant ................. Farah Ubaidullah
Program Registrar .................... Barbara Barfield
Site Registrar ......................... Marge Derrington
Site Registrar ......................... Thu-Ha Doan
Site Registrar ......................... Teri Guida
Site Registrar ......................... Sarah Martin
Site Registrar ......................... Cameron Vervais
Dear Partners in Education:

The information provided in this handbook about the programs and services available at the Central County Occupational Center is to serve as a resource for students, parents and members of the business community. CCOC/P continues to offer state-of-the-industry programs that serve the needs of the students and the community. The programs offered at CCOC/P prepare students for the world of work and for post-secondary options along with high school credits for graduation.

CCOC/P is a Joint Powers Agreement among six school districts that wanted to provide career training for their students. Through the creation of CCOC/P, the school districts have shown their commitment to insure that technical and career training is available for students who choose to begin their training while in high school. The working relationship between the school districts, the individual high schools and CCOC/P is crucial to maintain the two way communications that are necessary for the partnership to work. The high school counselor plays a pivotal role in communicating to the student the availability of classes and the commitment and responsibility involved for those students who attend CCOC.

The staff at CCOC/P works diligently to provide the latest information to all of the counselors by maintaining CCOC boxes in each Career Center. The boxes are supplied with information on all of the programs offered at CCOC and latest program updates. Along with the brochures that are available in the boxes, a DVD that highlights our programs and campus is provided. In addition to the CCOC boxes that are maintained in the Career Centers, CCOC provides program representatives who make regular visits to all high schools making presentations to student and parent groups. The program representatives inform the students and parents about CCOC programs and the articulation agreements that are in place between CCOC and the community colleges allowing the students to gain college credit while attending CCOC. Tours are always available for parents and students to visit our campus, and high school tours are scheduled in March and April of each year.

It is already time to think about the 2007-2008 school year and prepare schedules for our students. We look forward to your continued support and give you our pledge that we will provide the best programs and instructors that are available and will work toward finding success for every student.

Sincerely,

John Fox
Director
INTRODUCTION

The Central County Occupational Center (CCOC) is a Regional Occupational Center (ROC) located at 760 Hillsdale Avenue, San Jose. CCOC is a modern, well-equipped training facility, serving over 1600 high school students from 37 different high schools. Sponsored by six school districts—Campbell, East Side, Los Gatos-Saratoga, Milpitas, San Jose and Santa Clara—the Center offers training opportunities to high school juniors and seniors and adults in more than 30 specialty areas from six major career clusters.

The Center also houses the Central County Regional Occupational Program's (ROP) administrative and student services units which have been combined with those of the ROC. This centralized administration offers scheduling flexibility, coordination between programs, and the ability to serve high school students and adults who reside within the six districts.

PROGRAMS AND SERVICES

Both the Center and the ROP offer career-technical courses to high school students who wish to prepare for employment or for post-secondary education upon high school graduation. Serving high school juniors and seniors as well as adults, courses are coeducational, practical, challenging, and enjoyable.

High school students are bused from and to their home schools daily for three hours of career-technical instruction, either morning or afternoon. The other half of the day they attend their regular high school studies. Course offerings at Central County Occupational Center are primarily those that require special facilities and equipment normally not available or economically feasible at any one school and which are best utilized at one central location. The Center concept also extends the comprehensiveness of each of the thirty-seven high schools served.

The Regional Occupational Program is comprised of satellite programs that use existing high school classrooms and equipment to offer classes throughout the community, allowing easy access for students from any given area. By design, the courses are flexible in nature with varied course lengths in an effort to accommodate individual needs.

Two different approaches to learning have characterized both the ROC and the ROP during their development. One is the establishment of classes during regular school day hours in which both adults and high school students enroll in career training in classes taught by experts in their fields. The successful operation of this type of program is acclaimed by both adults and high school students as they study side by side in seeking career skills.

The other approach is the internship or Community Classroom/Cooperative Education concept, in which students combine classroom training with on-the-job experience in businesses throughout the community. Internship experiences run from a few weeks to an entire semester and allow students to have first-hand experience of the world of work.

CCOC instructors and staff provide employment services to students who become eligible for employment. As they complete their studies, students are given personal assistance in seeking and gaining employment.

It is the policy of both the Central County Occupational Center and the ROP to provide equal opportunities for both sexes in all programs. Males are encouraged to enroll in courses in such occupations as medical, health, or office work. Females are encouraged to enroll in courses emphasizing non-traditional occupations such as electronics, electrical, construction, machining, or manufacturing.
Central County Occupational Center
Career & College Opportunities Center

INTEGRATED CAREER-TECHNICAL AND ACADEMIC EDUCATION

Central County Occupational Center is a very special school, where high school juniors and seniors learn academic, communication, critical thinking, and technical skills through career training in the field of their choice. CCOC has evolved from the era of vocational education into a 21st century center for career-technical education that blends cutting-edge technical skills with relevant academic concepts.

CCOC career courses integrate California State Content Standards for English/Language Arts, Mathematics, and Science, as appropriate, with career-specific training. Research shows that students learn better and retain concepts longer when they are educated using applied and integrated curriculum. At CCOC, students work through projects using reading, oral communication, report writing, math skills, science principles, teamwork, and problem solving. CCOC students learn in a real-life, meaningful way, and as a result, CCOC students enjoy learning!

The result of this unique curriculum is that CCOC students are not only well prepared for employment, but are also well prepared for two-year and four-year colleges. CCOC students find success in higher education as well as in work. On the following pages, you can see and hear from some of CCOC’s many successful students.

LINK TO COLLEGE

In 1990 nationally only 19 percent of career-tech students were taking a college-preparatory curriculum. By 1998, 45 percent of career-tech students were taking college-prep classes. The gap between career-tech students and traditional students continues to narrow in the U.S.

At CCOC many career-tech students are preparing for college while learning career skills. CCOC is a school for everyone. Many middle and high achieving students attend CCOC to explore careers and acquire the skills that enable them to work in interesting and well-paid jobs during their college years. At-risk students often decide to continue in school because CCOC’s career-technical classes make learning relevant for them.

In almost all of CCOC’s 30+ career areas, students earning an A or B leave CCOC with community college credit, in addition to high school credit. CCOC students have a real “jump start” on their college education that most traditional students do not have. The chart on page 17 shows the articulated community college credits available in CCOC programs.

LINK TO EMPLOYERS

At CCOC an advisory committee supports each career-technical program. The purpose of the advisory committee is to advise on current job needs, curriculum development/refinement, equipment needs, and to bring teachers up to date on current technology. Additionally, local business and community members serve as mentors through providing job shadowing, business internships, summer internships for students and teachers, guest speakers, scholarships and awards, and donation of equipment and materials. The list on page 59 shows the many business partners that support CCOC’s career programs. This strong education-business partnership enables teachers and staff to assist qualified CCOC students in finding internships and employment.
“Taking CCOC’s animation class was definitely the right choice for me. I was interested in the subject for a long time, and now that I’m majoring in animation at San Jose State, I definitely feel like it put me ahead. At the time my options were either taking some classes I was interested in to fill my 6-period schedule or coming here. I think it’s what made my senior year of high school really valuable.”

Becky Roberts (Left)
Animation

“Before I took the class at CCOC, the idea of a career in animation seemed so far away and impossible. After learning how to do character designs, storyboard, and animate by hand and on the computer, my future seems a lot clearer. I am glad I made the choice to take the animation class at CCOC.”

Lucie Roberts (Right)
Animation

“Taking Dental Assisting at CCOC showed me the career path to becoming a dental hygienist. I currently work full time as a dental assistant and attend De Anza College, studying for an A.S. Degree in Dental Hygiene. I’m looking forward to a fulfilling and well paid career as a dental hygienist.”

Katrina Gonzales
Dental Assisting

“I took Brakes and Alignment junior year and Tune-up and Electrical senior year. I am very happy that I took the CCOC auto classes, and I would definitely recommend it. I was glad for the chance to get into AutoYES. Girls can do automotive too!”

Mary Keo
Brakes & Alignment and Tune-up & Electrical Systems

~Automotive Technology~
~Building Technology~
~Business Technology~
~Engineering/Industrial Technology~
~Health & Community Service~
~Visual Arts~
SUCCESS IN MANY CAREERS

“CCOC helped prepare me in my electrical career. I took Electrical Maintenance my junior and senior years. CCOC even helped me get a job in the Union – IBEW 332. CCOC is a great opportunity to get started in the right direction.”

Richard Young
Electrical Maintenance
International Brotherhood of Electrical Workers
Sound & Communication Apprenticeship
Redwood City Electrical

“CCOC is a great opportunity for young adults to start a career early.”

Mike Hagopjan
Air Conditioning
$23,500 scholarship winner to WYOTECH through SkillsUSA, Conditioned Air Mechanical Services

“Deciding to come to CCOC was the best decision I could have made. I took Health Occupations and my instructor taught me everything I needed to know to present myself as a professional in the medical field. I completed an internship in the ER at Regional Medical Center, and my skills earned their respect. I continue to work there, earning a great salary while furthering my education in college. I’m so glad that I took my education at CCOC seriously!”

Carina Tovar
Health Occupations
Regional Medical Center

“For students just getting started in the auto industry, CCOC Truck Mechanics teaches us to strive for excellence. Our teacher says, ‘Perseverance and the right tool will get the job done’! Working at my AutoYES internship at a Honda dealership this year, I really see the similarities between what we do in class and a real work environment. CCOC automotive programs give students the preparation they need for the real world.”

Jonathan Naylor
Truck Mechanics
Capitol Honda

CCOC: the first step toward the destination of your dreams!
STUDENT ORGANIZATIONS AND CLUBS

“Being a VICA member allowed me to prove to myself that I have what it takes. Winning the gold medal at Skills USA State Competition inspired me to plan for the future in the HVAC field.”

Johndy Ouk Oak Grove HS

SkillsUSA prepares America's high performance workers by providing quality education experiences for students in leadership, teamwork, citizenship and character development.

Mike Hagopjan, SkillsUSA National Finalist in Air Conditioning at the Kansas City, MO competition with advisor John Tawney.

AWARDS AND SCHOLARSHIPS

Annual Honors and Progress Awards

Approximately 120 students who complete CCOC classes receive awards for their outstanding efforts during the year. Award certificates and stipends are presented at an awards ceremony held in May of each year.

Grove Scholarships

Twenty CCOC Students won Grove Scholarships in the 2006-2007 school year.

WYOTECHE Institute

2005 Scholarship Winner
Michael Hagopjan, Pioneer HS
Air Conditioning/Refrigeration/Heating
$23,500 Scholarship

Johnson & Wales Scholarship National High School Recipe Contest

2004 1st Runner up – Dessert Category:
Redmond Cole, Leigh HS
$7,500 renewable tuition scholarship

2003 Grand Prize Winner - Dessert Category:
Candace Burciaga, Pioneer HS
Four-year renewable full scholarship to Johnson & Wales totaling $70,000

Leroy Morrell Scholarship

Tool belts (with $800 worth of tools) are awarded to all Air Conditioning and Electrical Maintenance students who meet academic and performance standards each year.
CLASS SCHEDULES

CCOC CLASS SCHEDULE
Students may attend CCOC for either morning or afternoon sessions. Times vary depending on the home school; however, a typical day for a CCOC student may be as follows:

**Morning CCOC Session:**

**Morning Schedule:**
- 7:00 a.m. Board bus from home school to Occupational Center
- 7:30-10:30 CCOC (15 Credits)
- 10:35 a.m. Return to home school

**Afternoon Schedule:**
Required and/or elective classes at home school.

**OR**

**Afternoon CCOC Session:**

**Morning Schedule:**
Required and/or elective classes at home school.

**Afternoon Schedule:**
- 12:00 p.m. Board bus from home school to Occupational Center
- 12:30-3:30 CCOC (15 Credits)
- 3:35 p.m. Return to home school

ROP (SATELLITE) CLASS SCHEDULES
ROP class hours vary according to the schedules at the schools at which they are located. No extra transportation is provided for ROP students.

NON-DISCRIMINATION

NOTICE OF NON-DISCRIMINATION
The Metropolitan Education District does not discriminate on the basis of race, color, national origin, religion, sex, age or handicap in its educational programs and activities or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and the Vocational Education Act of 1976.

Students, parents, employees, or others who wish further information about the regulations, or about handicapped access of the district’s facilities, or who wish to file a complaint, should contact the following district person:

**Affirmative Action Office:** Human Resources Director, Metropolitan Education District, 760 Hillsdale Avenue, San Jose, California 95136, Phone (408) 723-6569.

El Metropolitan Education District no discrimina razones de raza, color, origen nacional, religion, sexo, edad, o incapacidad en sus programas educativos y actividades o formas de empleo como requiere el Título VI de los Derechos Civiles* Acta del 1964, Título IX de la ley de Educación de 1972, La Acta de Discriminación de Edad de 1975, y la Sección 504 de la acta de Rehabilitación de 1973, y la acta Vocacional Educatacional de 1976.

Alumnos, padres, empleados o otras personas que desean más información acerca de estos reglamentos, o acerca del acceso para los incapacitados a las instalaciones del distrito o que desean presentar quejas, deben comunicarse con la siguiente persona del distrito:

**Oficina de Acción Afirmativa:** Asistente de Superintendente, Metropolitan Education District, 760 Avenida Hillsdale, San Jose, California 95136, Teléfono (408) 723-6569.
ELIGIBILITY STANDARDS

To be eligible for enrollment in either CCOC or an ROP class, a student must be enrolled in a high school in a district that is a party to the Joint Powers Agreement; i.e., Campbell Union High School District, East Side Union High School District, Los Gatos-Saratoga Joint Union High School District, Milpitas Unified School District, San Jose Unified School District or Santa Clara Unified School District.

