Online Orientation Program

Script/Storyboards

(AS EDITED)

for

Berkeley City College

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****HOW TO READ STORYBOARDS****

**STORYBOARD FORMAT**

Storyboards present the screen-by-screen details of content to be presented in the orientation.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEGMENT TITLE:** | ➊ | | | | | **SCN#:** | | | ➋ | | | | | |
| **SCREEN TITLE:** | ➌ | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | ➍ | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT & AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| ➎ | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| ➏ | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| ➐ | | | | | | | | | | | | | | |

|  |  |
| --- | --- |
| ➊ | Orientations are comprised of content segments. This field contains the appropriate Segment Title. |
| ➋ | Segments are comprised of a number of content screens. The screens are numbered sequentially and the content presented in a linear fashion. This field displays the appropriate screen number. |
| ➌ | Each screen conveys a single concept, teaching point, or idea. This field displays the appropriate screen title. |
| ➍ | Orientation content is presented online through the use of several templates. These fields are marked to identify the type of template used to deliver the screen content as follows:   * VID = Video * GFX = Graphic * CTR = Click-to-Reveal * COL = Check on Learning * WBD = Whiteboard * OTH = Other |
| ➎ | Content to be presented as screen text is written in this field. The content may also reflect dialog to be recorded for videos. With regard to videos, where screen content and video content are the same are the same, the content is only written once. Where the screen content is supplemental to the video content, the scripts are both entered in this field. Video content is displayed in blue text. |
| ➏ | This field is used to convey notes to the programmer (i.e. hyperlinks, or other special programming requirements), comments to aid in video production, or where the images are not obvious - graphic descriptions |
| ➐ | This field contains all the additional content to be developed for Click-to-Reveal type screens. |

Example Video Storyboard (screen text is verbatim the video narration)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEGMENT TITLE:** | Welcome | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | Welcome to Berkeley City College (verbatim narration) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT & AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Congratulations - you've just made two great decisions that will have a positive impact on the rest of your life. The first was your decision to advance yourself personally and professionally by attending college. The second was on your choice to attend Berkeley City College.  BCC is part of the Peralta Community College District, one of the 72 community college districts in California.  It is the mission of Berkeley City College to promote student success, to provide our diverse community with educational opportunities, and to transform lives.  BCC is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.  Now, let's get started off on the right foot. Pay close attention to the following orientation program. There's a lot of great information that you can use to help make your transition to college a great experience.  Good luck and welcome to Berkeley City College. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. Talent = Student | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |

Example Video Storyboard (screen text is supplemental to the video narration) – meeting with Hermia and Hannah about BCC’s availability Wed. 2/16/2014

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEGMENT TITLE:** | Welcome | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | Welcome to Berkeley City College (supplemental narration) Change subject matter | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT & AUDIO/VIDEO NARRATION – does BCC have this one?** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  You don’t have to watch endless episodes of Law and Order or CSI to know that computer crimes are on the rise and computer-based evidence is becoming more and more important to prosecutors. I can’t think of anything more interesting than tracing the breadcrumbs in a corporate network left behind by some hacker or pulling incriminating files out of some criminal’s computer. They say you have to fight fire with fire – or in this case technology with technology.  **SCREEN TEXT**  You don’t have to watch endless episodes of Law and Order or CSI to know that computer crimes are on the rise and computer-based evidence is becoming more and more important to prosecutors. I can’t think of anything more interesting than tracing the breadcrumbs in a corporate network left behind by some hacker or pulling incriminating files out of some criminal’s computer.  They say you have to fight fire with fire – or in this case technology with technology.  What Can I Do With This Degree?  Computer forensic investigators specialize in recovering, analyzing, and presenting data from computers for use in investigations or as evidence. They determine the details of intrusions into computer systems, recover data from encrypted or erased files, and recover e-mails and deleted passwords. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. Talent = Student | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |

Example Click-to-Reveal Storyboard

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | What Good are Goals? | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | Academic Goals | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT & AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| By simple definition, academic success is the completion of an academic goal. You know you’re done because you will have been given a certificate or diploma that says you are.  But it’s not quite as simple as that. Surely success is the result of having reached the goal, but which academic goal should you pursue? Before you can decide, you will need to know a little bit more about the choices you have for an academic goal. The following is a list of the academic goals available at Berkley City College. Click on each to learn a little bit more about it.   * **Bachelor’s Degree (Transfer)** * **Associate Degree** * **Certificate of Achievement** * **Certificate of Proficiency** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Bachelor’s Degree (Transfer)**  According to Dictionary.com, a Bachelor’s or baccalaureate Degree is an academic degree conferred on someone who has successfully completed undergraduate studies. The word baccalaureate is Latin and loosely translated means advanced student.  Students working towards a Bachelor’s Degree at a community college are referred to as Transfer Students because they are taking the lower division course of the degree at the community college and then will transfer to a 4-year college or university to complete the upper division courses and complete the degree requirements. A typical Bachelor’s Degree program is earned by accumulating 120 course units distributed between general education courses, a set of major courses, and other requirements.  **Associate Degree/ Associate Degree for Transfer (AA-T/AS-T)**  Associate Degrees are conferred upon individuals completing a set of lower division coursework within a specific area of study, called a major. Typically offered by 2-year colleges, the typical Associate Degree is earned by accumulating 60 course units distributed between generation education courses, a set of major courses, and other requirements.    **Certificate of Achievement**  Certificates of Achievement are awarded for the completion of the core requirements in vocational majors. That is, they are the major preparation part of an Associate Degree, without the requirement to complete a set of general education courses. Individuals anxious to enter the job market look to Certificates of Achievement to demonstrate knowledge in a particular field to potential employers. Certificates of Achievement are particularly valuable where an individual lacks the necessary experience to otherwise gain employment in that field.  **Certificate of Proficiency**  Certificates of Proficiency are awarded following the completion of two or more courses specified by a college department. Like Certificates of Achievement they are useful to individuals entering the job market, but are often more narrowly focused on a particular skill or need knowledge. Courses for a Certificate of Proficiency are taken from the same set of major preparation courses that serve Associate Degrees. There is no requirement to complete a pattern of general education courses to earn a Certificate of Proficiency. | | | | | | | | | | | | | | |

Example Check on Learning Storyboard

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | What Good are Goals? | | | | | **SCN#:** | | | 6 | | | | | |
| **SCREEN TITLE:** | Check on Learning | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT & AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Earlier you learned about a document called an SEP, which was described as the blueprint to achieving your academic goal. What does SEP stand for?  Is it…   1. Satisfactory Education Progress 2. Student Educational Plan 3. Successful Education Process 4. Standards of Educational Progress   FEEDBACK / REMEDIATION  Correct! SEP stands for Student Educational Plan and by documenting all the courses you will need to take to meet the requirements of your academic goal; it serves as the blueprint for achieving academic success.  Incorrect. SEP stands for Student Educational Plan and by documenting all the courses you will need to take to meet the requirements of your academic goal, it serves as the blueprint for achieving academic success. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. Talent = Student 4. **The correct answer is: B** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |

ORIENTATION STORYBOARDS

Introduction

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Introduction | | | | | **SCN#:** | | | 1 | | | | | |
| **SCREEN TITLE:** | Berkeley City College Introduction | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** | X | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Welcome to the Berkeley City College new student orientation.  Which of the following options best describes you?   * I am a new student and I am taking this orientation as part of the student success process. * I am a guest and I just want to check out the orientation | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Program two buttons and branch accordingly    1. New student = Instructions (Overview, 2)    2. Guest = President's Welcome (Introduction, 1) | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | BCC Orientation Overview | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | Orientation Overview | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** | X | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Since you're taking this orientation for credit, there are a few things you need to know.   * First, there are six segments in this orientation. These segments will provide you with a lot of important information that will help you be a more successful student. So pay attention! * Second, your progress will be monitored. You must complete each segment in order to receive full credit. * Third, there are quiz questions scattered throughout each segment. Be sure to answer these. Once you've answered each question, you'll be able to proceed to the next step of the admission's process. * Finally, this orientation should take you about one hour to complete. If you don’t finish it in one sitting, don’t worry! Your progress is saved and you can return to finish it later.   Do you understand everything we've just covered?  <<NO, go back  YES, let's get started >> | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Program two buttons and branch accordingly    1. No, go back (Front Matter, 1)    2. Yes, let's get started (Front Matter, 3) | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | BCC Student Information | | | | | **SCN#:** | | | 3 | | | | | |
| **SCREEN TITLE:** | BCC Student Information | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** | X | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Complete the following fields and click "Go BCC!"  First Name\*:  Last Name\*:  Date of Birth\*: *mm/dd/yyyy*  Student ID:  E-mail Address\*:  Confirm E-mail Address\*:  *\*Required Fields* | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Program the "Go BCC" button to create the student account in the system data file 2. Branch to Introduction, 1 | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |

President’s Welcome

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | President’s Welcome | | | | | **SCN#:** | | | 1 | | | | | |
| **SCREEN TITLE:** | President’s Address (check with Debbie) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Hello. I am honored to be the President of Berkeley City College.  I join over 400 employees, who serve as professionals focused on you and your success. Those instructors, counselors, librarians, and administrators are here, at Berkeley City College, because they are committed to quality and excellence in education - and they believe in you.  Thank you for investing in your education.  As you may know, at Berkeley City College, we offer over 80 certificate and degree programs, aimed at ensuring that you can secure a job, successfully pursue advancement in your career, and of course transfer to a four-year college or university of your choice.  We want you to explore, to invest deeply, to learn, to achieve; and most important - we want you to be successful.  We are here to facilitate your success and your engagement in leadership will help us help you clarify and meet goals.  Please use this online orientation to increase your understanding of the processes and to ensure that you're ready to enroll and use the resources of Berkeley City College. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Dr. Debbie Budd, President of Berkeley City College** 4. Bracket video with campus b-roll | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |

Orientation Student Guide

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Orientation Student Guide | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | Main Menu | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** | X | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Welcome to the Berkeley City College new student orientation.  This program is divided into the six segments listed below. Student Guides will escort you through each segment. All segments have to be completed successfully before you will be given credit for completing orientation.  When you’re done, we’ll give you some instructions on what to do next in the matriculation process.  To begin, click on a Student Guide or select one of the topics listed below.   * Your First Steps * Student Support Services * Learning Strategies * Campus Life * College Success * Student Conduct and Safety | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Program a menu system to link out to the individual content segments. | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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YOUR FIRST STEPS

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 1 | | | | | |
| **SCREEN TITLE:** | Introduction to Student Success Process | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Hi! Welcome to Berkeley City College.  In this segment we’re going to cover the student success (matriculation) process. You know that list of things they make you do before you can register for classes.  Student success is the set of services that brings you and college together in a partnership designed to help you succeed.  It might seem complicated at first, but each step in the process is necessary to make sure you’re prepared and ready to start taking classes in your first semester. At each stop along the way, you’ll meet a committed professional staff member dedicated to helping you reach for educational goals.  It’s a fact. Students are more likely to succeed in college when they have an accurate assessment of their skills, clear educational goals, and an understanding of the course selection and enrollment processes. That’s what matriculation is all about.  Come on; let’s go through the process together. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | The Steps to Student Success (Matriculation Services/ SSSP) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| In order to enroll in classes at Berkeley City College, all students must go through the student success matriculation process.  The process here contains about eight very important steps. The first 4 are specific to matriculation. The rest support the remaining enrollment process of registering and taking classes.  Click each of the steps to learn more about it.   * **Apply for Admission/ cccapply.org** * **Assessment** * **Orientation** * **Counseling and Advisement to develop Student Educational Plan (SEP)** * **Turn in your completed Matriculation Checklist** * **Activate your account within the Passport student administration system.** * **Register for classes** * **Pay your fees** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "apply online" in the Apply for Admission CTR to <http://www.cccapply.org/applications/CCCApply/apply/Peralta_CCD.html> | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Apply for Admission**  If you are viewing this orientation, you have probably already completed an application and been accepted to Berkeley City College. If not, the application process is easy. You can apply online right now at [www.cccapply.org](http://www.cccapply.org).  Admission to Berkeley City College is open to:   * Anyone over 18 years of age. * Students with a high school diploma, California high school proficiency exam certificate or GED with an average score of 45 or higher. * Concurrently enrolled high school students with consent of their high school counselor and parents.   **Assessment**  Complete the English or ESL, and Math assessment process. English Reading and Writing, and Math are basic skills that you will be using in nearly every one of your classes.  Our placement process will help to determine which class is the best level for you to start to build your skills and be successful. So, don’t worry about your performance. Your score will determine the right English and Math class for you.  **Orientation**  This online orientation is an important part of your enrollment process. The orientation will introduce you to the programs and services that are available at Berkeley City College.  We are providing you with a lot of information, but please don’t feel like you need to remember it all. You can always come back to this orientation for reference, or as a refresher.  **Counseling and Advisement to develop Student Educational Plan (SEP)**  One of the most important steps of Matriculation is to visit your counselor. Counselors can help you choose your classes; provide information regarding transfer, certificates, degree programs, majors, career planning, etc.  They can also help you to create your Student Educational Plan, or SEP, which serves as the blueprint for achieving your educational goals. You should plan to visit your counselor at least once each semester to make sure you’re still on the right track.  **Turn in your completed Matriculation Checklist**  The Matriculation Checklist helps ensure that you’ve met all the requirements needed for new students before course registration. Complete the checklist and return it to a counselor or the Admissions and Records Office.  **Activate your account within the PASSPORT student administration system**  PASSPORT is Berkeley City College’s student administration system. PASSPORT is a convenient web interface that allows you to manage all the administrative aspects of your college career. You can also add and drop classes, view your class schedule, check and review your academic history, and pay your fees.  **Register for classes**  Counseling and advising has helped you to determine what classes you should take to reach your academic goal. Now, via the PASSPORT system, you can register for those classes you are going to take this semester.  Do your research and have a list of courses you plan to take for the semester. You might not be able to get into every course you want, so have a backup plan ready just in case.  **Pay your fees**  Once you register for classes your fees will be due **two weeks** prior to the first day of instruction. There are 3 ways to pay your fees.   * You can make payments directly through the PASSPORT system. * You can pay in person at the college Cashier’s Office, Room 153, located on the first floor. * You can mail a check. If sending a check through mail, be sure to write your Student ID# on your check. Make sure the check is payable to Berkeley City College and mark the envelope to the attention of the Cashier’s Office. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 3 | | | | | |
| **SCREEN TITLE:** | Glossary Terms You Should Know | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Starting your college career can be a bit overwhelming. There are lots of new things you will experience. One of those experiences will be learning the language of college. It might seem like the staff are speaking a different language, but it’s not really all that difficult. Here is a list of frequently used college terms that you should know.  Click on each to see the definition.   * **Associate Degree (AA / AS) Associate Degree for Transfer (ADT)** * **Bachelor’s Degree (BA / BS)** * **Certificate Program** * **General Education (G.E.)** * **Major** * **Prerequisite** * **Co-requisite** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **Associate Degree (AA/AS)**  A degree awarded upon the satisfactory completion of an associate degree program. At a minimum, an associate degree at Berkeley City College requires the following:   * A minimum of 60 semester units * A 2.0 cumulative grade point average * 12 units in residence at Berkeley City College * Coursework in your major or area of emphasis * Completion of general education and graduation competency requirements   **Associate Degree for Transfer (ADT)**  The Associate for Transfer Degree (**ADT** )is designed to prepare  students for a seamless transfer with junior status and priority admission to their local  CSU campus to a program or similar major for completion of a baccalaureate degree. Students are required to complete: A minimum of 18 semester  units in the major with a grade of C or better while maintaining a minimum grade point  average (GPA) of at least 2.0 in all CSU transferable coursework. The Associate Transfer Degree will also assist students to transfer to a UC or other baccalaureate institutions.  See a counselor for information on degree requirements.  **Bachelor’s Degree (BA/BS)**  A degree awarded upon the satisfactory completion of a baccalaureate program. Berkeley City College, like all the California Community Colleges, does not offer baccalaureate degrees. From Berkeley City College, you must transfer to a college or university that awards bachelor’s degrees.  In other words, to a college or university that offers upper-division baccalaureate coursework. The California Community Colleges offer only lower-division baccalaureate coursework.  **Certificate Program**  Career and Technical Programs (CTE) that provide vocational training for students who are not necessarily seeking a college degree. These programs concentrate on the courses necessary to prepare for immediate employment. There are two types of certificates:   * Certificate of Achievement * Certificate of Proficiency   **General Education (G.E.)**  The courses required to meet graduation and/or transfer requirements in addition to the courses required for your major. See a counselor to determine which GE courses you should take for your particular major or educational goal. GE course patterns are found in 3 forms:   * **IGETC**: Intersegmental General Education Transfer Curriculum defines a pattern of general education courses that will satisfy GE requirements at all University of California and California State University campuses. * **CSU GE Breadth**: California State University pattern of general education courses that will satisfy the GE requirements of California State Universities. * **Associate Degree Program General Education**: The pattern of general education requirements needed for an Associate of Arts/Science degree at Berkeley City College.   **Major**  A group of courses you must take to meet the requirements for graduation in a specific field of study. These courses must be taken in addition to the general education requirements for graduation and/or transfer.  **Prerequisite**  This means having previously taken a specific course or an ability to demonstrate existing knowledge that is required before you can enroll in certain courses.  Prerequisites are necessary to ensure you have the knowledge or skill to be successful in a course.  **Co-requisite**  These are courses that must be taken simultaneously with another course. Often times this is a lab class that must be taken with a traditional classroom course.  Co-requisite courses intend to make sure you have ample opportunity to practice and apply the knowledge learned in class. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 4 | | | | | |
| **SCREEN TITLE:** | Admissions and Records Office | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Among the best things about California are the educational opportunities that exist beyond High School. Basically, anyone who can benefit from a college education is eligible to attend.  Specifically, admission to Berkeley City College is open to:   * Anyone over 18 years of age. * Students with a high school diploma, California high school proficiency exam certificate or GED. * Concurrently enrolled high school students with consent of their high school counselor and parents.   Regardless of your circumstances, it’s easy to apply. Just access the online application and in a few short minutes, you’ll be on your way to a more successful future. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "online application" to [<http://www.cccapply.org/applications/CCCApply/apply/Peralta_CCD.html>](file:///C:\Documents%20and%20Settings\gpendleton\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\KDX23KLO\Laney%20College%20Storyboard_FINAL.doc) | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 5 | | | | | |
| **SCREEN TITLE:** | Assessment | | | | | | | | | | | | | |
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| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Every course you take at Berkeley City College will require that you demonstrate some ability in English and math. Improving your skills in these areas will help you to succeed in all of your college courses.  New students at Berkeley City College are highly recommended to take assessment tests in Math, English or ESL. The tests are designed to measure your level of skills in English and math so that you can be directed to the appropriate courses. If you’re not a native English speaker, you may need to take the ESL assessment test.  Remember, many students are taking their assessment tests at the same time you are. In order to help make the process go as smoothly as possible,   * Please arrive at the Assessment Center 15 minutes prior to your scheduled assessment time, and bring a valid identification card (e.g. driver’s license, school ID, or passport).   Finally, it’s possible you may be exempt from taking assessment tests if you’ve already earned a degree at an accredited college or university, or completed English and Math courses at another college. If you believe you are exempt, check with a counselor for confirmation. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Assessment Center" to <http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/> | | | | | | | | | | | | | | |
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| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 6 | | | | | |
| **SCREEN TITLE:** | Orientation | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The purpose of the Berkeley City College Orientation is to provide you with useful information concerning college programs, student services, resources and student rights and responsibilities.  Research proves that students who participate in college orientation reach their educational goal more quickly and are more successful than students who have not completed it.  Don’t forget, you can revisit this program anytime in the future to serve as a reference or just to refresh your understanding of certain information. Just sign in as a guest and you will have complete access to the information without having to wait for the screen timer to countdown before you can continue. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 11 | | | | | |