A student should be enrolled in the 11th or 12th grade or be 16 years of age; however, 10th grade students may be enrolled if space is available and the student is referred by a school counselor or administrator as a part of a comprehensive high school plan.

Prerequisites:

1. Students must meet any minimum proficiency prerequisites as listed in the course descriptions.

2. Test scores: The various standardized test scores that are a part of the student’s cumulative record should be used. The prospective student’s ability to do mathematics and read at approximately ninth grade level or higher is particularly important for success in some programs. The following chart shows the minimum academic levels recommended for CCOC classes.

3. Physical education record: This indicates attitude and the nature of cooperation without necessarily including academic ability as a factor.

4. Attendance record: Because CCOC classes are activity-based with a goal of developing employability skills and characteristics, it is advisable to enroll only students with good attendance in these classes. CCOC students are treated as employees in a business and are graded, in part, on these employability skills.

5. The advisor’s recommendation: This will reflect an assessment of the student’s maturity and psychological, academic and citizenship record.

6. Teacher’s recommendation: This is important, especially when based on observing students in a shop or a related class.

7. Student interest: The student should feel a commitment to the selected program and to an appropriate career goal.

8. CCOC encourages and promotes non-traditional training for both females and males.

These criteria serve only as general guidelines for the advisor working with the individual students and should not be construed as limiting the professional decision of the advisor.

AVERAGE DAILY ATTENDANCE APPORTIONMENT

The minimum school day for the typical high school student is 240 minutes; the California Education Code reduces a minimum day to 180 minutes at the home school for students attending the Regional Occupational Center.

PROCEDURE: LOSS OF ELIGIBILITY

Students who receive a “D” or an “F” semester grade will be dropped from their current CCOC class. Students who receive a “D” may re-register into a new CCOC class, only with availability and counselor approval. These students may only re-register after students who received a “C” or better have transferred, and any new students have registered. Students who receive an “F” may not re-enroll at CCOC during the current school year. A progress report to parents will have been sent home prior to the end of any six-week grading period in which a student might receive a “D” or “F” grade.
## MINIMUM ACADEMIC LEVELS RECOMMENDED FOR ENROLLMENT IN CCOC CLASSES

<table>
<thead>
<tr>
<th>Class</th>
<th>Reading Grade Level</th>
<th>Math Grade Level</th>
<th>Other Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUTOMOTIVE TECHNOLOGY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Body Repair &amp; Refinishing</td>
<td>7.0</td>
<td>7.0</td>
<td>General Math Skills – addition, subtraction, multiplication, division of whole numbers, fractions, and decimals</td>
</tr>
<tr>
<td>Brakes &amp; Alignment</td>
<td>7.0-8.0</td>
<td>7.0-8.0</td>
<td>General Math Skills – addition, subtraction, multiplication, division of whole numbers, fractions, and decimals</td>
</tr>
<tr>
<td>Engine Repair &amp; Transmissions</td>
<td>7.0-8.0</td>
<td>7.0-8.0</td>
<td>General Math Skills – addition, subtraction, multiplication, division of whole numbers, fractions, and decimals; Read for content and memorize information</td>
</tr>
<tr>
<td>Truck Mechanics</td>
<td>8.0-9.0</td>
<td>8.0-9.0</td>
<td>Capable of self-directed study; Able to follow written directions</td>
</tr>
<tr>
<td>Tune-up &amp; Electrical Systems</td>
<td>8.0-9.0</td>
<td>8.0-9.0</td>
<td>Reading comprehension very important (some technical manuals are 12.0 or higher); critical thinking skills a must</td>
</tr>
<tr>
<td><strong>BUILDING TECHNOLOGY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration/ Heating</td>
<td>8.0</td>
<td>8.0</td>
<td>General Math Skills – addition, subtraction, multiplication, division of whole numbers, fractions, and decimals</td>
</tr>
<tr>
<td>Custom Cabinetmaking &amp; Woodworking Careers</td>
<td>7.0</td>
<td>7.0</td>
<td>Drafting (1 year recommended); Drafting (1 year recommended); General Math Skills – addition, subtraction, multiplication, division of whole numbers, fractions, and decimals</td>
</tr>
<tr>
<td>Carpentry</td>
<td>7.0-8.0</td>
<td>7.0-8.0</td>
<td>Drafting (1 year recommended); General Math Skills – addition, subtraction, multiplication, division of whole numbers, fractions, and decimals</td>
</tr>
<tr>
<td>Electrical Maintenance</td>
<td>7.0-8.0</td>
<td>7.0-8.0</td>
<td></td>
</tr>
<tr>
<td><strong>BUSINESS TECHNOLOGY</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td>8.0</td>
<td>8.0</td>
<td>General Math Skills – addition, subtraction, multiplication, division of whole numbers, fractions, and decimals</td>
</tr>
<tr>
<td>Office Assistant</td>
<td>7.0</td>
<td>7.0</td>
<td>General Math Skills – addition, subtraction, multiplication, division of whole numbers, fractions, and decimals</td>
</tr>
<tr>
<td>Small Business Management</td>
<td>8.0-9.0</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td><strong>COSMETOLOGY</strong></td>
<td>7.0</td>
<td>7.0</td>
<td>Science (1 year recommended); buy uniforms and kit</td>
</tr>
<tr>
<td><strong>ENGINEERING/INDUSTRIAL TECHNOLOGY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Aided Drafting</td>
<td>8.0</td>
<td>8.0</td>
<td>Drafting (1 year recommended)</td>
</tr>
<tr>
<td>Computer Technology Careers</td>
<td>9.0</td>
<td>9.0</td>
<td></td>
</tr>
<tr>
<td>Metals Technology/Welding</td>
<td>7.0</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Precision Machining</td>
<td>8.0</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>Robotics/Engineering Technology</td>
<td>9.0</td>
<td>9.0</td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH &amp; COMMUNITY SERVICE</strong></td>
<td></td>
<td></td>
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<tr>
<td>Dental Assisting</td>
<td>8.0</td>
<td>8.0</td>
<td>Science (1 year recommended)</td>
</tr>
<tr>
<td>Forensic Investigation</td>
<td>8.0-9.0</td>
<td>8.0-9.0</td>
<td>Science (1 year recommended)</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>8.0</td>
<td>8.0</td>
<td>Science (1 year recommended)</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>8.0-9.0</td>
<td>8.0-9.0</td>
<td>Good physical condition; uniform ($100)</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>8.0-9.0</td>
<td>8.0-9.0</td>
<td>Science (1 year recommended); Physical Exam; TB test; uniform</td>
</tr>
<tr>
<td>Medical Office Careers</td>
<td>8.0</td>
<td>8.0</td>
<td>25 wpm typing; CPR and TB test; uniform</td>
</tr>
<tr>
<td>Probation &amp; Legal Careers</td>
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<td><strong>VISUAL ARTS</strong></td>
<td>7.0-8.0</td>
<td>7.0-8.0</td>
<td>Art (1 year recommended); Keyboarding or good computer skills</td>
</tr>
<tr>
<td>Animation</td>
<td>7.0-8.0</td>
<td>7.0-8.0</td>
<td>Art Classes (recommended); Keyboarding (1 year recommended)</td>
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<td>Baking &amp; Catering</td>
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<td>7.0</td>
<td></td>
</tr>
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<td>Culinary Arts</td>
<td>7.0</td>
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</tr>
<tr>
<td>Graphic Design</td>
<td>7.0-8.0</td>
<td>7.0-8.0</td>
<td>Art, drafting, drawing (1 year recommended); Familiar with MS Windows</td>
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<td>Interior Design</td>
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<tr>
<td>Video Production</td>
<td>7.0-8.0</td>
<td>7.0-8.0</td>
<td></td>
</tr>
</tbody>
</table>
ENROLLMENT PROCEDURES

Course descriptions follow for counselors to assist in recruiting and selecting students. Enrollment cards are provided to each school. Procedures for enrolling for the Fall Semester are as follows:

ROC ENROLLMENT PROCEDURES

1. District counselors are responsible for recruiting and counseling students each spring from February through March for fall enrollment for the CCOC programs. Each district has a student allotment for enrollment in each class. The quota numbers will be artificially inflated to accommodate the normal attrition that occurs between spring enrollment time and classes starting in the fall.

2. Districts will submit their enrollment cards for each student for the following fall semester to the CCOC Student Services Office by the Monday of the 6th week before the end of spring semester.

3. A “draft” will be held in the 4th week before the end of spring semester to allow all districts to enroll students into unused quota seats. From the 3rd week before the end of spring semester until the first day of school in the following fall semester, unfilled spaces will be open to all districts on a “first-come” basis. During this period, all spaces must be reserved through the CCOC Student Services Office.

4. From the opening day of school through the balance of the year, class loads will be established. Because of initial over-enrollment, districts may not replace drops or transfers until student enrollment for a program drops below a normal class load.

5. Students who fail to attend CCOC (no-shows) within the first three days of school will automatically be dropped and their spaces will become available to all participating districts.

PROCEDURES FOR STUDENTS WITH SPECIAL LEARNING NEEDS

For identified special education students, a Special Needs Information Form (see page 53) is necessary. The form must include an assurance that a handicapped student who completes an ROC/P program could reasonably expect to find employment in the occupation for which trained.

In addition to conforming to the established ROC/P student eligibility and enrollment procedures, the referral of students with special learning needs to a career program in the ROC/P must include the following:

a. The home school representative initiates a Special Needs Information Form providing a brief, written profile of the student’s capabilities and limitations and identifying an appropriate career program and job goal. This petition also includes an assurance that the student may reasonably expect to find employment in the designated occupation upon completion of the program and identifies a job goal if it is other than the regular program goal. (See p. 14 for Modified Program Goal process.)

b. The home school representative reviews the Special Needs Form and evaluates the student’s potential placement in the program with the recommending counselors. All students will enter having the regular job goal unless a special request for a modified goal is made prior to registration. The progress toward this goal is periodically reviewed and assessed.

c. The representative from the participating district will provide liaison between the home school staff and the ROC/P staff in order that supportive and tutorial services may be provided as needed for the student to make satisfactory progress toward the chosen career goal. The district representative will assist the CCOC staff in providing appropriate employment services for the student upon his/her completion of the occupational training program.
ATTENDANCE POLICY

1. High school students are required to attend assigned classes daily in accordance with their district's calendar. Students must start within three days of CCOC's starting date to be guaranteed their pre-registered class. Students should expect to attend CCOC on home school in-service days.

2. Absences because of illness must be verified by a parent, guardian, or medical person. Absences cannot be made up.

3. Each high school student is responsible for verification of every absence, by bringing a note signed by his or her parent or guardian. A parent or guardian may also phone the student’s instructor to verify an absence.

4. Attendance is checked daily.
   a. Five (5) absences are cause to send a warning to the student’s parents and the school district office.
   b. Five (5) additional absences result in a second warning notice being sent to parents and home school counselor. Reassessment of the career-training objective is suggested.
   c. Continued absences are cause for the Student Services Office and advisor to review the student’s progress and to consider withdrawal from the program.

TRANSFER OR WITHDRAWAL

1. The initial placement of a student in any course is determined by the home school. Advisors are encouraged to involve both the student and his/her parents in the determination of a career choice. Should career goals change, as they often do, students will be offered individual guidance services by the Student Services Office in selecting an alternative program. Before a reassignment is made, however, the home school advisor will be notified of the recommendation. If the home school advisor, the student, and his/her parents agree to the change, a transfer may be made within the first three weeks providing space in the desired course is available. After the first three weeks transfers will take place only at the semester.

2. If the student’s high school advisor and the ROC/P agree that the student has poor attendance or is not making satisfactory progress in the course, the Student Services Office initiates withdrawal of the student from the course.

PERMISSION TO LEAVE SCHOOL EARLY

High school students must follow procedures established by the CCOC Student Services Office for requests to leave school early. Generally, this means written verification from the student's parent or guardian.

TRANSPORTATION

Transportation is provided only for students enrolled in the six participating districts and attending the Regional Occupational Center.
INSTRUCTION

CURRICULUM DEVELOPMENT

The prime purpose of all CCOC/P programs is preparation for gainful employment. Curriculum, therefore, is based on specific jobs listed and defined in the Dictionary of Occupational Titles issued by the U.S. Department of Labor. The instructor expands the job definition into a list of typical tasks or skills a person is required to know to become successfully employed. The list of tasks is then reviewed for relevance by an advisory committee, comprised of representatives from the occupation. Once approved, the instructor identifies the theory and performance standards essential to performing each task and organizes the content into a course of instruction designed to prepare students for employment upon graduation or continued study in college or another post-secondary institution.

INSTRUCTIONAL METHODS

Instruction at the Center is individualized to enable students to enter programs whenever training stations are available and to progress at their own rate. Personal progress records, which clearly show individual achievement and advancement toward established career goals, are maintained for each student. Instruction is practical and occurs mainly through demonstrations followed by practice supported by audio-visual materials and small group discussions.

COMMUNITY CLASSROOM

Many programs include a Community Classroom component in which students are assigned to non-paid training stations in businesses and industries throughout the community. To be eligible, students must have their instructor’s recommendation and be able to provide their own transportation.

COOPERATIVE VOCATIONAL EDUCATION

Cooperative Vocational Education is an instructional program, which correlates formal vocational classroom instruction with regularly scheduled, paid, on-the-job learning experiences. This instructional method is utilized in some courses.

PROTECTIVE CLOTHING AND EQUIPMENT

Many classes require protective clothing, safety glasses, and/or minimal personal tools. Students will be informed of any special needs by their instructors when entering class. Some scholarship assistance for class uniforms or equipment may be available.

CAREER SERVICES

Assistance in gaining employment is provided to students enrolled in high school classes at CCOC by instructors and staff. Near the end of their training, students in each class compile a “Career Portfolio,” consisting of a resume, list of references, letter of recommendation and samples of their work, which they can present to employers. Students planning to pursue post-secondary education have the opportunity to hear presentations by community college staff and learn about college programs in their career field. In many CCOC classes, students earning an A or B may have already earned college credit (see “Articulated Community College Credit,” p. 17) should they enroll at community college.
GRADING POLICY

CREDIT
1. **Units of credit** are determined and granted by home schools. The same credit toward graduation is granted for all ROC/P classes meeting 15 hours per week. Students earn 15 credits per semester, or 30 credits for the school year. Units granted are elective credits or, in some cases, a combination of elective and academic credits. Students must successfully complete the semester to earn credits.

2. **Partial Credit**: Students who enroll after the first three weeks of the start of a semester and no later than seven weeks prior to the end of the semester may earn partial credit.

3. **Incomplete**: A semester grade of “incomplete” (INC) is issued if a student fails to complete course requirements for the period enrolled because of excessive approved absences. An incomplete must be cleared during the semester immediately following the incomplete grade. An incomplete grade not cleared becomes an “F.” At the time the INC grade is recorded, the teacher must submit to the Student Services Office, the reason for issuing the grade, a description of the assignment(s) to be completed, the expected grade to be granted, and the date when assignments need to be completed. The length of time allowed to make up an “INC” may not exceed twice the number of days of approved absences for the semester.

4. **No Grade (no credit)**: A “no grade” (NG) may be issued if a student is enrolled, or has attended, for less than three weeks and has made no progress toward the objective of the program.

LETTER GRADES DEFINED
Performance in relation to the student’s selected career goal is the basis for all grades. This also takes into consideration: attitude, attendance and punctuality. Letter grades indicate the following:

- **“A”** Exceptional skill development and production; good attitude and attendance. The student demonstrates excellent employment possibilities.
- **“B”** Above average skill development and production; good attitude and attendance. The student demonstrates good employment possibilities.
- **“C”** Average skill development and production; acceptable attitude and attendance. The student demonstrates limited employment potential.
- **“D”** Poor skill development and production; poor attitude and attendance, or both. The student demonstrates low employment possibility. A transfer and change of job goal is required unless the student and teacher develop an “Improvement Plan” and a copy of the plan is signed by the parent, counselor, teacher and student prior to the end of the semester.
- **“F”** Unsatisfactory skill development, production, attendance or a combination of these factors; failure to fulfill the requirements of the job goal. The student must transfer to a different program or be dropped from CCOC.

GRADES ARE REPORTED EVERY 6 WEEKS AND/OR UPON COMPLETION OF THE TRAINING PERIOD
1. Six-week letter grades are given to indicate progress only. These are not recorded on the permanent record.
2. Semester letter grades reflect achievement for the entire semester and are recorded on transcripts.

SPECIAL REPORTS TO HOME SCHOOL AND PARENT
At any time during the training period, a teacher may notify CCOC Student Services of a student’s unsatisfactory progress. A Progress Report (see page 54) will be mailed to the parents and to the home school counselor or advisor. A Student Improvement Plan (see page 54) may be established at this time to provide guidelines for student success.
MODIFIED PROGRAM GOALS

A curriculum modification request for students who do not meet eligibility and/or program standards may be initiated by either the home school advisor or the CCOC instructor. In either instance, the modification will not go into effect until agreed to by the home school advisor and/or teacher, CCOC instructor, CCOC administration and the student's parents. *Until this procedure is completed and approved by all parties, all students will be considered enrolled in the regular program and their progress graded accordingly.*

PROCEDURE

1. The CCOC instructor or home school counselor will initiate a petition for a modified program goal and submit it to the Director. This should take place within the first six weeks of enrollment.

2. CCOC staff will review the petition in relation to the proposed student’s potential for employment at completion of training.

3. Upon acceptance, the student’s modified goal will be recorded in the Student Services Office and on his/her profile rating form. The student’s progress toward this goal will be reviewed and assessed by the teacher at each grading period.

EQUIVALENCY CREDIT

Education Code Section 51228 states in part, "...each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades, a course of study which provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation of high school."

Education Code Section 51225 states in part, "...the governing board, with the active involvement of parents, administrators, teachers, and students, shall...adopt alternative means for students to complete the prescribed course of study which may include practical demonstration of skills and competencies, work experience or other school experience... Requirements for graduation and specific alternative modes for completing the prescribed course of study shall be made available to students, parents, and the public."

All six school districts participating in the CCOC/P have adopted policies to allow graduation equivalency credit for selected classes. Each district has its own guidelines for awarding the credit. The matrix on the following page shows the amount of credit that may be allowed for these classes by districts.
**HIGH SCHOOL GRADUATION EQUIVALENCY CREDIT MAY BE AVAILABLE**

**NOTE:** Participating districts have differing policies on graduation requirements and equivalency credit. Consult with your district for updated information.

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<thead>
<tr>
<th>Full-Time Day Programs</th>
<th>Year</th>
<th>Math</th>
<th>Physical Science</th>
<th>Biological Science</th>
<th>English</th>
<th>Fine Arts</th>
<th>Computer Literacy</th>
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<td><strong>Automotive Technology</strong></td>
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<td></td>
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<td>5**</td>
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</tbody>
</table>

+These courses meet current SJUSD graduation requirements

*Basic math/science credit for ESUHSD
**Meets ESUHSD English requirement
***Meets ESUHSD Algebra I math requirement
*Meets ESUHSD fine arts requirement

The allowance of credit requires two full semesters in the CCOC program.
CCOC is the premier Career & College Opportunities Center of Silicon Valley. CCOC is where students get a jump-start on a college education, because students earning an A or B in most CCOC classes earn community college credit in addition to high school credit.

Between 3 and 13 college units may be available at these local community colleges. The following chart summarizes community college credit as of January 2007. Additional college courses and additional colleges are added continually.

**CCOC’s Community College Partners**

- **Evergreen Valley College**
- **West Valley College**
- **San Jose City College**
- **Mission College**
- **De Anza College**
Articulation agreements are in effect between CCOC and local community colleges, permitting students to receive credit on their college transcripts as listed below. The awarding of college credit requires two full semesters in the CCOC program with a grade of “A” or “B.”

<table>
<thead>
<tr>
<th>Day Program</th>
<th>CCOC Class</th>
<th>Total Units</th>
<th>College Department</th>
<th>Units</th>
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**TOTAL**: 219.5

Key to Colleges: EVC=Evergreen Valley   FH=Foothill   SJCC=San Jose City   MC=Mission   DeA=DeAnza   WVC=West Valley
AUTO BODY REPAIR AND REFINISHING

Length and Credit: Two or four semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors, high school level reading and writing skills.

Special Requirements: Uniform and safety glasses

Course Description: A two–year program leading to employment in automotive repair and refinishing.

First Year—Students learn theory and techniques related to the processes of welding, metal straightening, unit alignment, body alignments and painting. Emphasis is on career orientation, skill development, knowledge and proper use of materials and hand tools, safety, and power equipment operation.

Second Year—During the second year, students spend a major portion of their time working on actual repair jobs in the shop. First semester involves review of the basic processes learned during the first year in addition to advanced study in painting, major unit repairs, frame alignments and collision damage diagnosis. Second semester students specialize in auto painting or body repair, with emphasis on advanced skill development through practical experience for job placement in the field.

Students may spend two semesters in repair and two semesters in refinishing.

Automotive YES Internships – A Manufacturers’ Technician Training Program

The CCOC Transportation Program is a nationally recognized manufacturer-supported program. The auto manufacturers have contributed over $3 million in donations to the CCOC auto program. Qualifying students are eligible to participate in worksite-based internships at independent repair shops and General Motors, Toyota, VW, DaimlerChrysler, and Honda new car dealerships. These training partnerships prepare students to attend a community college program concurrently with dealership employment.

Graduation Equivalency: May be available in Physical Science

Career Pathway

Auto Body Repair and Refinishing

Employment Opportunities
- Auto Body Repair Mechanic
- Auto Body Painter
- Painter’s Helper
- Painter, Transportation
- Painter, Industrial
- Manager
- Entrepreneurship
- Sales
- Estimator

Community Colleges*
- Chassis – D, E
- Automotive Technology – D, E
- Industrial Technician – D
- Manufacturing/Design Tech – D, E, M
- Auto Body & Paint – College of Alameda
- Auto Body & Paint – Hartnell College

San Jose State University
(or other CSU/UC institution)
- Materials Engineering
- Business (Concentration in Management)

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
BRAKES AND ALIGNMENT

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Special Requirements: Uniform and safety glasses

Course Description: Students will prepare for employment in automotive repair facilities as trainees or apprentice mechanics. In this specialty students will study drum and disc brake service, anti-lock brake systems, computer four-wheel alignment, tire service, computer wheel balancing, CV joint service, lubrication, MacPherson struts, front and rear suspension rebuilding, active suspension systems, rack and pinion, conventional and power steering units. Scanner and digital volt OHM meters are also used. The auto advisory committee recommends 9th grade reading and math skills for all auto programs.

Automotive YES Internships – A Manufacturers’ Technician Training Program
The CCOC Transportation Program is a nationally recognized manufacturer-supported program. The auto manufacturers have contributed over $3 million in donations to the CCOC auto program. Qualifying students are eligible to participate in worksite-based internships at independent repair shops and General Motors, Toyota, Ford, VW, DaimlerChrysler, and Honda new car dealerships. These training partnerships prepare students to attend a community college program concurrently with dealership employment.

College Articulation: EVC Automotive 5.5 units (grade “B” or better)

Graduation Equivalency: May be available in Math and Physical Science

Career Pathway

Community Colleges*
- Brakes – D E
- Maintenance Technician - E
- Inspection & Maintenance/Service – D
- Automotive Technology – D E

San Jose State University
(or other CSU/UC institution)
- Mechanical Engineering
- Industrial Technology
  (Concentration in Manufacturing)

Employment Opportunities
- Automobile Mechanic
- Brake Mechanic
- Front-End Mechanic
- Tire Installer
- Lube Technician

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
**ENGINE REPAIR AND TRANSMISSIONS**

**Length and Credit:** Two semesters, 3 hours daily  
15 credits per semester

**Eligibility:** Juniors and seniors.

**Special Requirements:** Uniform, safety glasses, and leather work shoes

**Course Description:** Students will prepare for employment in repair facilities as trainees or apprentice mechanics. Students will study basic engine repair procedures with an emphasis on maintenance. Fundamentals of engine operation, repair and maintenance of standard and automatic transmissions, differentials, and general shop skills will also be taught. Students must know division and multiplication, fractions and decimals. They will calculate gear ratios, using micrometers and thickness gauges to make adjustments. Students must be able to read and comprehend shop manuals used in the industry. Emphasis is on diagnosis, and a live shop is maintained so that students are aware of all phases of service. Students are trained for entry-level jobs in the automotive field.

CCOC encourages and promotes non-traditional training for females and males.

**Automotive YES Internships – A Manufacturers’ Technician Training Program**
The CCOC Transportation Program is a nationally recognized manufacturer-supported program. The auto manufacturers have contributed over $3 million in donations to the CCOC auto program. Qualifying students are eligible to participate in worksite-based internships at independent repair shops and General Motors, Toyota, VW, DaimlerChrysler, and Honda new car dealerships. These training partnerships prepare students to attend a community college program concurrently with dealership employment.

**College Articulation:** EVC Automotive 5.5 units  
(grade “B” or better)

**Graduation Equivalency:** May be available in Math and Physical Science

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**Career Pathway**

**Community Colleges**
- Engine Performance Repair – D E
- Transmission – D E
- Automotive Technology – D E
- Maintenance Technician – E
- Engine Machining - D

**San Jose State University** (or other CSU/UC institution)
- General Engineering
- Industrial Technology
- Mechanical Engineering

**Engine Repair & Transmissions**

**Employment Opportunities**
- Automobile Mechanic
- Drive Train Mechanic
- Transmission Mechanic

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley*
TRUCK MECHANICS

Length and Credit: Two or Four Semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Special Requirements: Uniform, safety glasses, and leather work shoes

Course Description: Small Truck, Heavy Truck & Diesel: Instruction and practice are provided in repair/replace/adjustment of all truck related components and systems: electricity/electronics, fuel systems, manual drive trains, engine tune-up and repair, brakes and preventive maintenance. Other activities include the use of technical manuals; computer based training, precision measuring tools, a variety of hand/power tools, and testing/diagnostic equipment. Two years (4 semesters) are available for both large and small trucks.

Students may focus on heavy-duty vehicles and have similar experiences, which apply to diesel and heavy trucks. Additional experiences include diesel fuel systems, diesel engine tune-up, large truck air systems, steering, and axle maintenance.

A second year of advanced training is available to students who qualify with a grade of "C" or better. Emphasis is placed on improving critical thinking skills while performing such tasks as diesel engine and heavy truck automatic transmission overhaul, electrical/electronic troubleshooting, air conditioning/refrigeration, and hydraulic systems.

Automotive YES Internships – A Manufacturers’ Technician Training Program

The CCOC Transportation Program is a nationally recognized manufacturer-supported program. The auto manufacturers have contributed over $3 million in donations to the CCOC auto program. Qualifying students are eligible to participate in worksite-based internships at independent repair shops and General Motors, Toyota, VW, DaimlerChrysler, and Honda new car dealerships. These training partnerships prepare students to attend a community college program concurrently with dealership employment.