| **SCREEN TITLE:** | Counseling and Advising | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  OK, back to the matriculation process.  Seeing a counselor is probably one of the most important things you can do to ensure your academic success. The Counseling Department provides a wide range of academic, career, personal counseling services and developing the educational plan. These services help students resolve personal challenges and acquire the skills, attitudes, and abilities that will enable them to successfully reach their educational and personal goals.  **SCREEN TEXT**  The Counseling Department offers a wide range of professional counseling services for current and prospective students at Berkeley City College. As a new student you’ll need to meet with a counselor, who will help you craft a first-year educational plan.  Remember, you’ll probably be spending at least 2 years at Berkeley City College and during that time a lot can change. You might change your mind about your career or educational goals. So, as a rule, you should check in with a counselor at least once a semester to make sure you’re still on track.  Believe it or not, Berkeley City College counselors do a lot more than just help you identify what classes to take. In addition to academic counseling, other key services the counselors provide are:   * Educational goal setting: Assistance with the development of a Student Educational Plan (SEP) and teaching courses, both emphasizing strategies and study skills that lead to successful achievement of goals. * Career counseling: Provide information on current and future employment trends. * Personal counseling and referral: Refer to community psychological services for any ongoing or long-term personal counseling needs. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "Counseling Department" to <http://www.berkeleycitycollege.edu/wp/counseling>/ | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 12 | | | | | |
| **SCREEN TITLE:** | How to See a Counselor | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| There are two ways to see a counselor.  Drop In Counseling is available throughout the day in the Counseling Department on a first-come, first serve basis. Drop in counseling is limited to 10 minutes and is intended for simple, short answer questions.  Appointments may be made at the front desk of the Counseling Department, or by calling (510) 981-5036 or email at [counselingbcc@peralta.edu](mailto:counselingbcc@peralta.edu). Typically, scheduled counseling appointments last 30-minutes. These meetings provide an opportunity to develop an educational plan (SEP), review transcripts and discuss many other issues related to your progress. Counselors will be on a drop-in basis and will not take appointments during registration in the months of August, September, November, December, January, April and May.  Counseling appointments may be cancelled in advance by calling the number above.  **Preparing for Your Counseling Appointment**  The most successful students are those who take responsibility for their own educational progress. This often begins by making an appointment with a counselor. Counselors can help you clarify your educational and career goals and assist you with the development of a personalized Student Educational Plan. You will get the most out of your visit with a counselor if you have thought about a few questions, bring necessary documents and learn some basics about college requirements.  Prepare for your counseling appointment by completing the list below:   * Complete an orientation, and take the Math /English or ESL assessments; bring your scores when you meet with a counselor. * Bring all college transcripts (outside Peralta District) to your counseling appointment. Unofficial copies are acceptable for advising purposes. * Obtain and read the current class schedule along with the Berkeley City College Catalog; reviewing this information may answer many of your questions. * Consider the information you may need, formulate a few questions, write them down and bring them to your appointment. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 13 | | | | | |
| **SCREEN TITLE:** | What are My Goals and How Do I Achieve Them? | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** | X | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| One of the key steps in achieving your academic goals is to spend a little time thinking about where you are, where you want to go, and how you plan to get there.  You may already know the answers to many of these questions, or maybe only one or two. Great!! The most important thing is that you continue to think about them and meet with a counselor early in your college career to discuss your goals.  Information about majors, certificates, degrees, graduation, and transfer can be found in the Counseling Department. It is very important that you review this information with a counselor early and begin to develop an educational plan that will enable you to reach your goals.  Even if you’re not sure about which major or career choice is right for you, a counselor can help you choose classes as you begin your college career.  **Ask yourself these questions:**   * What are my interests, skills, and abilities? * What majors am I interested in? * What careers or jobs am I interested in? * Do I need to improve my job and/or technical skills? * Do I need to improve my basic skills (reading, writing, and math)? * Am I interested in earning a certificate in a vocational area? * Am I interested in earning a two-year degree (AA or AS)/ (ADT)? * Am I interested in transferring to a four-year college or university to complete a Bachelor’s Degree (BA or BS) after attending Berkeley City College? | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Other = Success Tip template | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 14 | | | | | |
| **SCREEN TITLE:** | Registration for classes | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| So far you’ve gone through the application process, assessment, orientation, and counseling, you are just about ready to register for classes.  Activate your Student PASSPORT Account:   * Go to the PASSPORT Student Administration System. * Click the “Activate/Reset My Account” link. * Follow the instructions to activate your account. * Make note of your user ID and password for future use.   OK – now you are ready to register. You will be registering for all your classes through the PASSPORT system. For details on using PASSPORT view the online tutorial.  In the meantime, here’s a summary of the steps.   * Proceed to log into the PASSPORT Student Administration System and click “Sign In.” * After you have logged in, click the “Student Center” link. * Under “Enrollment Dates,” verify your enrollment appointment time. You may enroll for classes on or after this date and time. * When you are eligible to enroll, click the “Add a Class” link and follow the instructions. * To drop a class, click the “Drop a Class” link and follow the instructions. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Admissions and Records Office" to <http://web.peralta.edu/admissions/> 2. Hyperlink "PASSPORT Student Administration System" to <https://passport2.peralta.edu/psp/EPAPROD/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST> 3. Hyperlink "online tutorial" to <https://passport2.peralta.edu/psp/EPAPROD/EMPLOYEE/EMPL/h/?tab=PAPP_GUEST> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 15 | | | | | |
| **SCREEN TITLE:** | Financial Aid | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Don’t assume you don’t qualify for Financial Aid just because community college tuition is low. Financial Aid can also help with the cost of books, supplies, transportation and living expenses. The Financial Aid Office is here to assist you.  Click on each of these Financial Aid programs to learn more about them.   * **Federal Pell Grant** * **Federal Supplemental Educational Opportunity Grant (FSEOG)** * **Federal Work Study (FWS)** * **Federal Direct Loans (subsidized and unsubsidized)** * **Board of Governors Fee Waiver Program (BOGFW)** * **Cal Grants (A,B,C)**   Students interested in applying for financial aid should refer to the Free Application for Federal Student Aid ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) website and apply on-line. The Financial Aid Office will assist you with any questions you might have about the application process. Check out the Financial Aid website for more information and hours of operation. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Free Application for Federal Student Aid" to [<http://www.fafsa.ed.gov>](file:///C:\Documents%20and%20Settings\gpendleton\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\KDX23KLO\Laney%20College%20Storyboard_FINAL.doc) 2. Hyperlink "Financial Aid" to <http://www.berkeleycitycollege.edu/wp/financial_aid/> | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Federal Pell Grant**  The Federal Pell Grant provides gift aid assistance to undergraduates who have not yet earned a baccalaureate or first professional degree and who demonstrate financial need.  Students do not need to be full-time to be eligible for the Federal Pell Grant. Awards will be adjusted based on enrollment.  **Federal Supplemental Educational Opportunity Grant (FSEOG)**  The FSEOG is a federal grant for undergraduate students with exceptional financial need. Awards are subject to funding availability.  **Federal Work Study (FWS)**  The FWS is awarded to students who indicate an interest on their FAFSA and who demonstrate need. FWS funds must be earned through part-time employment authorized by the Financial Aid Office. Awards are subject to funding availability.  **Federal Direct Loans (subsidized and unsubsidized)**  Subsidized Stafford Loans are need based loans and the Financial Aid Office determines eligibility. Interest is paid by the government while the student is enrolled at least half-time and during the grace period after leaving college.  Unsubsidized Stafford Loans are not need-based loans and have no interest subsidy, which means the interest is accruing while the student is in college.  **Board of Governors Fee Waiver Program (BOGFW)**  The fee waiver program waives the enrollment fees charged by the college. Since this is a waiver there is no actual disbursement of funds.  **Cal Grants** **(A,B,C)**  Cal Grants are state funded grant programs for California residents pursuing an eligible program. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 17 | | | | | |
| **SCREEN TITLE:** | Check on Learning (Quiz) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| All right, you’re nearly done with this segment. Just one more question to ask before we wrap it up.  If you’re interested in moving on in your college career towards a Bachelor’s Degree, which of the following offices would be able to help you plan for that?   1. Financial Aid Office 2. Admissions and Records 3. Assessment Center 4. Transfer Center   *FEEDBACK*  Correct!  Incorrect.  *REMEDIATION*  The Transfer Center is the place to get information about moving on to a 4-year university in pursuit of a Bachelor’s Degree. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. **The correct answer is: D** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 7 | | | | | |
| **SCREEN TITLE:** | Check on Learning (Quiz) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Hi! How’s it going so far? Let’s see if you’ve been paying attention.  Which of the following best describes the purpose of matriculation at Berkeley City College?   1. A set of services that brings the college and you together in a partnership designed to help you succeed. 2. A process designed to make it harder for you to register for classes. 3. A series of steps required only for students who intend to transfer. 4. A necessary step in order to qualify for financial aid.   *FEEDBACK*  Correct!  Incorrect. Actually...  *REMEDIATION*  Matriculation is a set of services that brings you and college together in a partnership designed to help you succeed. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. **The correct answer is: A** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Your First Steps | | | | | **SCN#:** | | | 18 | | | | | |
| **SCREEN TITLE:** | Summary of Your First Steps | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | x | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| [PART A]  Well, that’s it for me. I hope you came to appreciate all the benefit that the matriculation process provides. The process really is intended to make your academic experience here at BCC better. Here’s a few tips to remember:  The matriculation process contains 4 steps:   1. Complete an Application 2. Orientation 3. Assessment 4. Counseling and Advisement   Visit a counselor to get an educational plan put together. Stop in at least once a semester to make sure you are still on track.  If it’s your plan to transfer to a 4-year university in pursuit of a bachelor’s degree, you will want to visit the Transfer Center to make an appointment to see the four-year college representative. Be sure to bring along the Student Educational Plan (SEP) you developed with a BCC Counselor.  Oh! And make sure you get your FAFSA turned in to see what financial aid might be available to you.  Good luck!  [PART B]  This concludes orientation segment titled, Your First Steps. However, you either didn’t respond to the questions presented earlier, or you did not answer one or both of them correctly.  Before you can be given credit for completing this segment, you will need to select this area again from the Main Menu to review the content and correctly answer the questions. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Play video Part A or Part B depending on segment completion status. 2. Screen Text = Verbatim video narration 3. Standard video framing 4. **Talent = Student** | | | | | | | | | | | | | | |
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STUDENT SUPPORT SERVICES

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 1 | | | | | |
| **SCREEN TITLE:** | Student Support Services Overview | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The mission of Berkeley City College is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.  BCC is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.  Take the time to familiarize yourself with the services in this segment. They won’t all apply to you. But the ones that do may just prove to be invaluable during your time here at Berkeley City College. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | Disabled Students Programs and Services/ DSPS | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Disabled Students Programs and Services (DSPS) provides assistance designed to facilitate equal educational opportunities for students with disabilities. Some of the programs DSPS provides or sponsors are listed below.  Click each program to learn more.   * **Disability Resource Center** * **Deaf Services** * **Alternate Media Center** * **Learning Disabilities Assessment**   To determine whether you’re eligible for any of these programs, make an appointment with a DSPS counselor. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Disabled Students Programs and Services" to <http://www.berkeleycitycollege.edu/wp/pssd/> | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **The Disability Resource Center**  The Disability Resource Center offers services according to individual needs and availability of resources.  Services include: advocacy, counseling, vocational and educational planning, individually prescribed reasonable accommodations, alternative media, registration assistance, and referral to the other appropriate programs and services on and off campus  **Deaf Services**  Berkeley City College encourages Deaf students and students with hearing Impairments to participate with their peers in the same activities and courses.  Special services are provided to meet the unique needs of Deaf and Hearing Impaired students and help them achieve a successful college career. Deaf Services provides interpreting, real time captioning, registration assistance, and other support services.  **Alternate Media Office**  The Alternate Media Off ice is part of the Berkeley City College Disability Resource Center.  Services available from the Alternate Media Center include: accessible textbooks, audiobooks, enlarged print, electronic text (e-text), tactile graphics, and Braille. All handwritten materials may be put into an alternate format, including handouts, quizzes, & tests.  **Learning Disabilities (LD) Assessment**  The DSPS program offers access to LD assessment for students who may have a history of learning disabilities or who think they may benefit from assessment.  Services include assessment and evaluation of eligibility for LD support; accommodations and services based on individual assessment results; identification of a student’s learning strengths and challenges; specific learning strategies and techniques; and as appropriate, referral to other resources. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 3 | | | | | |
| **SCREEN TITLE:** | BCC EOPS/CARE | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Extended Opportunity Programs and Services (EOPS) is funded by the State of California to provide services to educationally and economically disadvantage students, giving them the opportunity to participate fully in the educational program of the college.  EOPS provide the following services to eligible students:   * Education Planning and Counseling * Priority registration * Tutoring * Fee Waivers and other Financial Assistance * Transfer Assistance   Students must meet the following critera to become eligible for EOPS services:   * Are a resident of California (including AB540) * Are a full time student (enrolled in 12 or more units). * Have not completed more than 70 degree-applicable units, or six consecutive semesters of college level course work (whichever occurs first). * Qualify to receive the Board of Governors Fee Waiver A or B (BOGFW). * Are determined educationally disadvantaged.   The EOPS office also administers the Cooperative Agencies Resources for Education (CARE) program to provide supplemental support services to EOPS students, who are welfare-recipients, single heads of household, with children under 14 years old. CARE support services including school supplies, child care grant, and transportations assistance. These services are in addition to the services provided to all EOSP participants and are intended to reduce some of barriers single parents face when pursuing their educational goals. CARE program collaborates with the Department of Social Services in the local counties to extend support services to students. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Extending Opportunity Programs and Services" to <http://www.berkeleycitycollege.edu/wp/eops/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 3 | | | | | |
| **SCREEN TITLE:** | CalWORKs | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| CalWORKs (California Work Opportunities and Responsibilities to Kids) is a program designed to provide the support and training needed for CalWORKs participants to succeed in both their educational and employment goals. As a CalWORKs participant at Berkeley City College, individuals join a supportive group that acts as a liaison between the student and the county, as well as provides the following student success support services.   * Pre and Post Employment Assistance * Academic, Career and Personal Counseling * Job Development and Placement * Childcare Assistance * Work-Study Opportunities * Tutorial Assistance * Community resource Referrals * Continual One-on-One Support     If you are receiving CalWORKs/TANF cash aid for yourself and child/children and are a Berkeley City College Student or intend to become one, please come in to our office on the 3rd floor, Room 346, at 2050 Center Street, Berkeley or make an appointment by calling us at (510) 981-2847. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Extending Opportunity Programs and Services" to <http://www.berkeleycitycollege.edu/wp/calworks/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 4 | | | | | |
| **SCREEN TITLE:** | BCC TRiO | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The Berkeley City College TRiO program, a federal grant based program, is designed to assist First Generation college students interested in obtaining a Certificate of Completion, or AA /AS degree and transfer to a four year college/ university.  Services include:   * One on one academic and career counseling * Workshops ( financial literacy, goal setting, motivation, etc) * College / University Campus Tours * Tutoring | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "BCC TRiO " to http: [www.berkeleycitycollege.edu/wp/trio/](http://www.berkeleycitycollege.edu/wp/trio/) | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 5 | | | | | |
| **SCREEN TITLE:** | Veteran Affairs | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Welcome home Troops!  To ensure our veterans and service members receive all their service connected educational benefits; Berkeley City College has a very active Veteran Affairs Program. The program provides support services (i.e. Counseling) to veterans, active duty service members, veteran dependents, and disabled veterans.  Eligible disabled veterans may be entitled to special educational benefits. These students are encouraged to also pursue services that may be offered by the campus DSPS Office. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Veteran Affairs Program" to <http://www.berkeleycitycollege.edu/wp/vets> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 8 | | | | | |
| **SCREEN TITLE:** | BCC Bookstore | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The bookstore sells textbooks and school supplies. A web store is available so you can purchase textbooks online and then pick them up at the store or have them shipped to you.  Besides books and supplies, you can find, beverages, snack foods, and merchandise.  The bookstore staff welcomes you to Berkeley City College! Please stop by and see us soon, either in person or online. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "online" to <http://www.bkstr.com/Home/1001-16453-1?demoKey=d> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 3 | | | | | |
| **SCREEN TITLE:** | Library | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The Berkeley City College’s Susan A. Duncan Library, is more than just a book repository. The Library provides journals, microfilm, a variety of electronic databases, and Internet access. Librarians even offer orientations and credit courses for students who need help using the print collection, databases, and/or the Internet. ADA compliant workstations are also available.  In addition, the Listening and Viewing Center is located in the library. This excellent resource houses a variety of educational multimedia assets, including audiotapes, videotapes, CDs, and software. Computers are also available for printing and researching.  Of course, in addition to all these great resources, the library provides you a quiet place to study and group study rooms for collaboration. Be sure to stop by often and take advantage while you’re here! | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Berkeley City College Library " to <http://www.berkeleycitycollege.edu/wp/library/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 16 | | | | | |
| **SCREEN TITLE:** | Transfer & Career Information Center | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The College Transfer & Career Information Center is a resource for questions you have relating to choosing a major, a career, or selecting a transfer college or university. All materials in the Center, and all services provided, are for the purpose of helping students identify and come closer to their goals. A primary purpose of the Center is to support underrepresented students to discover and realize their career direction and educational goals.  **Materials, Software, Events and Services to Support Student Transfer & Career Exploration include:**  •College **catalogs** to review majors & course descriptions  •College **handbooks and brochures** – free material  ***•*On-line search** for career exploration, majors, programs, and college information  **•UC & CSU transferable course lists** (IGETC & CSU-GE Breadth)  •Opportunity to talk to **college representatives** *(see monthly calendar on center webpage)*  •Transfer Basics workshop and information  •Career Exploration Basics workshop and information  •College **applications** and application workshops  The Center works in partnership with BCC Academic Counselors. Meeting with an academic counselor is often a first step in a student’s process to identify career and academic goals. ***Come visit the Transfer & Career Information Center!***  Located in Room 243 in the counseling wing -- open Monday – Friday 8:30am to 5:00pm | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Transfer Center" to <http://www.berkeleycitycollege.edu/wp/transfer/> 2. Hyperlink "ASSIST" to <http://www.assist.org/web-assist/welcome.html> | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 4 | | | | | |
| **SCREEN TITLE:** | BCC Learning Resource Center/Tutoring (J. Ward/J.Lowood) TEACH | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **BCC Writing Workshop**  Students studying English at Berkeley City can take advantage of the BCC Writing Workshop. The center is a relaxed environment where students can use computers to work on assignments . Students can also get assistance from tutors, instructional assistants, teachers, and their peers.  If you're enrolled in an English class and want a great place to study or maybe just need some help with your paper, the BCC Writing Workshop is the perfect place. No appointment is necessary, just enroll into the writing center as a class and you will get assistance with your homework, assignments and projects.  The Writing Workshop is located on the 3rd floor, room 313  **Learning Resource Center (LRC) Tutoring**  The mission of the Jerry Adams Learning Resources Center at Berkeley City College is to ensure student success in academic and career/technical endeavors, through individual and/or group tutoring. We assist with students’ academic needs in basic skills, including Math, and Spanish as well as assisting them in their ability to work effectively in a college environment and their personal development as it relates to academic success. We endeavor to challenge and support our students, working together to motivate and empower them, while responding to their individual needs.  If you’re taking classes at Berkeley City, you will sooner or later have to take a math class. Don’t worry, free tutoring is available at the LRC (Learning Resource Center). Don’t struggle on your own, get the help you need at the LRC.  The Tutoring is located on the 1st floor, room 112.   * Math (all levels and basic skills are emphasized)) * Spanish (all levels) | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink " Learning Resource Center " to <http://www.berkeleycitycollege.edu/wp/student_service_programs/learning-resources-center-tutoring/> 2. Hyperlink “Writing Workshop” (check link if one) | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 6 | | | | | |
| **SCREEN TITLE:** | BCC Computer Labs | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Berkeley City College Computer labs are available throughout the campus. Labs house both PC and Mac computers with Internet access and software to aid you in project research, writing papers, or other needs.  Visit the following labs for assistance:   * Open Computer Lab, 1st floor # 125 * Computer Information Systems Lab, room 313 * South Campus Computer Lab Suite 201 | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 9 | | | | | |
| **SCREEN TITLE:** | Check on Learning (Quiz) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| I’ve got a friend who was recently discharged from the National Guard. She’s anxious to get on with her life and start college. She knows she’s eligible for some benefits, but isn’t sure what.  Do you remember which service could help her with information about her military benefits?   1. BCC CalWORKs 2. Veteran Affairs Office 3. TRiO 4. EOPS/CARE   *FEEDBACK*  Right!  Sorry  *REMEDIATION*  For information regarding military service-connected benefit programs, eligible veterans and active-duty service members should contact the Veteran Affairs Office. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. **The correct answer is: B** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Support Services | | | | | **SCN#:** | | | 13 | | | | | |
| **SCREEN TITLE:** | Summary of Student Support Services | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | x | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| [PART A]  OK – that’s my time. After viewing this segment you should realize that the student service departments here at Berkeley City College are dedicated to helping you find academic success.  Here are a few tips to remember:   * EOPS/CARE provides registration assistance, orientation, counseling, peer advising, tutoring, transfer assistance, tuition fee waiver for CSU and UC transfers, book vouchers and financial assistance for eligible full-time students. * BCC CalWORKs provides educational counseling, development of Student Education Plans that meet CalWORKs state guidelines, work/study and internship positions, and assistance with job preparation and placement. * Veterans Affairs provides financial and support services to eligible veterans and their dependents.   Even if you don’t think you qualify for some of these services, you should check into them anyway. You just might be eligible and don’t realize it, or may need some of these services in the future.  [PART B]  This concludes orientation segment titled, Student Support Services. However, you either didn’t respond to the question presented earlier, or you did not answer it correctly.  Before you can be given credit for completing this segment, you will need to select this area again from the Main Menu to review the content and correctly answer the question. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Play video Part A or Part B depending on segment completion status. 2. Screen Text = Verbatim video narration 3. Standard video framing 4. **Talent = Student** | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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Learning Strategies