College Articulation: EVC Automotive 9.5 units
(grade “B” or better)

Graduation Equivalency: May be available in Math and Physical Science

Career Pathway

Community Colleges*
- Mechanic – E
- Brakes – D E
- Engine Machining – D
- Engine Performance Repair – D E

San Jose State University
(or other CSU/UC institution)
- Mechanical Engineering
- Industrial Technology

Employment Opportunities
- Agriculture Equipment Technician
- Heavy Equipment Technician
- Auto/Truck Air Cond/Refrig Tech.
- Vehicle Service Writer
- Vehicle Service Worker

Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley

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TUNE-UP AND ELECTRICAL SYSTEMS

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Special Requirements: Shop coat and safety glasses; strong reading comprehension needed

Course Description: Students will prepare for employment in repair facilities as trainees or apprentice service technicians. In this specialty, students will become proficient in diagnosing and repairing starting systems, charging systems, fuel systems, and ignition systems. Students will also be introduced to engine and body control systems as well as emission control systems.

A second year of automotive training is available in Brakes & Alignment, Engine Repair & Transmissions, and Truck Mechanics. Students completing two years of training may be granted one year of advanced credit in the Automotive Apprentice Training Program.

Automotive YES Internships – A Manufacturers’ Technician Training Program
The CCOC Transportation Program is a nationally recognized manufacturer-supported program. The auto manufacturers have contributed over $3 million in donations to the CCOC auto program. Qualifying students are eligible to participate in worksite-based internships at many new car dealerships and independent repair shops. These training partnerships prepare students to attend a community college program concurrently with dealership employment.

Independent garage work experience also available for qualified students.

College Articulation: EVC Automotive 5.5 units
(grade “B” or better)

Graduation Equivalency: May be available in Math and Physical Science

Career Pathway

Community Colleges*
- Mechanic – E
- Transmission – D E
- Inspection & Maintenance – D
- Brakes – D E
- Engine Machining - D

San Jose State University
(or other CSU/UC institution)
- Mechanical Engineering
- Electrical Engineering
- Industrial Technology

Employment Opportunities
- Auto Parts Installer
- Automobile Mechanic Apprentice
- Tune-Up Mechanic
- Parts Counterperson
- Lube Service Technician
- Apprentice Service Writer

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
BUILDING TECHNOLOGY

AIR CONDITIONING/REFRIGERATION/HEATING

Length and Credit: Two or four semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Special Requirements: Safety clothing, clear safety glasses for shop work, and dark safety glasses for soldering, a set of headphones, pen, pencil, 3” – 4” 3-ring binder with paper.

Course Description: This program enables students to develop entry-level job skills in domestic and light commercial refrigeration and air-conditioning repair and maintenance. Included is instruction in the theory and application of basic principles involved in conditioning and cooling of air; electrical fundamentals and controls; the use of technical reference manuals; diagnosis of unit malfunctions; and repair and adjustment of compressors, pumps and related components. Students are given “hands-on” classroom experience and work on live equipment throughout the campus as aides to the campus maintenance crew. A second year of advanced training includes theory and application of heating principles, commercial air conditioning and refrigeration, airflow measurements and system design. Refrigerant reclaim and recycling is a requirement for completion of both Year One and Year Two.

Certificates and Awards: Upon completion of the curriculum, students will receive a completion certificate for each year. Upon meeting class requirements each student will be awarded a set of hand tools.

College Articulation: SJCC Air Conditioning 4 units for Year 1 (grade “B” or better) SJCC Air Conditioning 4 units for Year 2

Industry Internships available

Graduation Equivalency: May be available in Math and Physical Science

Career Pathway

Air Conditioning/Refrigeration/Heating

Community Colleges*
- Air Conditioning Apprentice Prog. – F
- Air Conditioning – S
- Refrigeration Apprentice Program – F
- Air Conditioning/Heating - D

San Jose State University
(or other CSU/UC institution)
- Industrial Engineering
- Industrial Technology

Employment Opportunities
- Heating and Air Conditioning Installer
- Heating and Air Conditioning Servicer
- Air Conditioning Mechanic
- Air Conditioning Mechanics Helper
- Air Conditioning Technician
- Refrigeration Mechanic
- Refrigeration Mechanic Helper
- Refrigeration System Installer
- Refrigeration Technician

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BUILDING TECHNOLOGY

CUSTOM CABINETMAKING & WOODWORKING CAREERS

Length and Credit: Two or four semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Special Requirements: Steel measuring tape and safety glasses.

Course Description: Students learn how to operate all major woodworking machines, both stationary and portable, that are common to the millwork, cabinetmaking, finish carpentry and display industry. Students receive hands-on experience in the processes used to build fine casework, kitchen cabinets, displays, moldings, frames, trim and panels, and windows and sashes. Instruction includes training in layout, cutting, shaping fabrication, and assembling parts by means of pneumatic tools and woodworking machines, cabinet installation, installing hardware; e.g., hinges, catches and drawer pulls; blueprint reading and features of various kinds of woods.

Industry Internships available

College Articulation: SJCC Construction 3 units (grade “B” or better)

Graduation Equivalency: May be available in Math and Computer Literacy

Career Pathway

Custom Cabinetmaking & Woodworking Careers

Community Colleges*
- Construction Technology – S W
- Construction Management – S
- Residential Maintenance – S

Employment Opportunities
- Cabinetmaker
- Finish Carpenter

San Jose State University
(or other CSU/UC institution)
- Materials Engineering
- Industrial Technology (Concentration in Manufacturing Systems)

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
BUILDING TECHNOLOGY

CARPENTRY

Length and Credit: Two or four semesters, 3 hours daily 15 credits per semester

Eligibility: Juniors and seniors. 9th grade math is necessary, reading and writing skills helpful. Regular attendance and a willingness to stay actively engaged in projects is required.

Special Requirements: Three-ring binder with dividers and paper, red and blue pens, pencil, safety glasses, tool pouches, 25' tape measure, speed square, framing hammer and a carpenter's pencil and a small "Tupperware-like" container with lid. Class uniform is also required.

Course Description: This course is designed to give students the experience necessary to enter the construction trades as an apprentice carpenter or as an apprentice in a related trade. Students get hands-on experience as well as academic exposure to the entire spectrum of residential construction from print reading (building plans) to foundations to framing to roofing to finish work and drafting. The course also includes units on CAD, math, business skills, use of the personal computer, job search and building maintenance skills, including painting, plumbing, electrical wiring and sheet rock ing.

College Articulation: SJCC Construction 3 units for Year 1 (grade “B” or better) SJCC Construction 3 units for Year 2

Industry Internships available

Graduation Equivalency: May be available in Math

San Jose State University (or other CSU/UC institution)
• Industrial Technology (Concentration in Manufacturing Systems)
• Civil Engineering

Community Colleges*
• Construction Technology – S W
• Construction Management – S
• Residential Maintenance - S

Employment Opportunities
Carpenter
Building Maintenance Worker
General Construction Laborer
Facilities Maintenance
Construction Worker
Hardware Store Clerk
Lumber Yard Sales Person
Home Improvement Center Sales Person
Hardware Store Sales Person
Architect
Sheetrocker
Plumber
Lather
Surveyor
Painter
Roofer

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ELECTRICAL MAINTENANCE

Length and Credit: Two or four semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.
One year of Algebra with a grade of C or better is recommended.

Course Description: This program is designed to develop pre-employment skills and attitudes in students
wishing to enter industrial electrical maintenance occupations. Basic electrical safety;
electrical code; lighting; switching and motor control circuits; electrical trouble-
shooting; blueprint and schematic reading; and installation techniques are studied.
As the new students gain experience and knowledge in the classroom, they participate
in assigned campus electrical installations and maintenance ranging from lighting
maintenance to the troubleshooting and repair of the great variety of industrial
equipment found on the CCOC campus.
Emphasis is also placed on developing a solid background in elementary DC and AC
theory. Introduction to the function, testing, and theory of solid state devices is also
presented.
A second year of training is available. Second-year students assist with campus
electrical maintenance.

College Articulation: SJCC Construction 4.0 units
(grade “B” or better)

Industry Internships available

Graduation Equivalency: May be available in Math and Physical Science

Career Pathway

Community Colleges*
- Mechanical Technology – F
- Electrical Apprentice Program – F
- Electronics Technician – E S W

San Jose State University
(or other CSU/UC institution)
- Electrical Engineering
- Industrial Technology
  (Concentration in Electronics Tech)

Employment Opportunities
- Assembler
- Electrician's Helper
- Electrician, Maintenance Electrician Apprentice

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
MANAGERIAL ACCOUNTING
For Beginning and Advanced Students

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Course Description: If you want to work in Silicon Valley or own your own business one day, this class is for you. Students learn current computer software and accounting practices needed to be successful in industry today. Accounting is needed in every company, in every state, in every country. This profession can work anywhere in the world.

Students will concentrate on building solid double-entry accounting concepts featuring statement and report preparation and generation, cash control systems, accounts payable/receivable, general ledger accounting, payroll systems, file maintenance and weekly updates, and merchandise inventory control.

Successful business employability techniques are taught and practiced during the course of the class to get students ready for the work world.

Community Classroom: An integral part of this course is being assigned to a financial office for actual on-the-job experience. This is non-paid and students must provide their own transportation.

This program is part of the Tech Prep sequence of courses for Accounting and carries college credit for students who meet the criteria.

College Articulation:
EVC Accounting & Excel and Work Experience 6.5 units
SJCC Accounting & Excel and Work Experience 6.0 units
WVC Accounting & Computer Applications 2.0 units

Industry Internships available

Graduation Equivalency: Available in Algebra and Computer Literacy

Career Pathway

Community Colleges*
- Accounting – ALL
- Accounting Clerk – E W
- Certified Tax Practitioner – D
- Bookkeeping – D E
- Income Tax Accounting/Preparation – D E

San Jose State University
(or other CSU/UC institution)
- Business Administration
  (Concentration in Accounting)
- Business Administration
  (Concentration in Finance)

Managerial Accounting

Employment Opportunities
- Accounting Specialist
- Accounts Payable Specialist
- Bank Customer Representative
- Payroll Specialist
- Stock Control Specialist
- Accts Receivable Specialist
- New Accounts Specialist
- Bookkeeper

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
BUSINESS TECHNOLOGY

OFFICE ASSISTANT

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Course Description: This is a fundamentals class that teaches skills necessary for entry-level office occupations. Students reaching appropriate competency levels are able to transfer into additional computer classes for another year of training at CCOC.

Learning activities include: keyboarding skills; introduction to PC; MS Word, Excel, PowerPoint, and Outlook; 10-key calculator; alphabetical filing and indexing; mailing procedures; Applied Business English; office communications, spelling, grammar, and proofreading. Telephone techniques, formatting of business documents, and word processing are also included. In addition, e-mail, the Internet, and work skills such as communication, team building, problem solving, and critical thinking will also be emphasized.

College Articulation:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVC</td>
<td>Business Information Systems</td>
<td>5.5</td>
</tr>
<tr>
<td>SICC</td>
<td>Computer Applications</td>
<td>5.0</td>
</tr>
<tr>
<td>WVC</td>
<td>Computer Applications</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Industry Internships available

Graduation Equivalency: Computer Literacy; may be available in English

Career Pathway

Community Colleges*
- Office Technician - ALL
- Administration Assistant - D
- General Clerical - E M W
- Stenographer - E
- Receptionist - M

San Jose State University
(or other CSU/UC institution)
- Computer Science
- Business Administration
  (Concentration in Human Resource Management)

Employment Opportunities
- Account Clerk
- Administrative Clerk
- Clerk Typist
- Correspondence Clerk
- General Office Clerk
- Mail Clerk
- Secretary
- Receptionist
- Office Assistant
- File Clerk

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
SMALL BUSINESS MANAGEMENT

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Course Description:
- Students will prepare for entry-level employment in a business setting or for advanced business studies in a business career pathway.
- Students will develop a career portfolio with resume and prepare for the employment hiring process.
- Students work together to establish and run a business enterprise. Tasks include management customer service, sales, marketing techniques, accounting, purchasing and inventory control.
- Students learn MS Windows applications on IBM PCs. Students develop the ability to use MS Word, Excel, Publisher and PowerPoint to produce business documents.
- Basic skills are integrated into daily tasks related to business management. This includes communications, human relations, business math, business English and personal employability skills.
- Students use a simulation to run a retail store and to operate as a business manager of a distribution company.

College Articulation:
- EVC Business Information Systems 4.5 units (grade “B” or better)
- SJCC Computer Applications 6.0 units
- WVC Computer Applications 3.0 units

Graduation Equivalency: May be available in English and Computer Literacy

Career Pathway

Community Colleges*
- Advertising - E
- Business Computer Applications - E, S
- Desktop Publishing - W
- Electronic Commerce - D
- Entrepreneurship - D, E, F, W
- Marketing – D, M, S, W
- Merchandising – D, M, S, W
- Retail Merchandising - D, M, S, W
- Small Business Management – D, E, F, W
- Web Site Development – F, M, E, W

San Jose State University (or other CSU/UC institution)
- Advertising
- Business Administration (Concentration in Management)
- Business Administration (Concentration in Marketing)

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley

Small Business Management

Employment Opportunities
- Retail Salesperson/Cashier
- Marketing Assistant
- Customer Service Representative
- Small Business Manager/Owner
- Entrepreneur

CCOC Advisors Handbook 2007-08
COSMETOLOGY

Length and Credit: 1600 hours, 15 credits per semester
8:00 to 11:00 a.m. or 1:00 to 4:30 p.m.

Eligibility: Juniors and seniors; minimum age 16; high school counselor must verify academic standing (minimum 100 credits).

Special Requirements: Fee for uniform, mannequin and workbook; other supplies/materials are provided by cosmetology school. Students must replace lost/broken supply items.