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 1 | | | | | |
| **SCREEN TITLE:** | Introduction to Learning Strategies | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| How’s it going? Learning a lot so far?  A big part of college success means taking advantage of all the programs and services a campus like Berkeley City College can provide. In this next segment, we’re going to introduce you to these services, because if you don’t know they exist – how can you use them to your advantage?  So relax – there’s lots of help available to you. Let’s find out how. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 23 | | | | | |
| **SCREEN TITLE:** | What Is My Learning Style? | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** | X | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Learning is the way in which you perceive and process information. Your learning style is the way you prefer to learn. It doesn’t have anything to do with intelligence or what skills you have learned. Instead, it has to do with how your brain works most efficiently and effectively to learn new information. There’s no good or bad style, no right or wrong way to learn. However, understanding your learning style can help you develop learning strategies that maximize your learning potential. This can make a great deal of difference in the time and effort you put into study and performance on tests and quizzes.  The following is a short description of several learning styles. Click each to see the details of each style and determine which best describes your preferred style of learning.   * **Visual Learning: Do you learn best by seeing?** * **Tactile/Kinesthetic Learning: Do you learn best by touch, movement, or doing?** * **Auditory Learning: Do you learn best by listening?** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Other = Success Tip template 2. Assign the following reference to each CTR screen:   REFERENCE:  Jester, Catherine (2000). DVC Online, www.metamath.com/lsweb/dvcleam.htm. LdPride, www.ldpride.net/learningstyles.MI.htm. Hurd, J. (2007). Campus Companion, Boston, MA; Houghton Mifflin. CRC- 2006-2007 New Student Guidebook | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Visual Learning**  If you are a visual learner, you may think in pictures. You often see information “in your mind’s eye” when you try to remember something. You learn best when information is presented visually, in pictures, diagrams, graphs, charts, or in written form. You benefit from instructors who use the blackboard, PowerPoint, overhead transparencies, videos, flipcharts, handouts, or who provide you with an outline during the lecture. You may prefer to work alone in a quiet room and you may not like to work in study groups.  Strategies for the Visual Learner:   * Mark the margins in your textbooks with key words, symbols, and diagrams that help you remember the text. * Draw symbols and pictures on flash cards and in your notes. * When learning information presented in diagrams or illustrations, write out explanations for the information. * When learning mathematical or technical information, use sentences and key phrases. Make charts to organize the information. * When learning a sequence of steps, write out in detail how to do each step or draw a series of boxes detailing each step. * Make flashcards of vocabulary words and concepts that need to be memorized. * Before an exam, make yourself visual reminders of information that must be memorized. Make “Post-It” notes containing key words and concepts and place them in highly visible places where you will see them regularly. * To aid recall, make use of “color coding” by using highlighter pens in different colors to highlight different kinds of information.   **Tactile Learning**  If you are a tactile learner, you learn best when physically engaged in a “hands on” activity. You prefer to be physically active while learning. You may find it hard to sit still for long periods of time and may find yourself easily distracted in a traditional lecture class. You benefit from instructors who encourage in-class demonstrations, group activities, lab activities, and projects or assignments that can be completed in multimedia or multi-dimensional formats.  **Strategies for the Tactile Learner:**   * Listen to recordings of lectures, notes, etc., on an iPod or similar player while exercising. Make your own tapes containing important course information. * When studying, walk back and forth with textbook, notes, or flashcards in hand and read the information out loud. * To learn a sequence of steps, make 3x5 flashcards for each step. Arrange the cards on a tabletop to represent the correct sequence. Put words, symbols, or pictures on your flashcards. Use highlighter pens in different colors to emphasize important points. Limit the amount of information per card to aid recall. Practice putting the cards in order until the sequence becomes automatic. * To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Write down key words and draw pictures or make charts to help you remember the information you are hearing.   **Auditory Learning**  If you are an auditory learner, you learn best when information is presented verbally or in a format that primarily uses your sense of hearing. You prefer verbal lectures, discussion, talking things through, and participating in group discussions. You benefit from obtaining information by reading text aloud or recording information on an electronic device to listen to and review later.  Strategies for the Auditory Learner:   * Create your own audio recordings by reading notes and textbook information into a tape recorder, iPod, or other electronic recording device with voice recording capability. When preparing for an exam, review the recordings. * When studying by yourself, talk out loud. Read your notes and textbook out loud. * Record your lectures. Use the “pause” button to avoid taping irrelevant information. * Join a study group to assist you in learning course material. Or, work with a study partner on a regular basis to review key information and prepare for exams. * When learning mathematical or technical information, “talk your way” through the new information. Think through solutions to problems by talking out loud to yourself or with a study partner. * When learning a sequence of steps, write them out in sequence and read them out loud. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | What's a Unit? | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** | X | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| College course work is measured in units. Every degree program has a unit requirement. Each class has a designated number of units.  A unit is equivalent to approximately one hour of classroom instruction per week for an entire semester. Therefore, a 3-unit course requires students to spend about 3 hours per week on campus in a class over a full semester. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Whiteboard depicts the following text  |  | | --- | | What's a Unit?  1 unit = 1 class hour per week  i.e. A class may meet on Mondays, Wednesdays, and Fridays for one hour on each day.  3 days at 1 hour each = 3 hours of class time  3 hours of class time per week = 3 units | | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 3 | | | | | |
| **SCREEN TITLE:** | Study Hours Per Unit | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** | X | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| For every unit of coursework that you take you should plan to spend 1 hour in class and at least 2 hours per week outside of class studying, preparing for exams, reading, writing, working on projects and/or assignments etc. (a ratio of 2:1- two hours of study time for each hour of class time). Therefore, a 3-unit course will require 3 hours in class and six hours of study time outside of class. All told, a 3-unit class will require a commitment of 9 hours per week.  A full load of courses is considered to be 12 units, because, as you will see, it is similar to working a full time job. Let’s assume you are carrying a full load and spend 12 hours per week in class. Based on the 2:1 ratio of study time to class time, you will likely spend an additional 24-36 hours per week studying. That’s 36 to 48 hours a week commitment to college.  It’s important for new students to remember this when scheduling classes. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Whiteboard depicts the following text  |  |  |  | | --- | --- | --- | | Number of Class Units/Hours | Minimum  Study Hours | Minimum Total  College Load | | 16 units | 32 study hours | 16+32 = 48 hours per week | | 12 units | 24 study hours | 12+24 = 36 hours per week | | 9 units | 18 study hours | 9+18 = 27 hours per week | | 6 units | 12 study hours | 6 + 12 = 18 hours per week | | 3 units | 6 study hours | 3 + 6 = 9 hours per week | | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | Taking Notes | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** | X | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Information presented in class often contains the central concepts of the course and the material most likely to be included on exams. Yet, students frequently do not realize the importance of note taking and listening.  Listening is an essential learning tool. Research shows that individuals can only recall 50% of what they hear and that 20-30% is incorrect!  While many students view note taking as an activity conducted simply during lectures, solid note taking skills require preparation and reflection as well. Your class notes can serve as an important tool for reviewing for exams and distilling key concepts.  Here are a few tips to help you take more effective notes:   * Be an active listener. * Don’t write down everything, sift out the important points and use your own words. * Listen for and write down only the main points and give each one a new section in your notes. Under each main point in your notes, write down a few supporting facts, examples, or other important details. * Draw pictures, charts, diagrams, etc., in your notes to help capture information. * Use abbreviations. * Write legibly. * Leave sufficient white space to allow you to add more notes later. * After class, quickly review your notes. * Highlight important facts. * Recite your notes to yourself, or teach the material to a friend. * Apply what you’re learning as soon as possible. * Take notes while you read. Summarize the introduction as well as the conclusion to capture the main topic or idea. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Other = Success Tip template | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 4 | | | | | |
| **SCREEN TITLE:** | Time Management | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** | X | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| It usually takes most students a couple of semesters to adjust to college life and determine their best course load.  Quite often, new students take on more work than they can handle. Most of them don’t consider other activities they have in their life when scheduling their classes.  Consider this: there are 168 hours in a seven-day week. A student who works 40 hours per week and takes a “full-time” academic load of 12 units has immediately committed to 76 hours per week just for school and work. That leaves only 92 hours or an average of 13 hours per day for:   * Sleeping * Cooking and Eating * Personal matters * Commuting to and from work or school * Banking * Grocery shopping * Personal errands * Talking on cell phone * Time on “Facebook” * Caring for children and/or parents * Watching TV * Dating * Activities with friends   How will you fill that extra time? Or more to the point, what are you going to give up in order to commit the time required for work and school? On the next screen, an interactive calendar can help to illustrate the time burdens we have in life. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Whiteboard displays an image of the time management exercise interface | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 5 | | | | | |
| **SCREEN TITLE:** | Time Management - Interactive Presentation | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** | X | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Time Management  To begin, select one of the activity buttons below.  Then click into the starting time of your activity and drag the mouse through all the desired time slots.  Continue scheduling until your week is full. Do you have enough time for classes and study? | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. This screen will present an interactive time management schedule. The exercise intends to demonstrate the required commitment to college studies and how to schedule classes. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 6 | | | | | |
| **SCREEN TITLE:** | Grade Options | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** | X | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Grades are an important measure of your academic performance. For example, in order to graduate from Berkeley City College you must earn a minimum 2.0 cumulative Grade Point Average (GPA).  Grading at Laney College is based on the traditional A through F system.  You may elect to be graded in some courses on a Pass/No Pass basis. A grade of “P” will be awarded for work which otherwise would have received a grade of “C” or better. Work that would have received a “D” or “F” will be graded “No Pass” (NP). The units earned will be counted in satisfaction of program requirements, but will be disregarded in determining your GPA. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Whiteboard depicts the following text  |  |  |  | | --- | --- | --- | | Grades | Standing | Grade Points Per Unit | | A | Excellent | 4 | | B | Good | 3 | | C | Satisfactory | 2 | | D | Passing – less than satisfactory | 1 | | F | Failing | 0 | | P | Pass – at least satisfactory | Units earned, no grade points assigned | | NP | No Pass – less than satisfactory | No units earned, no grade points assigned | | I | Incomplete | No grade points or units until the work is completed | | IP | In Progress | Course transcends semester limitation | | W | Withdrawal | No units earned, no grade points assigned | | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 7 | | | | | |
| **SCREEN TITLE:** | Glossary Terms You Should Know | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Incomplete  Upon consent of the instructor, a grade given to a student who is unable to complete the requirements of a course before the end of the semester because of an unforeseeable emergency or other justifiable reason. To receive credit for the course, the incomplete work must be finished no later than one year from the end of the semester in which the incomplete was assigned. A student receiving an incomplete may not re-enroll in the course.  In Progress  A grade of In Progress indicates that a course is still in progress and a final grade has yet to be assigned. A student receiving an in-progress grade must re-enroll in the course in the next semester. Failure to re-enroll will result in a letter grade being assigned in lieu of the in-progress. At Berkeley City College an “In Progress” notation or grade is only given for open-entry variable unit courses.  Withdrawal  A student may drop a course or courses without a “W” notation being placed on the permanent academic record, if the drop is completed prior to the published deadline. Courses dropped after the deadline will have a withdrawal noted on the permanent academic record as “W.” | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 8 | | | | | |
| **SCREEN TITLE:** | Dealing With Drops | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| It is your responsibility to drop classes that you enroll in but for any reason no longer want to take. Dropping a class is an important enrollment activity that if not done properly can create lots of headaches for you and have a negative impact on your college record. Check the academic calendar for drop deadlines each semester.  If you never attend a class that you are enrolled in or just stop attending at anytime during the semester, you could end up with a failing or incomplete grade on your transcript, and you will not be eligible for a refund of course fees.  Do not rely on your instructor to drop you from class.  Dropping a class may be done online. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 9 | | | | | |
| **SCREEN TITLE:** | Check on Learning (Quiz) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| You’re going to think this question is really dumb, but because lots of students fail to do this properly, we feel it is very important to pound this point into your head. Ready? Here’s the question. Whose responsibility is it to ensure a student is properly dropped from a class?   1. The student’s 2. The instructor’s 3. The counselor’s 4. The district’s   *FEEDBACK*  All right, we’re convinced you understand that it is the student’s responsibility to ensure they are properly dropped from a class.  I You’re kidding me right!? OK, listen up cause I am only going to say this one last time. It is your responsibility to ensure that you are properly dropped from a class. So do not rely on your instructor to drop you from a class.  *REMEDIATION*  (SEE ABOVE) | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. **The correct answer is: A** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 10 | | | | | |
| **SCREEN TITLE:** | Types of Classes | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| At Berkeley City College, there are a number of ways to help integrate college into your everyday life.  Classroom Instruction:  Berkeley City College offers a variety of classes to meet the rigors of just about any schedule. Options include day, afternoon, or evening classes, once a week classes (including Saturdays), and compressed semesters of 4, 5, 6 or 8 weeks.  Online Classes:  Take online classes from any computer with an Internet connection. Online students get to view course materials and study during times that are convenient for them. Most online classes do not require any meetings on campus, however, some do. Many online classes require an on campus orientation to the class.  Hybrid Classes:  Combines classroom instruction with online learning. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 11 | | | | | |
| **SCREEN TITLE:** | Online Program Overview | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Technology and the Internet have exploded the opportunities you have to get a great education – and Berkeley City College is leading the way. Gone are the excuses for not getting an education like it doesn’t fit into my schedule or the campus is too far away. Here are the days of distance education and Internet-based campus communications.  One of the most important things to remember is that while you may be alone in your home, office, or the library working on your online classes, you are far from being alone. Many other Berkeley City College students just like you are taking their courses online. In fact, online courses are hosted at the district level. That means students from all over the by the Peralta Community College District will be taking classes with you.  Don’t think you have time for college – think again! Check out all of the opportunities available to you at ePeralta.org. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "ePeralta.org" to <http://web.peralta.edu/de/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 12 | | | | | |
| **SCREEN TITLE:** | Variety of Online Courses | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  I take care of my two elderly parents. Between doctor appointments, errands, and the day-to-day care they require, I have my hands full during the day. My only free time is usually in the evening, after they go to sleep.  Let’s be frank, I know I won’t have to take care of them forever but when the time comes, I need to be ready to enter the workforce with some job skills and a degree. That’s why I take my general education classes online. It’s so convenient to be able to work around my hectic home schedule. It’s a great solution!  **SCREEN TEXT**  More and more online courses are available each semester. With the number of online courses growing and our dedication to the support of your academic success, there’s certain to be a course or two offered that can help you work around a busy schedule, or pick up those few extra units you need to graduate.  Check out the list of courses at the ePeralta.org website. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "list of courses" to http://web.peralta.edu/de/ | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 13 | | | | | |
| **SCREEN TITLE:** | Open for Business 7/24/365 | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  I’m a promotions assistant at a local radio station. It’s a cool job, but it’s also an on-call position, which means that my hours are different every week. That’s why I take some of my courses online. It’s a relief to know that if I get called in to work tomorrow afternoon, I’ll be able to come home and get my class work done, no matter what time it is. It’s so convenient. If you’re organized and self-motivated, I highly recommend taking a few classes online.  **SCREEN TEXT**  Access to our online courses is available around the clock, 365 days a year. And as an online student you don’t have to suffer from the services that are only available to campus students. Online courses at Berkeley City College come with a wide variety of web-based services and resources to help ensure your college success. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 14 | | | | | |
| **SCREEN TITLE:** | Is Online Learning For Me? | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** | X | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Courses are similar in content to the in-class course equivalent, however more individual effort and initiative is required to successfully master the material.  Online courses are rigorous and require a clear commitment to learning. To succeed in such an environment you need to be an independent, well-organized, and disciplined learner who is able to keep constantly on task.  Review the following list of requirements to assess your readiness to take online classes.   * I know how to connect to the Internet using a browser. * I can navigate around the Internet and I know how to use search engines. * I know how to send and receive e-mail * I know how to do basic word processing, including cutting and pasting. * I know how to open, save, and manage files. * I have access to a computer with an Internet connection at least 5 days a week. * I have 9-12 hours a week to work on each online class. * I am motivated to log in to the virtual classroom at least 5 days a week. * I am a self-starter and can manage my time and course workload efficiently. * I have good reading comprehension and written communication skills, and I enjoy communicating in writing. * I am able to ask for help when I need it. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Other = Success Tip Template 2. Program the list of readiness questions like a Yes/No survey. Allow the student to respond to each statement using radio buttons. Add a button or link at the bottom of the list to read: Assess my readiness for online courses. The result is:    1. If answered Yes to all questions: It appears you are a good candidate for online course.    2. If any not answered Yes: You may not be ready for online courses, but speak to a Counselor. Some of these issues may be easily resolved. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 15 | | | | | |
| **SCREEN TITLE:** | Open for Business 7/24/365 | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Let’s stop for a minute to discuss the two documents that are going to be your lifeline to college success for the next couple of years. These are the college catalog and the schedule of classes.  This is the college catalog. It’s published once per year and contains important information, policies, regulations, requirements, and program descriptions. The catalog is important to you because it documents what criteria you must meet in order to earn your degree or certificate.  The catalog that is in effect during the term you first take classes is the basis of your academic requirements.  This is the Schedule of Classes. First of all, it is not the same as the College Catalog. Remember, the catalog contains information on everything from the school’s history to academic requirements to a complete list of every course offered at Berkeley City College.  In contrast, the Schedule of Classes only features the details of each course available in a particular semester. So, the first thing to remember is that the Schedule of Classes will change from semester to semester.  Understanding how to read the schedule of classes is important for ensuring you find and enroll in the courses you like and are able to meet the requirements of your degree or certificate program. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 16 | | | | | |
| **SCREEN TITLE:** | Setting Up a Schedule | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The way you schedule your classes—what courses you take and in what order—can be instrumental in your academic success. We have some good ideas that you should consider when planning which courses to take each semester.  Take English and math courses early  There will be many exciting classes you can’t wait to take. But resist the temptation to skip your English and math foundation courses. It makes sense to take these early so you can gain the critical thinking skills that are going to make you a successful learner in all of your college courses.  Don’t overload  It might be better to enroll in fewer courses in your first semester, until you’re used to the pace of college life. As a rule, plan to study at least 2 hours per week for each unit you plan to take. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 17 | | | | | |
| **SCREEN TITLE:** | Academic Calendar | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Be aware of important dates – There are important dates throughout the semester that you should be aware of, such as the Add/Drop date, last date to qualify for fee refund, last day to drop without notation on your record, last day to petition for pass/no pass and last day to drop with a “W” notation on your transcript.  The Add/Drop date is the last day you can add or drop a class without getting a Withdrawal on your transcript.  The Pass/No Pass date is the last day you can petition to have a course graded on a pass/no pass basis. Dropping after the last date to drop with a “W” notation will result in an automatic “F” grade for the course.  The academic calendar is found on the Peralta Community College District website. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "academic calendar" to <http://web.peralta.edu/admissions/category/academic-calendar/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 18 | | | | | |
| **SCREEN TITLE:** | Check on Learning (Quiz ) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Time for a quick question. Which of the following is described as the document which details of each course available in a particular semester?   1. College Catalog 2. Schedule of Classes 3. Transfer Admission Guarantee 4. Articulation Agreement   *FEEDBACK*  The correct answer is Schedule of Classes. The Schedule of Classes only features the details of each course available in a particular semester. So, the first thing to remember is that the Schedule of Classes will change from semester to semester. Understanding how to read the schedule of classes is very important for ensuring you find and enroll in the courses you like and are able to meet the requirements of your degree or certificate program.  *REMEDIATION*  (SEE ABOVE) | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. **The correct answer is: B** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Learning Strategies | | | | | **SCN#:** | | | 11 | | | | | |
| **SCREEN TITLE:** | Summary of Learning Strategies | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | x | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| [PART A]  Nice job – you’ve finished another segment of orientation. I hope you were paying attention. Let’s get right to the point, with all the wide range of Learning Assistance programs here at BCC, there’s no reason to struggle through any of your classes  Here’s a re-cap of some of the help you have access to:   * The library provides journals, microfilm, a variety of electronic databases, and Internet access. Librarians even offer orientations and credit courses for students who need help using the print collection, databases, and/or the Internet. ADA compliant workstations are also available. * The reality is we can’t force you use these services, but if your goal is to succeed in college then take advantage of the programs available here to help you.   See you around!  [PART B]  This concludes orientation segment titled, Learning Assistance. However, you either didn’t respond to the question presented earlier, or you did not answer it correctly.  Before you can be given credit for completing this segment, you will need to select this area again from the Main Menu to review the content and correctly answer the question. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Play video Part A or Part B depending on segment completion status. 2. Screen Text = Verbatim video narration 3. Standard video framing 4. **Talent = Student** | | | | | | | | | | | | | | |
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CAMPUS LIFE