Course Description: This program fulfills the cosmetology state licensing requirement of 1600 training hours. Not all students complete this requirement while in high school. A graduate may continue training as an ROP adult student. Students with good attendance can complete the 1600 hours by attending two years and two summer sessions. Theory and laboratory practice includes hair styling, cutting, coloring, permanent waving, curling, manicuring, make-up, facials, scalp massages, modeling and receptionist duties. Students work on mannequins and live models.

ATTENDANCE/ENROLLMENT POLICY
- 5 absences require a parent conference; 10 absences require an attendance contract; and 15 absences is an automatic drop from the program.
- Time cards must be completed and left at the cosmetology school.
- A 70% average must be maintained on written exams to remain in the program.
- Continuing adult students must attend class from 8:00 a.m. to 4:30 p.m. five days a week and purchase a cosmetology kit for $475.

SPECIAL REQUIREMENTS
- Student and parent must attend orientation meeting.
- Student must provide own transportation to classes at cosmetology school.
- Only Monterey Cosmetology School in Santa Clara has Monday through Friday classes. Students attending Ganaye, Evergreen or Victoria Cosmetology Schools must attend Saturday classes because there are no classes on Mondays.
- $90 fee is paid for uniform, mannequin and workbook; other supplies/materials are provided by cosmetology school. Student must replace lost/broken supply items.

Graduation Equivalency: May be available in Physical Science and Biological Science

Career Pathway

Community Colleges*
- Cosmetology – S
- Esthetician - S

Employment Opportunities
- Barber
- Cosmetologist
- Hairdresser
- Manicurist
- Product Salesman
- Colorist
- Demonstration Specialist
- Instructor
- Pedicurist
- Salon Manager/Owner

San Jose State University
(or other CSU/UC institution)
- Biological Sciences
- Business (Concentration in Management)

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ENGINEERING/INDUSTRIAL TECHNOLOGY

COMPUTER-AIDED DRAFTING

Length and Credit:  Two or four semesters, 3 hours daily
                  15 credits per semester
Eligibility:       Juniors and seniors.
Course Description: Computer-Aided Design and Drafting are an integral part of the design and
                  manufacturing process and highly recommended as a basic skill for students interested
                  in pursuing careers in technical, architectural, manufacturing, facilities management
                  and engineering.

                  A CAD drafter's renderings connect innovative ideas to the realities of tomorrow.
                  Whether on a piece of paper or a computer, every building, structure, or new product
                  starts as a drawing. Drafters work with engineers and designers to translate their ideas
                  into technical drawings that will guide the fabrication of products.

                  Take your interests in drawing and being creative and turn them into a well-paying and
                  satisfying career by learning current CAD drafting techniques and standards.

                  First Year – Introduces students to aspects of basic mechanical drawing and design,
                  fundamental computer operation, AutoCAD features and commands, CAD drawing,
                  modifying objects, layers, editing, geometric construction, multiview projection,
                  isometric views, sectional and auxiliary views, dimensioning, geometric dimensioning
                  and tolerancing, PC drawing and piping. Other skills include team building, leadership
                  and interview techniques.

                  Second Year – Offers students a choice of three design disciplines: electro/mechanical
                  design, electronic and pc board design and architectural design. Students will work on
                  project-based instruction including advanced model building skills, 3D solid and wire
                  frame modeling, project development and leadership skills.

                  College Articulation:
                  EVC  Computer-Aided Drafting & Design  3.0 units
                  SJCC  Computer-Aided Drafting & Design  3.0 units
                  MC  Drafting  12.0 units
                  DeA  Manufacturing & Drafting  4.0 units
                  WVC  Drafting  3.0 units

                  Industry Internships available

                  Graduation Equivalency:
                  May be available in Math and Computer Literacy

Career Pathway

Community Colleges*

- Computer Aided Design (CAD) – D
- Drafting/Design Technology – E M W
- Electronic Drafting – M
- Environmental Design Drafting – M
- Computer Integrated Manufacturing – E
- Manufacturing/Design Tech – D E M S

San Jose State University
(or other CSU/UC institution)

- Computer Science
- Industrial Design
- Civil Engineering
- Art and Design

Employment Opportunities

- Drafter, Electro/Mechanical
- Drafter, Electronic/PC Board
- Drafter, Mechanical Design
- Technical Illustration
- Manufacturing
- Construction
- Engineering
- Detailsers

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ENGINEERING/INDUSTRIAL TECHNOLOGY

COMPUTER TECHNOLOGY CAREERS

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.
Students should have grade-level math and English skills

Course Description: This course is an interactive tour through the world of Information Technology. Students will gain an understanding of general computer industry concepts and develop skills necessary to enter computer-related careers. Through hands-on experience students will learn a variety of industry skills including:

- Building and repairing computers
- Installing and supporting operating software (Windows, Mac OS, and Linux)
- Installing and supporting software
- Planning, constructing, and maintaining computer networks
- Using and supporting Internet applications
- Effective interpersonal communication

The class consists of a combination of student interactive lectures, hands-on activities, and field trips designed to assist students in learning how to effectively plan, install, manage and troubleshoot many technologies found in today’s marketplace. Emphasis is placed on employability and interpersonal skills required to succeed in this customer-centric field.

College Articulation: SJCC Computer Information Systems 2.0 units (grade “B” or better)

Graduation Equivalency: May be available in Computer Literacy

Career Pathway

Community Colleges*
- Network Administration – D F S
- Java Programming – W
- Web Design & Production – W
- Computer Information Systems – M
- Electronic Technology – E S W
- Network Technology – D F S
- Computer Programming – D F S W

San Jose State University
(or other CSU/UC institution)
- Computer Science
- Mechanical Engineering
- Business Administration
  (Concentration in MIS)
- Computer Engineering

Employment Opportunities
- PC Customer Support
- Software Support
- Software Technician
- Technical Support Person
- Help Desk Technician
- Computer Repair Technician
- Network Administration

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ENGINEERING TECHNOLOGY/ROBOTICS

Focus on Electronics, Robotics, Semiconductor Manufacturing and Computer Repair

Length and Credit: Two semesters, 3 hours daily, a second year is available for advanced training
15 credits per semester

Eligibility: Juniors and seniors.

Course Description: A one-year course designed to create interest, understanding and motivation for students pursuing careers in engineering. This course can assist students with educational and career choices. The class is divided into six core units or modules with each unit lasting six weeks. The core units are:

- Engineering Technology Studies
- Drafting/Computer Aided Design
- Robotics Technology
- Computer Technology
- Semiconductor Technology
- Environmental Technology

Class activities include:

- Using three key robotics platforms to explore robotics concepts
- Using basic soldering concepts to build up a standard circuit board
- Using a digital multimeter to verify and troubleshoot electronic circuits
- Using computer-aided instruction to learn electronics principles and concepts
- Using both internet and computer-based training to understand basics of personal computers

Outcomes of training

- Certificate of competencies at the conclusion of class
- College credit at Mission College and San Jose City College for A and B grade achievers
- High school credits for graduation

College Articulation: MC Computer Engineering Technology 4.0 units (grade “B” or better)
SJCC Electronics 8.0 units

Industry Internships available

May be available in Math and Physical Science

Career Pathway

Engineering Technology/Robotics

Community Colleges*
- Artificial Intelligence – E
- Engineering - M
- Computer Systems – E W
- Engineering Technology – E W
- Electronics - S

San Jose State University
(or other CSU/UC institution)
- Electrical Engineering
- Mechanical Engineering
- Computer Science
- Semiconductor Manufacturing
- Industrial Technology

Employment Opportunities
- Semiconductor Maintenance Tech.
- Electronics Technician (entry)
- Electro Mechanical Assembly Line Maintenance Technician
- Apprentice Electronics Assembler
- Quality Assurance Technician
- Electronics Device Installer
- Electronics Text Technician
- Electronics Mechanic
- Semicondutor Mfg. Technician

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley

Graduation Equivalency: May be available in Math and Physical Science
METALS TECHNOLOGY

Length and Credit: Two or four semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Special Requirements: Protective clothing and safety glasses

Course Description: Students prepare for employment as welders in the manufacturing, construction, aerospace, and maintenance industries.

Entering students learn basic welding procedures for oxy-acetylene welding, brazing and cutting, arc welding, MIG welding, and TIG welding. Students make small projects as their welding skills develop. After learning the basic skills, students may enter the fabrication phase of the class.

During the fabrication phase, students learn to build projects from plate and sheet metal, read blueprints, and perform layout and fitting operations. The safe operation of fabricating equipment for cutting and forming metals is also emphasized.

Industry Internships available

Graduation Equivalency: May be available in Math and Physical Science

San Jose State University
(or other CSU/UC institution)
• Civil Engineering
• Industrial Technology

Career Pathway

Community Colleges*
• Manufacturing/Design Technician – ALL
• Industrial Technician – D
• Experimental Machinist Tool & Die – D
• Precision Mechanical Inspection - D
• Machinist – D
• Welding – Cabrillo College
• Welding – Chabot College

Metals Technology

Employment Opportunities
Welder
Welder’s Helper
Automotive Related Welder
Equipment Maintenance Welder
Production Welder
Fabrication Welder

San Jose State University
(or other CSU/UC institution)
• Civil Engineering
• Industrial Technology

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
ENGINEERING/INDUSTRIAL TECHNOLOGY

PRECISION MACHINING

Length and Credit: Two or four semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Special Requirements: Bib apron and safety glasses

Course Description: All entering students complete a machining orientation unit composed of a study of
career opportunities in the machining industry. Students learn good work habits, shop
math, blueprint reading and basic machining theory through “hands-on” experience.
Instruction includes: hand tools, layout, precision measurement, pedestal and surface
grinding, vertical mills, engine lathe, and introduction to CNC machining.

A second year of advanced training is available. Greater emphasis is placed on
computer aided designing of parts (CAD) and computer assisted machining
(CAM/CNC) on the lathe and milling machines; in addition, quality, manufacturing,
and production processes are taught.

College Articulation:

(SJCC Machining 3.0 units
(grade “B” or better)

Industry Internships available

Graduation Equivalency: May be available in Math and Computer Literacy

Career Pathway

Precision Machining

Community Colleges*
- Engine Machining – D
- Engine Performance Repair – D E
- Industrial Technology - D
- Machinist – D
- Manufacturing System Technician - D

San Jose State University
(or other CSU/UC institution)
- Aerospace Engineering
- Industrial Technology
  (Concentration in Manufacturing)
- Mechanical Engineering

Employment Opportunities
- Shop Helper
- Deburrer
- CNC Lathe Operator
- CNC Mill Operator
- Manual Set-Up
- CNC Set-Up
- Programmer
- General Machinist
- R & D Machinist
- Tool and Die Maker
- Automotive Machinist
- Mechanical Engineer
- Model Maker

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**DENTAL ASSISTING**

**Length and Credit:** Two semesters, 3 hours daily  
15 credits per semester

**Eligibility:** Junior and seniors.

**Special Requirements:** Uniform

**Course Description:** The Dental Assisting Program prepares the student for employment as a dental chairside assistant and/or office assistant upon graduation. It also provides the student with a good foundation for entering related areas such as dental x-ray technician, hygienist, dentist, dental laboratory technician, and the continuation of a dental assisting program in a community college. Students have the opportunity to explore all related areas in dentistry.

First and second semester classes are conducted on campus and include laboratory demonstrations and practice, classroom lecture and discussion, individualized instruction, and frequently, outside speakers.

Instructional areas covered are terminology, dental anatomy and physiology, radiation-safety theory and lab practice, sterilization and disinfection to OSHA standards, chairside procedures, dental materials, dental laboratory procedures, and basic front office duties.

Students have the opportunity to achieve their California State Radiation Safety Certificate. Eligible students complete a 120-hour internship during the school year, which is required to receive the California State X-Ray Certificate.

**College Articulation:**  
Foothill Dental Assisting 3.5 units  
(grade “B” or better)

**Industry Internships required**

**Graduation Equivalency:** May be available in Physical Science and Biological Science

**Career Pathway**

**Community Colleges**
- Dental Assisting – E F S
- Dental Hygiene - F

**San Jose State University**  
(or other CSU/UC institution)  
- Health Science  
- Biological Science  
- Behavioral Science

**Employment Opportunities**
- Registered Dental Assistant  
- Registered Dental Assistant – Expanded Duties  
- Dental Hygienist  
- Dentist  
- Receptionist/Dental Office Management  
- Dental X-Ray Technician  
- Dental Instructor  
- Dental-Laboratory Technician

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley*
HEALTH & COMMUNITY SERVICE

FORENSIC INVESTIGATION

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.
High interest and strong skills in math and science recommended.

Course Description: The course is designed to prepare students for Forensic Science careers. The course content will focus on:
- Rules of evidence
- Processing crime scenes
- Examination of evidentiary items
- Testing of evidentiary items obtained
- Laboratory safety rules and regulations

The class consists of a combination of discussions, hands-on activities, guest speakers and field trips designed to assist the student in developing the knowledge, training and competencies related to forensics.

College Articulation:
WVC Administration of Justice 6.0 unit (grade “B” or better)

Graduation Equivalency: May be available in Biological Science

Career Pathway

Community Colleges*:
- Administration of Justice – E W
- Paralegal (Legal Assistant) – E W
- Law Enforcement – D
- Probation - D
- Criminal Law - W

San Jose State University (or other CSU/UC institution):
- Criminal Justice Administration
- Sociology (Concentration in Criminology)

Employment Opportunities:
- Arson Investigator & Insurance Fraud
- Corrections
- Public Safety Dispatcher
- Highway Patrol Officer
- Park Ranger
- Fish & Wildlife Agents
- Police Officer
- Private Security
- Parole Officer
- Sheriff's Deputy
*There are a number of opportunities in law enforcement with the federal government

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
HEALTH OCCUPATIONS

Length and Credit:  2 semesters, 3 hours daily
15 credits per semester

Eligibility:  Juniors and seniors.  Recommended 2.5 GPA.