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Campus Life | | | | | **SCN#:** | | | 1 | | | | | |
| **SCREEN TITLE:** | Introduction to Campus Life | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Hi! Let me be one of the first to welcome you to Berkeley City College.  You’ve been spending a lot of time in this orientation learning about programs, services, and academic success. I’m here to tell you about all the cool stuff there is to do at Berkeley City College outside of the classroom. You’re going to have a great time on this campus.  Academics aside, there are a lot of other things a college like Berkeley City College has to offer. Clubs, Civic Engagement, Global Studies, student government, just to name a few. Whether you’re a participant or a spectator – there’s something for everyone at Berkeley City College. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Campus Life | | | | | **SCN#:** | | | 3 | | | | | |
| **SCREEN TITLE:** | Associated Students of Berkeley City College (ASBCC) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Looking for something productive to do in your spare time?  The Associated Students of Berkeley City College, or ASBCC, is the official organization of the student body. All students are encouraged to support the student body through active participation in student body affairs. As a member of the student body, you gain beneficial governance experiences that you normally would not get in a classroom environment. Getting involved with the ASBCC is also a great way to make new friends and build your leadership skills.  Looking for the place on campus where all the action is? Go no further than the ASBCC Offices. Located on basement floor campus, room 051, the ASBCC Office provides a place where students can interact with their student government representatives. You can also inquire about either starting a club or joining a club on campus. Campus events are usually held in our open atrium, next to the ASBCC offices during college hour 12:15 pm to 1:15 pm. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "Associated Students of Berkeley City College" to <http://www.berkeleycitycollege.edu/wp/asbcc/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Campus Life | | | | | **SCN#:** | | | 4 | | | | | |
| **SCREEN TITLE:** | Student Lounge | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The Berkeley City College Student Lounge is located on the 5th floor. Students can study alone or in groups, chat, hang out, enjoy the views of the Berkeley hills or have a meal in our student lounge. The lounge has beverage and snack vending machines, student and community art work that creates a tranquil environment | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Campus Life | | | | | **SCN#:** | | | 5 | | | | | |
| **SCREEN TITLE:** | BCC Clubs and Student Organizations | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Student life isn’t just about attending classes and doing homework. The full college experience entails taking advantage of campus amenities and getting involved in extracurricular activities. Clubs tend to be interest-based. There are a wide variety of clubs and organizations you can be a part of.  Here are just a few of our clubs and organizations:   * Global Studies Club * Latin American Club * International Student Club * Veterans Club   We could have listed them all, but why deprive you of the pleasure of going online to check out the entire list? | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink "online to <http://www.berkeleycitycollege.edu/wp/asbcc/student-clubs-organizations/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Campus Life | | | | | **SCN#:** | | | 6 | | | | | |
| **SCREEN TITLE:** | Phi Theta Kappa | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Phi Theta Kappa is an international community college honor society established to promote scholarship, service, and community leadership. Chapter members participate in numerous campus and community projects.  Membership is open to all students who have accumulated twelve semester units with a GPA of 3.5 or higher. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| NONE [www.ptk.org](http://www.ptk.org) | | | | | | | | | | | | | | |