Course Description:  During the first quarter students complete a core curriculum consisting of medical terminology, anatomy and physiology, nutrition, metrics, patient care, diseases, infection control; and lab training in CPR/BLS, first aid, vital signs, positioning/transferring patients, primary and secondary patient surveys.

During the second semester each student selects a training area from the following areas:

- Emergency Room
- Physical Therapy
- Respiratory
- Central Supply
- Labor and Delivery
- Surgery Center
- Medical Records
- Veterinary Office
- Radiology
- Nursery
- Transport
- Sterile Processing
- Pediatrics
- Laboratory
- Surgery Unit
- Activity Program

Placements in specific departments/hospitals are limited and not guaranteed.

Second Semester – students continue receiving related classroom instruction (with emphasis on anatomy and physiology) and training in one or more of the areas listed above. Most of the second semester instructional program includes training experiences in hospitals, community health centers, clinics, or convalescent hospitals.

Special Requirements:  Community Classroom/Clinical Prerequisites: A physical examination is required within 6 months prior to internship with documentation of: serum blood levels for Varicella, Rubella, Rubeola and dates of the Hepatitis B vaccine. Also, a TB skin test is required two months prior to internship. A uniform and shoes must be purchased. Students must provide their own transportation to the community/clinical sites. CPR certification is required. Some hospitals require a drug test and background check.

College Articulation:  
- EVC  Business Information Systems  1.0 unit
- WVC  Health Technology  7.0 units

Industry Internships required

Graduation Equivalency:  May be available in Biological Science

Career Pathway

Community Colleges*
- Registered Nurse – D E
- Licensed Vocational Nurse - D
- Physician’s Assistant – F
- Respiratory Therapy – F
- Physical Therapy – F
- Emergency Medical Technician – F M
- Clinical Unit Coordinator – W
- Mammography – F

San Jose State University (or other CSU/UC institution)
- Nursing
- Behavioral Science
- Gerontology
- Health Science
- General Engineering
  (Environmental Health & Safety)
- Pre-Med

Health Occupations

Employment Opportunities

- Transporter
- Environmental Services
- Medical Lab Aide
- Physical Therapy Aide
- Sterile Processing
- Unit Clerk
- Admitting Clerk
- Emergency Room Tech.
- Obstetric Technician
- Licensed Vocational Nurse
- Veterinary Technician
- Front Office Medical
- Medical Records Clerk
- Central Supply

*Community Colleges:  D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
HEALTH & COMMUNITY SERVICE

LAW ENFORCEMENT

Length and Credit: Two semesters, 3 hours daily 15 credits per semester

Eligibility: Juniors and seniors.

Course Description: The course is designed to prepare students for careers in law enforcement and related careers. The course content will focus on:

- Local, state and federal laws
- Physical training and defensive tactics
- Opportunities in the law enforcement field immediately following completion of this program
- Guard Card Certification

The class consists of a combination of lectures, hands-on activities, guest speakers and field trips designed to assist the student in developing the knowledge, training and competencies related to law enforcement.

College Articulation: WVC Administration of Justice 10.0 units

(graduation “B” or better)

Additional information: Uniforms are required. Students must not have any felony convictions or serious misdemeanor convictions. (Assaults, battery, etc.)

Career Pathway

Law Enforcement

Community Colleges*
- Administration of Justice – E W
- Paralegal (Legal Assistant) – E W
- Law Enforcement – D
- Probation - D
- Criminal Law - W

Employment Opportunities
- Arson Investigator
- Corrections
- Public Safety Dispatcher
- Highway Patrol Officer
- Park Ranger
- Police Officer
- Private Security
- Parole Officer
- Sheriff's Deputy
*There are a number of opportunities in law enforcement with the federal government

San Jose State University (or other CSU/UC institution)
- Criminal Justice Administration
- Sociology (Concentration in Criminology)

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
MEDICAL ASSISTANT

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.
One year of science desirable.

Recommended: It is recommended that students take Medical Office Careers in junior year and Medical Assistant senior year, in order to meet the age 18 eligibility requirement to take the CA State Certification Test for Medical Assistant.

Special Requirements: Uniform, white shoes, stethoscope, watch with a second hand, pocket saver and scissors. Part of the instructional program includes training experiences in hospitals, community health centers, clinics and doctors' offices. A physical examination is required with documentation of serum blood levels for Varicella, Rubella, Rubeola and dates of the Hepatitis B vaccine. Also requires a TB skin test within the past six months, if positive student must have a negative chest x-ray within the past 3 months. Drug screen tests and background checks may be required by some facilities.

Course Description: In this program, the students prepare for work in doctors' offices, clinics, hospitals, and related occupations. An applied emphasis on back office skills with an introduction to front office skills is taught. Additional topics include: medical terminology, introduction to pharmacology, nutrition, anatomy and physiology, and lab procedures. CPR – Health Care Provider must be taken in January or February prior to clinical placement. Instructor will arrange for training and exam.

Students should have good physical and mental health and meet health requirements for clinical experience. Students must provide own transportation to clinical sites.

College Articulation: (grade “B” or better)
EVC Business Information Systems 1.0 unit
WVC Health Technology 7.0 units

Industry Internships available

Graduation Equivalency: May be available in Biological Science

San Jose State University
(or other CSU/UC institution)
- Nursing
- Health Science
- Health Science (Concentration in Health Care Management )
- Registered Nurse

Community Colleges*
- Clinical Assisting – W
- Home Health Aide – D
- EKG Technician – D
- Phlebotomy – D
- Medical Records/File Clerk – D
- Insurance and Coding – D
- Community Health Worker – M
- Licensed Vocational Nurse - MC
- Registered Nurse – EVC, DeA

Employment Opportunities
Medical Assistant (Back Office – Clinical)
- Chiropractic Assistant
- Hospital Admitting Clerk
- Outpatient Admitting Clerk
- Licensed Vocational Nurse

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
MEDICAL OFFICE CAREERS

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.
Basic keyboarding skills. Good spelling and English skills helpful.

Course Description: Do you want to work in a doctor’s office, clinic, convalescent home or hospital as a medical support person? If so, this is the class for you. You will learn medical terminology, anatomy and physiology, medical abbreviations, medical secretary duties, medical typing and transcription, medical billing procedures, and medical office procedures, as well as alphabetic and numeric filing, 10-key calculator skills, personal computer skills, telephone techniques, typing skill and theory, English grammar and spelling, business vocabulary and job preparation. In addition, you will learn how to take blood pressures, temperatures, basic sterilization techniques and CPR.

This class is very rewarding to your personal growth and commitment to your academic pursuit. In today’s healthcare industry, medical assistant front office skills are in demand and learning these skills can get you ahead!

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<td>WVC</td>
<td>Computer Applications and Health Technology</td>
<td>13.0</td>
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Industry Internships available

Graduation Equivalency: May be available in English and Computer Literacy

Career Pathway

Medical Office Careers

Community Colleges*
- Insurance & Coding – D
- Medical Office Reception – D W
- Community Health Worker – M
- Legal Secretary – W
- Medical Terminology – E
- Medical Office Clerk – D
- Medical Office Administration – W
- Medical Office Lab Assistant - D

San Jose State University
(or other CSU/UC institution)
- Business (Concentration in Human Resource Management)
- Behavioral Science
- Health Science (Concentration in Health Care Management)
- Public Relations

Employment Opportunities
- Documentation Clerk
- Hospital Admitting Clerk
- Insurance Clerk
- Medical Administrative Assistant
- Medical Front Office Assistant
- Medical Receptionist
- Medical Records Technician
- Medical Secretary
- Outpatient Registration Clerk
- Research Associate/Assistant
- Secretary

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley

CCOC Advisors Handbook 2007-08
PROBATION AND LEGAL CAREERS

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Course Description: Students will learn about the roles, responsibilities and ethical standards of legal careers such as: probation or parole officer, legal assistant, paralegal, court reporter, legal secretary, and attorney. Included will be an overview of ethical rules, law office administration and systems, evidence, principles and techniques of legal research, communication, interviewing, investigation, legal analysis, state and federal judicial systems, litigation, and specialty areas of law. Employability skills and job search techniques will be taught and emphasized.

The class consists of a combination of lectures, hands-on activities, guest speakers and field trips designed to assist the student in developing the knowledge, training and competencies related to administration of justice careers.

Career Pathway

Community Colleges*
- Administration of Justice – E W
- Paralegal (Legal Assistant) - D E W
- Law Enforcement - D
- Court Reporter - W
- Legal Secretary - D E W
- Criminal Law – W

San Jose State University
(or other CSU/UC institution)
- Criminal Justice Administration
- Sociology (Concentration in Criminology)

Employment Opportunities
- Attorney
- Court Officer
- Court Reporter
- Legal Assistant or Paralegal
- Legal Secretary
- Probation Officer

*There are a number of opportunities in legal careers with the federal government.

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
HEALTH & COMMUNITY SERVICE

VETERINARY ASSISTANT

Length and Credit: 2 semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Recommended: Basic Biology suggested

Course Description: During this program, the student prepares for employment as an entry level Veterinary Assistant in veterinary clinics, hospitals, kennels, laboratories, shelters, and pet stores. The topics that students will study are animal anatomy and physiology, animal health and disease, basic veterinary terminology, workplace safety, animal behavior, handling and restraint techniques, animal nursing procedures and protocols, nutrition, sanitation and communicating with clients. In the second semester, continuing classroom instruction will be linked with hands-on worksite learning in a community classroom or cooperative internship.

Special Requirements: Students are required to have a uniform and white shoes. Students will be responsible for providing their own transportation to clinical internship sites.

Industry Internships available

Graduation Equivalency: May be available in Biological Science

Career Pathway

Community Colleges*
- Veterinary Technology - F
- Health Technology – W
- Animal Health Technology – Hartnell Community College, Salinas

San Jose State University
(or other CSU/UC institution)
- Health Science
- Pre-Med

University of CA at Davis
- Veterinary Medicine
- Animal Science
- Animal Behavior

Veterinary Assistant
- Veterinary Assistant
- Animal Breeder
- Animal Groomer
- Obedience Instructor
- Animal Attendant

Animal Caretaker
- Animal Caretaker
- Kennel Assistant
- Wildlife Biologist
- Animal Behaviorist
- Zoologist

Pet Store Salesperson
- Pet Store Salesperson
- Veterinary Technician
- Groomer’s Assistant
- Animal Technician
- Vet. Client Svc. Rep

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
ANIMATION

Length and Credit: Two semesters, 3 hours daily
15 high school credits per semester.

Eligibility: Juniors and seniors.

Course Description: This course is designed to prepare students for entry-level positions in the field of animation. Coursework focuses on learning the basics of figure drawing, traditional cell animation, 2D and 3D computer animation, 3D modeling, texture mapping and rendering, lighting techniques and portfolio development. In addition, students develop an understanding of scriptwriting, storyboarding, and non-linear editing, as related to the field of animation.

Students complete several assignments in a hands-on training environment, culminating in 2 final projects:

- Participation as a team member in the development of an animation group project;
- As an individual student, development of an animated short from concept to completion.

College Articulation: WVC Art 3.0 units (grade “B” or better) UC A – G Credit

Graduation Equivalency: May be available in Fine Arts and Computer Literacy

Career Pathway

**Community Colleges**
- Film/TV Computer Animation – D
- Computer Arts – Animation – W
- Digital Media Design & Prod. – W
- Mechanical Drafting – E M
- Computer Assisted Design – E W

**San Jose State University**
(or other CSU/UC institution)
- Theatre Arts
- Radio-Television-Film
- Creative Arts
- Animation

**Employment Opportunities**
- 2D Animator
- 3D Animator
- CD-ROM Author
- Effects Specialist
- Freelance Animator
- Game Designer
- Graphic Designer
- Multimedia Designer

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
**BAKING AND CATERING**

**Length and Credit:** Two semesters, 3 hours daily  
15 credits per semester

**Eligibility:** Juniors and seniors.

**Course Description:** This course is designed to teach the proper use of bakery tools, equipment, materials, terminology and formulas. Students will learn basic baking techniques through demonstrations and practical labs.

Students will operate commercial equipment, gaining hands-on experience preparing various types of cookies, pies, quick breads, pastries, breads and cakes including decorating. Products will be sold to students and staff. Students will also learn the principals of healthful baking, alternative modifications and ingredients.

Students will explore the importance of marketing, visual presentation, menu planning, service and cost analysis of catering. Students will gain hands on experience serving food and refreshments at social affairs.

**Graduation Equivalency:** May be available in Math

---

**Career Pathway**

**Community Colleges**
- Hospitality/Restaurant Management – M
- Dietetics – W
- Nutrition – W

**San Jose State University**  
(or other CSU/UC institution)
- Hospitality Management  
- Nutrition & Food Science  
- Nutritional Science

---

**Employment Opportunities**

- Baker  
- Baker’s Assistant  
- Cake Decorator  
- Caterer  
- Caterer’s Assistant  
- Pastry Chef  
- Cook  
- Cook’s Helper  
- Donut Maker

---

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley*
CULINARY ARTS

Length and Credit: Two or four semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Course Description: Students complete a core curriculum consisting of safety and sanitation, measuring, tool identification and recipe conversions. There is also kitchen training in preparation of entrees, sides, soups, salads, sandwiches and desserts. Throughout the year, students learn basic cooking techniques through demonstrations and practice labs. Students learn about the food service industry and receive training in job search skills.

College Articulation: Mission College Hospitality Management Program
(grade “B” or better) 5 units for 1 year

Industry Internships available

Graduation Equivalency: May be available in Math

Career Pathway

Community Colleges*
- Hospitality/Restaurant Management – M
- Dietetics – W
- Nutrition – W

San Jose State University
(or other CSU/UC institution)
- Hospitality Management
- Nutrition & Food Science
- Nutritional Science

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley

Employment Opportunities
- Bus Person
- Chef
- Cook
- Cook’s Helper
- Counter Attendant
- Food-Service Supervisor
- Kitchen Helper
- Pantry/Salad Worker
- Short Order Cook
- Waiter/Waitress

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VISUAL ARTS

GRAPHIC DESIGN

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Course Description: Instruction is given in the use of graphic tools, materials and methods that include the layout and design of a desired message, selecting the proper materials and equipment to do the job, color theory and use, freehand drawing and lettering, final production techniques, proofreading of work, creating displays, posters, and charts. Basic math and measuring skills are used in proportion and scaling techniques. Basic English skills will be used in composing and editing text.

Students will do advanced work for packaging and print production, and more advanced methods of creating graphics and making samples for a portfolio are employed. These include computer graphics or desktop publishing. Silkscreen printing is introduced.

College Articulation: EVC Art/Design 3.0 units
SJCC Art 3.0 units
WVC Digital Media 2.0 units

Graduation Equivalency: May be available in Fine Arts and Computer Literacy

Career Pathway

Graphic Design

Community Colleges*
- Drafting/Design Technology – E M W
- Computer Assisted Design – E W
- Electronic Drafting – M
- Mechanical Drafting – E M
- Desktop Publishing – W
- Landscape Architecture Drafting - W

San Jose State University (or other CSU/UC institution)
- Industrial Design
- Graphic Design
- Art (Concentration in Digital Media Art)
- Creative Arts

Employment Opportunities
- Ad Agencies
- Freelance (self-employed)
- Graphic Design Shops
- In-House Graphics or Publication Departments
- Print Shops
- Signage Companies
- Trade Show Graphic Houses

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**INTERIOR DESIGN**

**Length and Credit:** Two semesters, 3 hours daily  
15 high school credits per semester.

**Eligibility:** Juniors and seniors.

**Course Description:** This course is designed to prepare students for entry-level positions in the creative field of Interior/Architectural Design by covering:
- Basic elements of design, color, materials, finishes, furniture and lighting
- Architectural skills to develop scaled drawings
- “Hands-on” activities applied in the lab and on the job through Community Classroom with interior designers, architects, related professionals, and commercial businesses

**College Articulation:** WVC Interior Design 1.0 unit

**Graduation Equivalency:** May be available in Fine Arts

**Industry Internships available**

**San Jose State University (or other CSU/UC institution)**
- Creative Arts
- Art and Design

**Community Colleges***
- Interior Design - W
- Art & Design Advertising – E
- Fashion Technician – Display Design – E
- Architecture – W

**Employment Opportunities**
- Estimating and Installation Assistant in Wholesale or Retail Businesses
- Interior/Architectural Design Assistant
- Sales Merchandising, Drapery, Upholstery, Accessories
- Sales Merchandising, Flooring, Paint, Wallpaper
- Sales Merchandising, Furniture

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley*
VISUAL ARTS

MULTIMEDIA

Length and Credit: Two semesters, 3 hours daily 15 credits per semester

Eligibility: Juniors and seniors.

Recommended Prerequisites: Computer Literate, Artistic Nature and Excellent Communication Skills Keyboarding

Course Description: Multimedia uses computers to bring together text, sounds, animation, graphic art and video technology to educate, inform and entertain. Many experts believe that multimedia will fundamentally change the way people learn, communicate and entertain themselves in the future. It will do so by allowing the user to choose and customize how and what information he or she receives and when it is received. Unlike linear media such as film and video, users can interact with multimedia, directing the sequence, speed and other aspects of the presentation.

Multimedia is one of the fastest growing fields in the world, and the Silicon Valley is in the heart of this occupation. The Multimedia program at CCOC can provide you with the tools necessary to progress in this exciting field. Articulations with local colleges make this career choice even more attractive. Come and join the winning team at CCOC.

College Articulation:

- EVC Business Information Systems 3.0 units (grade "B" or better)
- SJCC Computer Information Systems 3.0 units
- WVC Computer Applications & Digital Media 9.0 units
- UC A – G Credit

Industry Internships available

Graduation Equivalency: Credit available in Fine Arts and satisfies the Computer Literacy requirement for graduation.

Career Pathway

Community Colleges*
- Digital Media/Multimedia – ALL
- Desktop Publishing – E W
- Computer Animation – W
- Web Design & Production – E W
- Graphics Programming – E W

San Jose State University (or other CSU/UC institution)
- Computer Science
- Graphic Design
- Creative Arts

Employment Opportunities
- 2D Animator
- Art Director
- Effects Specialist
- Game Designer
- Scriptwriter
- Web Designer
- Desktop Publisher
- 3D Animator
- Creative Director
- Executive Producer
- Lighting, Props, Sets
- Sound Engineer/Editor
- Graphic Designer
- CD ROM Author

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VISUAL ARTS

VIDEO PRODUCTION

Length and Credit: Two semesters, 3 hours daily
15 credits per semester

Eligibility: Juniors and seniors.

Course Description: Video and audio technology is the largest and most rewarding occupation in the creative arts. Students learn to use cutting-edge software applications for audio and video production and editing, including iMovieHD, Final Cut Pro 5, and ProTools. The CCOC Video Production classroom is equipped with an audio recording studio, a TV set and control room, 31 Macintosh computer editing stations, and a variety of professional digital video cameras. Learning the software and hardware leads to assignments and projects that may include: creating informational videos, writing for television and film, storyboarding, screenplay writing, scripting, production, directing and event support talent coordination, technical informational videos, public service announcements (PSAs), independent film production and creation, creative sound track production, Foley art, sound design engineering, commercial video production and more.

Students have the option to continue their education at the community college or university level.

The demand for professional video and audio artists is great. Come and join the CCOC family of Visual Arts. We are the leading technical and college preparatory school for the arts in Silicon Valley.

Graduation Equivalency: Credit available in Fine Arts and Computer Literacy

Career Pathway

Community Colleges*
- Technical Communications - D
- Digital Media/Multimedia - ALL
- Film, Television – D W
- Graphic Arts - D E F M
- Journalism - E
- Radio Broadcasting - F
- Theater Art Technology - F W

San Jose State University (or other CSU/UC institution)
- TV/Radio Production
- Journalism
- Technical Writing
- Advertising/Marketing

Employment Opportunities
- Writer/ Script Writer
- Producer/Actor
- Technical Staff Member
- Foley Artist
- Make-up Artist
- Editor
- Lighting, Props, Set
- Editor
- Sound Technician/Sound Engineer
- Advertising

*Community Colleges: D = DeAnza, E = Evergreen Valley, F = Foothill, M = Mission, S = San Jose City, W = West Valley
ADDITIONAL EDUCATIONAL OPTIONS

CAPITOL HIGH SCHOOL:
A SPECIAL KIND OF HIGH SCHOOL PROGRAM…..AT CCOC!

The Capitol High School program provides a wider range of educational options for interested students!

Capitol High School students:
- Combine academics with job training;
- Use computers to improve academic and vocational skills;
- Work at their own pace while earning their high school diplomas;
- Receive individual instruction in a small, self-contained class setting; and
- Prepare for college or employment.

Counselors who are working with high school students who are unsuccessful in a traditional classroom environment should call 723-6550 for Capitol High School.

"I feel fortunate to be in CCOC's Law Enforcement Program because of the opportunities my fellow students and I have had. We will become competent and great officers for our local cities."

Michelle Barajas
Capitol High Student
Law Enforcement Class Captain

ADULT ENROLLMENT IN ROC/P CLASSES

Selected ROP and CCOC classes are available for adults who are interested in training for jobs.

Questions related to classes that are available should be directed to the
CCOC/P Student Services Office, 760 Hillsdale Avenue, San Jose, CA 95136
Day Phone: 723-6407, Eve. Phone: 723-6404
SPECIAL NEEDS INFORMATION FORM INSTRUCTIONS

HOW TO USE FORM:

This form is to be initiated by the home high school teacher of a student with special learning strengths and weaknesses. The form is to be transmitted with an enrollment card, and 504C if applicable to the occupational instructor at CCOC.

The intent is to alert the occupational instructor so that additional learning methodologies and supervision strategies can be implemented to support the student.

DEFINITIONS:

**District, Home High School:** The district school site at which the student is enrolled, attending.

**School Site Teacher/Contact:** District teacher with whom the student is currently assigned at district school of attendance.

**District Liaison Person:** The district administrator, counselor, or other contact for non–learning matters such as attendance and discipline.

**Career Path/Goal:** Identify the interest areas and expected outcomes and/or district program path (e.g., health careers).

ACADEMIC AND OTHER FUNCTIONS:

Give functioning level by grade with special narrative phrases on strengths and/or deficiencies.

Emphasize learning and testing modes, which the occupational teacher can use with the student; contrast with the student's learning or testing difficulty.

**Examples in Learning:**

**Math:** Can add, subtract, multiply and divide, but has difficulty with fractions and percentages.

**Reading:** Has good comprehension skills but at times reads too fast and makes careless mistakes.

**Writing:** Poor sentence structure and organization of thoughts—works well when given extra time.

**Other:**

Use charts, graphs, illustrations, and other visual material—rather than rely upon auditory learning.

Encourage use of audio cassettes and/or videos to reinforce, if the student seems to experience trouble remembering.

Request student feedback frequently, if the student seems to have limited ability to comprehend lengthy sets of instruction.

Break instructions into small pieces and require performance before additional instructions are given.

**In Test Taking:**

Encourage sentence outlines or short phrase answering if the student has trouble writing paragraphs and multi–page reports.

Look for content knowledge if the student has a high rate of spelling errors.

**Mobility:**

Any necessary special accommodations should be noted.
**SPECIAL NEEDS INFORMATION FORM FOR CCOC**  
(Confidential)  
(revised 1-05)

**Required: Copy of 504C form will be necessary for appropriate placement.**

<table>
<thead>
<tr>
<th>School year expected to attend CCOC</th>
<th>Today's Date</th>
<th>GPA</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID#</td>
<td>Current Grade</td>
<td>Parent Name</td>
<td></td>
</tr>
<tr>
<td>Student Name</td>
<td>Birth Date</td>
<td>Parent Phone (H)</td>
<td>(W)</td>
</tr>
<tr>
<td>Parent Name</td>
<td>Email</td>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>School of Attendance</td>
<td>Phone</td>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Case Manager</td>
<td>District Liaison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student on Probation</td>
<td>Y__ N__</td>
<td>Probation Officer Name</td>
<td>Phone</td>
</tr>
</tbody>
</table>

1. **Academic Functions (Please see instructions on reverse side)**  
   CST_____ HEE _____  
   Math Grade Level: _______ Describe Abilities: ____________________________  
   Algebra_____ Geometry _____ Other _____  
   Accommodations: ___________________________________________________________  
   Learning Style: Auditory______ Visual______ Kinesthetic______  
   Reading Grade Level: _______ Describe Abilities: ____________________________  
   Comprehension______ Decoding______  
   Accommodations: ___________________________________________________________  
   Learning Style: Auditory______ Visual______ Kinesthetic______  
   Writing Grade Level: _______ Describe Abilities: ____________________________  
   Writes Sentences _______ Writes Paragraphs _______ CELDT Level _______  
   English Level Language Learner _____ Comprehension______ Decoding______  

2. **Physical Challenges**  
   Vision___ Mobility ___ Dexterity ___ Hearing ___ Speech ___    
   Describe: ____________________________________________________________  

   **Student Strengths:**  
   ____________________________________________________________  

   **Student Weaknesses:**  
   ____________________________________________________________  

3. **Personal/Social functioning**  
   Independent work ________________________________________________  
   Works with others (emotional stability) _____________________________  
   Adjustment to change (ability to handle stress) ____________________  

4. **Support Services to be provided by District**  

5. **Health Information (medication, allergies, etc.)**  

   **ATTACH MEDICAL RELEASE FORMS**

   ADD_____ ADHD______ Dyslexia______ Autism______ Aspbergers______ Tourette’s______ ED______  
   Hearing ____ Vision _____ Other _____  

   **Comments:**  
   ____________________________________________________________  

   **Career Path Goals:**  
   ____________________________________________________________  

   **Completed by________________________ Email_________________________**  
   **Print Name________________________ Title__________________________ Date_________________________**

*For Special Accommodations, attach 504C or CCOC Accommodations Form*
CCOC STUDENT PROGRESS REPORT

Last name _______ First name _______ MI ___ Grade of Progress to date ___ Student No. _______

Address: __________________________________________________________________________ Date: ____

Home School: _____ Teacher: _____

☐ The student is doing generally outstanding work ☐ The student is doing generally satisfactory work 
☐ The student is in danger of failing and considered on probation

No. semester absences _______ No. semester tardies ______

Course: _______ AM _____ PM _____ Course No. _______

Missing/Overdue Assignments: ______

Comments: ______

Employment Training Standards

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Observed</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Punctuality</td>
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<tr>
<td>Attitude</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Making up class work</td>
<td></td>
<td></td>
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<tr>
<td>Appropriate attire as required</td>
<td></td>
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<tr>
<td>Use of class time</td>
<td></td>
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<tr>
<td>Classroom behavior</td>
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<tr>
<td>Following directions</td>
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<tr>
<td>Participating in class activities</td>
<td></td>
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<tr>
<td>Seeking help when needed</td>
<td></td>
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<tr>
<td>Tests/Assessments</td>
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</tbody>
</table>

Teacher Signature ___________________________ Date ___________________________

Student Signature ___________________________ Date ___________________________

CCOC STUDENT IMPROVEMENT PLAN

Student Name: _____________________________________________ Date: ___________________________

Teacher: _____________________________________ School Counselor: _____________________________

In order to continue in my ___________________ AM __ PM __ class next semester, I hereby agree to the following plan:

1. Regular attendance in class: ___________________________
2. Completion of all assignments and projects within the time limits given by the teacher with a grade of: ______
3. Participate in classroom activities cooperatively: ___________________________
4. Will comply with the rules of acceptable behavior, conduct and safety in the classroom, shop and on campus as determined by the instructor.
5. Specific steps toward improvement:

____________________________________________________________________________

____________________________________________________________________________

I hereby understand that if I do not meet the above recommendation in the given time frame that I will be dropped from CCOC/P.

Student’s Signature ___________________________ Date ___________________________ 

Parent’s Signature ___________________________ Date ___________________________

Teacher’s Signature ___________________________ Date ___________________________

Counselor’s Signature ___________________________ Date ___________________________
CENTRAL COUNTY OCCUPATIONAL CENTER
STUDENT DRESS CODE

The rules of decency apply. This campus is a job training facility; therefore, we need to maintain an appropriate image. All clothes should conform to the standards of employment for the class the student is attending. We want to put our best foot forward.

The dress code is enforced anytime students are on campus.

Teachers may have additional requirements for their specific class/lab.

POLICY

1. Clothes will be clean, hemmed and free of holes.

2. Students may not wear clothing either one size larger or smaller than the student’s current size.

3. All pants must be worn at the waist and provide full coverage of underwear, i.e., no sagging pants. No hip huggers.

4. Shorts and skirts must be no shorter than mid-thigh when seated. Slits in skirts must be no higher than the acceptable skirt/short length.

5. All students should wear tops conforming to standards of employment for their instructional area. In addition, shoulder straps or sleeveless blouses must be no shorter than the edge of the shoulder and must provide full coverage of undergarments. Tank tops, halter tops, narrow straps, midriff tops and low cut tops are not permitted. Torsos will be covered at all times; see-through clothing is not allowed.

6. Any clothing that denotes gang affiliation, (“colors”) or sport affiliation (professional or amateur) is not allowed.

7. Graphics on clothing and accessories in the form of statements or pictures that are offensive in nature are not allowed. Statements or pictures referring to violence, drugs, alcohol, gang affiliation or sexual suggestion(s) or are racially demeaning are not allowed.

8. Bare feet or house slippers are not allowed. Sandals are acceptable only where the class area does not require other footwear for safety reasons.

9. Although some classes may permit or require hats in the shop areas, no head coverings are allowed in common areas of the campus, except for those required by specific religious groups. If in doubt, check with your teacher.

Non-compliance of dress code may result in students calling home for parents to bring appropriate clothing to CCOC or to pick up the student. The student may return to class only when appropriately dressed. Continued non-compliance may result in suspension or grade reduction. (rev. 10/26/2004)
<table>
<thead>
<tr>
<th>VIOLATION</th>
<th>FIRST OFFENSE</th>
<th>SECOND OFFENSE</th>
<th>THIRD OFFENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Causing, attempting to cause, or threatening to cause physical injury</td>
<td>Police called</td>
<td></td>
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<tr>
<td>2. Possessing, selling or furnishing any firearm, knife, explosive, or</td>
<td>Home school contact</td>
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<tr>
<td>other dangerous object.</td>
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<tr>
<td>3. Committing or attempting to commit robbery or extortion (including</td>
<td>Parent-Teacher and/or</td>
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<tr>
<td>theft of school property).</td>
<td>Administrator</td>
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<tr>
<td>4. Destruction of school or private property (including school bus).</td>
<td>Return to home school</td>
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<tr>
<td>5. Arson of school or private property.</td>
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<tr>
<td>6. Committing or attempting to commit sexual assault or sexual battery or</td>
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<tr>
<td>any form of sexual misconduct or harassment.</td>
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<tr>
<td>7. Possessing, using, selling or furnishing any illegal drug or drug</td>
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<tr>
<td>paraphernalia, or being under the influence of any controlled substance,</td>
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<tr>
<td>alcoholic beverage or other intoxicant.</td>
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<tr>
<td>8. Inappropriate use of Internet access as explained in MetroED’s</td>
<td>Depends on Severity</td>
<td>Possible return to home school for up to one full year</td>
<td></td>
</tr>
<tr>
<td>Acceptable Use Policy.</td>
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<tr>
<td>9. Committing an obscene act or gesture or engaging in habitual</td>
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<tr>
<td>profanity or vulgarity.</td>
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<tr>
<td>10. Disrupting school activities or willfully defying school personnel</td>
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<tr>
<td>engaged in the performance of their duties.</td>
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<tr>
<td>11. Exhibiting disruptive behavior on a school bus.</td>
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<tr>
<td>12. Engaging in any physical or verbal gang-related activity, including</td>
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<td>but not limited to graffiti/tagging, wearing gang “colors” or</td>
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<td>displaying gang signs, etc.</td>
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<td>13. Engaging in harassment of another student or staff.</td>
<td>Depends on Severity</td>
<td></td>
<td>Return to home school for remainder of semester</td>
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<td>14. Violating safety rules.</td>
<td>Warning</td>
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<td>15. Forging notes/dishonesty.</td>
<td>1-3 days suspension</td>
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<td>16. Cutting class or leaving campus without permission.</td>
<td>Behavior Contract</td>
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<td>17. Using tobacco or tobacco products on the school campus.</td>
<td>signed</td>
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<td>18. Using electronic signaling devices (cellular phones, pagers, etc.).</td>
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<td>19. Failing to follow appropriate CCOC dress codes.</td>
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<td>20. Chronic tardiness or truancy.</td>
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<tr>
<td>21. Using skateboards, roller blades, scooters or bicycles on campus.</td>
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</tbody>
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Revised 2004
Central County Occupational Center is accredited by the Commission on Schools of WASC (Western Association of Schools and Colleges) for the 6-year maximum term, awarded in May 2002. This accreditation is a validation of the excellence and transferability of our programs.

Central County Occupational Center is a member of the Greater San Jose Tech Prep Education Consortium – a partner with the San Jose City College-Evergreen Valley College District and with the Mission-West Valley College District.

Central County Occupational Center’s automotive technician training program is certified by the National Institute for Automotive Service Excellence (ASE). Six areas of instruction meet the strict industry standards required for ASE Master certification. The educational and automotive communities are proud of CCOC’s commitment to quality automotive training.

Central County Occupational Center is a member of Automotive Youth Educational Systems (AYES), an industry organization that forges partnerships between participating dealerships and vocational/technical schools to prepare young people for challenging, well-paid careers in automotive service.
Students completing CCOC career-training programs are well prepared to pursue higher education or to enter directly into the workforce. Local community college personnel conduct presentations at CCOC to explain the application process for admission and for financial aid, as well as the college certificate and degree programs that are available in various career fields. In addition, CCOC career clusters host instructors from college departments as presenters. When students complete CCOC courses with “A” or “B,” CCOC teachers provide the articulated college credit forms to obtain college credit upon enrollment.

CCOC teachers and staff also assist students in preparing to apply for employment. All completing students create a Career Portfolio containing the following items:

- Resume
- List of References and Letters of Recommendation
- CCOC Certificate and Letter of Competency
- Other Certificates
- Samples of Work (printed documents; photos of student working in class or at internship; photos of work; high-caliber tests or worksheets, etc.)
- Completed Employment Application
- Floppy disk with the above files for future updating

Students present their portfolios to potential employers as they interview for jobs.

**CCOC AWARDS CEREMONY**

**2006 Guest Speaker**
**Dave Cortese**
Councilman, San Jose District 8

CCOC’s Interior Design class has participated in the “Day in the Park” multicultural festivities held in district 8.

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Councilman Dave Cortese

Right: Tune-up and Electrical student Mary Keo receives an award at the 2005 Awards Ceremony.
Programs at the Central County Occupational Center/Program are designed to prepare students for employment, enabling them to go directly into the workforce or to pursue higher education.

Employers from all sectors of industry work in partnership with CCOC/P offering their support through a variety of efforts. Business involvement includes: participation in Advisory Committees; validating curriculum and offering advice on trends and developments in industry; providing internship opportunities; conducting job search workshops in the classrooms; donating scholarships and equipment at the annual Awards Ceremony; and as exhibitors at career/job fairs, offering guidance and career path information to the students ready to enter the job market or to continue training in their chosen fields.

Listed below are a few of the companies who work with CCOC/P to improve education and the future work force:

Advanced Micro Devices
Adlantis Advertising
Aikin’s Auto Body
American Honda Motor Company
American Medical Response
Anderson & Behel Body Shop
Apple Computer
Applied Signal Technologies
AutoYES
Aztec Woodworks
Baker Distributing
Barbosa Cabinets
BAE
Bay Area Tech
Bob Lewis Automotive Family
Burke Industries
California Auto Body Association
California Motor Car Dealers Assn.
California Restaurant Association
Capitol Honda
Capitol Mitsubishi
Carl Chevrolet
Carpenters’ Union Training Center
Central Concrete
City of San Jose
Coast Counties Trucks
Color & Design Exhibits
CompreCare Clinic
Cook’s Automotive
County of Santa Clara
Courtesy Chevrolet
DaimlerChrysler Corp.
Diamond in the Rough Productions
Electronic Arts (EA)
Economy Lumber
Ford Motor Co.
Fox River Paper Co.
Frontier Ford
Gavilan Honda
General Electric
General Motors Corp.
Harmony Foods
Health Trust
Hertz Penske Truck Rentals
IBEW/NECA
IBM
Industrial Light & Magic (ILM)
Intel
Kaiser Permanente
Lockheed Missiles & Space Co.
Lombardo Core Drilling Co.
Long’s Drugs
Los Gatos Acura
Los Gatos Community Hospital
Mariani Packing Co.
Mission Valley Ford Trucks
Motor Publishing
Mrs. Smith’s Frozen Foods, Inc.
N. A. Shade & Associates
NASA/Ames
National Association of Women in Construction
National Semiconductor
Nob Hill Foods
Normandin Chrysler-Jeep
North American Transformer
Orchard Supply Hardware
Pacific Data Inc. (PDI)
Pearson GMC-Pontiac
Peterson Tractor
PG&E
Piercey Toyota
Pixar
Power Personnel
Precision Technologies
Regional Medical Center
Ryder Truck Rentals
Safeway Stores
San Jose Magazine
San Jose Medical Group, Inc.
Santa Clara Auto Body
Santa Clara County
Santa Clara County Builders’ Exchange
Santa Clara Marriott Hotel
SC Valley Medical Center
SC Valley Water District
Silicon Valley Auto Dealers Association
Skibum Studios
Snap On Tools
Southern Lumber
Stevens Creek Toyota
Sunnyvale Acura
Telepath
Toyota Motors Inc.
Tractor Equipment Sales
Trimble Navigation
U S Postal Service
Varian Associates
Westinghouse Electric Corp.
Xerox Corporation
The history of the Regional Occupational Center is the story of a giant tree with strong roots and renewing foliage. The start came in 1917 immediately following the first federal Vocational Education Act for high schools. Four vocational programs—woodworking, machine shop, mechanical drawing and vocational English—were started at San Jose High School. 

With strong support from labor and management, vocational education at San Jose High expanded. During 1921 separate buildings were completed directly across Seventh Street from San Jose High School to house the entire vocational division, which then became the San Jose Technical High School. (The San Jose State University Engineering building is today on that same spot.) By 1929 eight vocational programs existed, both vocational and academic students were enrolled, and cooperative part-time paid work experience had been added. A disastrous fire in 1939 required the dispersing of some programs to other locations. Still Tech High grew. Aircraft engines and agriculture were added to the curriculum, and students attended full time for their complete high school program.

In 1952 the school was given more opportunity for growth with new facilities on a 57-acre site. Enrollments declined however, and attempts to include students from nearby districts failed. The new San Jose Junior College was moved onto the site and began to use portions of Tech High for junior college students.

During 1955 a bitter community struggle developed over the future of Tech High, pitting a strong faction of the industrial community against the Board of Education. A study committee headed by the State Director of Vocational Education spent a year of “blood, sweat and tears” working with the problem. The differences were never completely resolved and a majority and minority report were presented to the Board of Education.

However, from this mixture of emotion, logic and differences came a new plan: Students would spend one-half day for vocational education at Tech High and remain at their home high schools for all other school experiences. Junior college students were also enrolled in Tech High classes.

In 1963 when the San Jose Junior College became a separate district, the decision was made to move Tech High to a campus of its own. Business and industry, school districts, students and parents all participated in the planning, financing and support of the new programs and facilities, which opened in the fall of 1968. Once again, the federal Vocational Education Act was important. Nearly $2,000,000 in VEA funds and Economic Development aid was granted as part of the $8,000,000 cost.

This new vocational institution was named the San Jose Regional Vocational Center, became coeducational, enrolled students from neighboring school districts, and provided a broad program of agricultural, business, industrial and health education. The high quality of teaching, community support, and the new facilities, together with a dedication to student success brought more and more boys and girls and men and women to learn basic vocational skills and to gain knowledge and ability in new technologies.

By 1972 plans were started to add more programs and buildings. The development of these new branches on the sturdy tree is well-deserved recognition for all those persons who have done so much for vocational education in the valley.

The school’s name changed again in 1982 to Central County Occupational Center. Today CCOC trains 1600 students a day in 30 career-technical fields. It is a vital source of excellent employees for Silicon Valley businesses, and a vital link to careers and college for a diverse student body.

The students who are fortunate enough to study and to learn in this great educational enterprise will be the leaders of tomorrow. We know they will continue the tradition of caring for the tree and nurturing its continued growth.
AERIAL VIEW OF CAMPUS

Central County Occupational Center

For additional information visit our website: www.metroed.net

CCOC is the place to be for hire and higher education!