**COLLEGE SUCCESS**

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| **TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 6 | | | | | |
| **SCREEN TITLE:** | BCC Learning Communities | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The Learning Communities is to enhance the physical, emotional, and social well-being of students in order to increase their potential for success in a learning cohort/community. BCC Learning Community Cohort Programs offer easy scheduling and collaborative support that leads to your success in college and fast-track into a job or university transfer. The BCC Learning communities are; Global Studies, Public and Human Services, PERSIST, PACE, Green Careers, and First Year Experience (FYE).  At Berkeley City College, learning communities act as a gateway toward achievable workforce preparedness and knowledge-based careers.  Students identify and focus on an issue vital to their living and learning environment, working in teams on a semester-long project, gaining academic skills as well as insight on the problems facing their communities. This learning cohort approach acknowledges, even draws on the students’ personal and academic experiences that often hinders their ability to succeed. Different learning styles are identified as strengths, and students use them to develop communication and leadership skills while acquiring math, writing and critical thinking skills crucial to a certificate or degree program. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink " Learning Communities" to <http://www.berkeleycitycollege.edu/wp/blog/tag/learning-communities/> | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 12 | | | | | |
| **SCREEN TITLE:** | PACE (Program for Adult College Education) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  I’m kind of a political junkie. When most kids my age were reading Vibe and Rolling Stone, I was reading my parents’ copies of Time and Newsweek. That’s why I’m majoring in Political Science. Right now, I’m learning a lot about political systems all over the world and how they affect one another.  My goal is to get my Associate degree at Berkeley City College and then transfer to UC Berkley. Some day, I plan on living and working in Washington, D.C. For now, though, I just need to focus on my finals!  **SCREEN TEXT**  **What can I do with this degree?**  PACE (Program for Adult College Education) is a lower-division Associate's degree completion and transfer program designed for working adults. The benefits of being a PACE student are reserved seating in major courses, and intensive academic advising. Our accelerated course structure is designed to help you balance the demands of a full time job, a family, and an education. This program has a direct admissions guarantee to Cal State East Bay to continue your studies and receive a Bachelor’s Degree in Liberal Arts Studies or Human Development.  The demand for Liberal Arts and Human Development is growing because of increasing interest about building a strong foundation in careers, including social and business issues, teaching, management and law. Individuals with this degree will use their broad knowledge of management, law, teaching and Civil Servant which further builds upon the interests of nonprofit, private, corporate and social organizations.  **What is the earning potential?**   * Position: High School Teacher * Salary Range: $35,020 – 83,230 * Average Salary: $53,230   Source: US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook, 2008-09 Edition | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "US Department of Labor" to <http://www.bls.gov/oco/> | | | | | | | | | | | | | | |
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| **TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 5 | | | | | |
| **SCREEN TITLE:** | English as a Second Language (ESL) (L. Brion) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **ESL**  These are credit ESL courses designed to provide individualized instruction in writing. Emphasis is placed on pre-writing, thesis control, essay organization, and idea development. One-on-one assistance is available on selected topics to help ESL students overcome barriers that may prevent them from reaching their vocational and academic goals. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink " English as a Second Language" <http://www.berkeleycitycollege.edu/wp/esl/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 10 | | | | | |
| **SCREEN TITLE:** | Transfer Program Overview | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| OK – time for a quick break from student services to talk about Transfer Programs. At Berkeley City College we are serious about transfer.  If you want even more career options available to you after college, you may want to set your goal on a Bachelor’s Degree. Remember, Berkeley City College, like all the California Community Colleges, does not award bachelor’s degrees. The Transfer program means you are beginning your university studies here at Berkeley City College and then transferring on to a 4-year college or university to finish your studies and earn a Bachelor’s Degree.  Students interested in a Bachelor’s Degree find our transfer program offers the best of all worlds.  First, you get to complete what is effectively your freshman and sophomore years here at Berkeley City College. Maybe you like our very affordable tuition or small class sizes. Maybe it’s close to home. Perhaps you didn’t get accepted to the four-year college or university you wanted.  Second, by participating in one of our many transfer admission guarantee programs, called TAG, and taking advantage of articulation agreements in the development of your Student Educational Plan you can transfer directly into one of the UC or CSU campuses of your choice as a junior and complete your Bachelor’s Degree.  Be sure to work with a counselor to develop a Student Educational Plan, take advantage of the resources in the Transfer Center and visit our Transfer Center website and the Articulation website. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "Transfer Center" to <http://www.berkeleycitycollege.edu/wp/transfer/> 5. Hyperlink "Articulation" to <http://www.berkeleycitycollege.edu/wp/articulation/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 11 | | | | | |
| **SCREEN TITLE:** | Transfer Program – Global Studies | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  When I tell my friends that I’m majoring in Global Studies, they always ask the same thing: “What can you do with a Global Studies degree?” Actually, I can go into a lot of different fields: law, medicine, biology, computer science—the list goes on. My goal is to become a civil engineer.  I’m going to finish my degree requirements here at BCC and then transfer to CSU or UC. I picked Berkeley City College because not only do they have a strong program, they have a really good transfer program, as well.  **SCREEN TEXT**  **What can I do with this degree?**  Examine the history and current processes of globalization and socioeconomic stratification and their consequences, particularly, the tensions between the local ways of life with deep historical, linguistic, ethnic, and religious roots and current pressures for transnational cultures and multiple identities.  Describe the social, political, philosophical, economic, historical, and environmental interdependencies created by globalization such as the flow of ideas, the mixing of cultures, international migration, regional conflicts, move­ment of goods, changes in technology, and competition for energy resources among the subcultures, nations, and regions of the world. Analyze how or why the solutions to global problems demand responsibility and grassroots participation at both the local, national, and transnational level.  Spurred by general population growth and the related need to improve the Nation’s and world infrastructure, more global awareness will be needed to design and or expand the universal understanding and the importance of global perspectives.  **What is the earning potential?**   * Position: Public Affairs Specialist * Salary Range: $33,840 – 91,810 * Average Salary: $57,550   Source: US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook, 2008-09 Edition | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "US Department of Labor" to <http://www.bls.gov/oco/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 8 | | | | | |
| **SCREEN TITLE:** | Associate Degree Program Overview | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Hi again. Let’s take a break from the matriculation process and talk about the various programs offered here at Berkeley City College that can lead to an Associate of Arts (AA), Associate of Science (AS), Associate of Arts for Transfer (ADT), and Associate of Science for Transfer (ADT) Degrees.  An associate degree program requires completion of a minimum of 60 semester units and is comprised of:   * Major requirements – These are classes you must take within your major. For example, art majors would be required to take a number of art courses. * General Education requirements – Regardless of your major, all students must complete courses chosen from a broad area of academic disciplines in order to earn an associate degree. * Electives – classes that count towards total units needed for an AA/AS degree or transfer, but are not used to fulfill any GE, admission, pre-major, or graduation requirements.   Finally, all students must demonstrate competency in Math and English to earn an associate degree. Intermediate Algebra for AA Degree, and first-semester college level Math for AA-T, AS-T, and two semesters of college level English composition meet this requirement at all California Community Colleges. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 9 | | | | | |
| **SCREEN TITLE:** | Associate Degree Program – Business Accounting | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  Hi! Coming out of high school, I wasn’t really sure what I wanted to do. My father is a pretty successful private accountant. He pointed out that I have always done well in math and am a bit obsessive about balancing my own checkbook. The more I thought about it, the more I liked the idea of following in my father’s footsteps. While I am currently taking general education classes, I will soon be taking courses in my major and graduating from Berkeley City College with an Associate Degree in Accounting.  **SCREEN TEXT**  **What can I do with this degree?**  Accountants and auditors help to ensure that the Nation’s firms are run efficiently, its public records kept accurately, and its taxes paid properly and on time. They analyze and communicate financial information for various entities such as companies, individual clients, and government.  Beyond carrying out the fundamental tasks of the occupation—preparing, analyzing, and verifying financial documents in order to provide information to clients—many accountants also offer budget analysis, financial and investment planning, information technology consulting, and limited legal services.  Specific job duties vary widely among the four major fields of accounting and auditing: public, management, government accounting, and internal auditing.  **What is the earning potential?**   * Position: Accountant / Auditor * Salary Range: $34,470 - $94,050 * Average Salary: $57,240   Source: US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook, 2008-09 Edition | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "US Department of Labor" to <http://www.bls.gov/oco/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 10 | | | | | |
| **SCREEN TITLE:** | Associate Degree Program – Multimedia Arts | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  Growing up in California, there are lots of sources of current events for a media junkie like myself. One particular source of interest to me is Multimedia Arts. It’s the Berkeley City College, Department of Public Information, Communications, and Media at Peralta Community College District. I never thought that one day I’d actually be applying to work at Pixar Studios.  I just enrolled at Berkeley City College and I’m working toward an associate degree in Multimedia Arts. I’m most interested in page layout and design. One day, I hope to be an advertising editor or film producer at a major company. For now, though, I’m really hoping to work at Berkeley City College in the Media Department as a student and get some good hands-on experience.  **SCREEN TEXT**  **What can I do with this degree?**  Film and video editors and camera operators record images that entertain or inform an audience. Camera operators capture a wide range of material for TV shows, motion pictures, music videos, documentaries, or news and sporting events. Editors construct the final productions from the many different images that camera operators capture. They collaborate with producers and directors to create the final production. Nearly all editing work is done on a computer, and editors often are trained in a specific type of editing software. The following are examples of types of camera operators.  ***Studio camera operators*** work in a broadcast studio and videotape their subjects from a fixed position. There may be one or several cameras in use at a time. Operators normally follow directions that give the order of the shots. They often have time to practice camera movements before shooting begins. If they are shooting a live event, they must be able to make adjustments at a moment’s notice and follow the instructions of the show’s director.  ***Electronic news gathering (ENG) operators*** work on location as part of a reporting team. ENG operators follow events as they unfold and often record live events or breaking news. To capture these events, operators must anticipate the action and act quickly to shoot it. They sometimes edit their own footage in the field and then send it back to a studio to be broadcast.  ***Cinematographers*** film motion pictures. They usually have a team of camera operators and assistants working under them. They determine the best angles and types of cameras to capture a shot. They may use stationary cameras that shoot whatever passes in front of them or use a camera mounted on a track and move around the action. Some operators sit on cranes and follow the action. Others carry the camera on their shoulder while they move around the action. Some cinematographers specialize in filming cartoons or special effects.  ***Videographers’*** film or videotape private ceremonies or special events, such as weddings. They also may work with companies and make corporate documentaries on a variety of topics. Some videographers post short videos on websites for businesses. Most videographers edit their own material. Many videographers run their own business or do freelance work. They may submit bids, write contracts, and get permission to shoot on locations that may not be open to the public. They also get copyright protection for their work and keep financial records.  **What is the earning potential?**   * Position: Film and Video Editors and Camera Operators * Salary Range: $30,840 - $50,930 * Average Salary: $33,850   Source: US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook, 2008-09 Edition | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "US Department of Labor" to <http://www.bls.gov/oco/> | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 8 | | | | | |
| **SCREEN TITLE:** | Career/Technical Program Overview | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Hi – it’s me again. Before wrapping up this segment, let’s take a minute and introduce you to a couple more Associate Degree programs available at Berkeley City College. These Career Technical programs differ a bit from the degree programs presented in other segments of the orientation because they have a greater focus of job and career growth than the typical Math or English academic degrees.  Yes, they are Associate Degrees and Certificates, many have transfer opportunities, and they have the same unit requirements as other degree programs including general education and electives. Here are some of the CTE Programs offered at BCC; American Sign Language (ASL), Biotechnology, Spanish Medical Interpreting, Public and Human Services and Multimedia Arts. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 9 | | | | | |
| **SCREEN TITLE:** | Career/Technical Program – Public and Human Services | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  Ever since I was a kid, I’ve wanted to be able to help people. So when I graduated from high school, I looked into a lot of different jobs and programs. In the end, Berkeley City College made the choice an easy one. Their program has an excellent reputation for training students and helping them reach their career goals in the Social and Community Service Industry.  So far, I haven’t been disappointed. The classes are great and the instructors are really dedicated to helping me become the best public services professional I can be. You can’t ask for anything more in a college.  **SCREEN TEXT**  **What can I do with this degree?**  Social and human service assistants help people get through difficult times or get additional support. They help other workers, such as social workers, and they help clients find benefits or community services.  Social and human service assistants typically do the following:  Work under the direction of social workers, psychologists, or others who have more education or experience. They help determine what type of help their clients need, work with clients and other professionals, such as social workers, to develop a treatment plan (if needed), help clients get help with daily activities, such as eating and bathing. Also they coordinate services provided to clients by their or other organizations, research services available to their clients in their communities and determine clients’ eligibility for services such as food stamps and Medicaid. Help client’s complete paperwork to apply for assistance programs, monitor clients to ensure services are provided appropriately. Social and human service assistants have many job titles, including case work aide, clinical social work aide, family service assistant, social work assistant, addictions counselor assistant, and human service worker. They serve diverse populations with a range of problems. Their work varies; depending on the clients they serve (children and families, elderly, veterans, immigrants, homeless people, etc).  **What is the earning potential?**   * Position: Social and Human Service Assistants * Salary Range: $26,035 – 41,452 * Average Salary: $28,200   Source: US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook, 2008-09 Edition | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "US Department of Labor" to <http://www.bls.gov/oco/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 10 | | | | | |
| **SCREEN TITLE:** | Career/Technical Program – Biotechnology | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| **VIDEO NARRATION**  I guess you’d say that we are a family of Biotech professional workers. My dad works as a Pharmacist and my older brother is a Pharmaceutical Technician. It must be in our genes because I would like to be part of the Biotechnology Industry myself some day. My dad says I’m smart enough for biotech and I should do well with a degree from this industry. Well, after checking into degree programs here at BCC, I think I have found the perfect compromise – Biotechnology with an emphasis in Bio Engineering. This way, I get to continue in the family tradition – and my dad gets to see me wear a suit to work.  **SCREEN TEXT**  **What can I do with this degree?**  Biotechnology draws from many disciplines including genetics, biochemistry, and molecular biology. Recent advances in biotechnology have resulted in the development of products that are having a positive impact on our health, food, and environment. Berkeley City College’s Biotechnology Program, which integrates academic and occupational instruction, prepares you for entry-level employment as a bioscience technician in this exciting field. When you finish the two-year program in biotechnology, you will earn either an Associate in Science degree or a Certificate of Achievement.  Students who achieve certificates and associate degrees will be able to:  Demonstrate an understanding ability to use standard equipment, materials and techniques employed in research, clinical and industry laboratories based in biological science and biotechnology. They have and demonstrate good observational skills, ability to follow complex protocols without mistakes, ability to use laboratory math quickly and accurately, interpret experimental results accurately, troubleshoot experimental mistakes and maintain detailed and ac­curate laboratory manuals. Demonstrate ability to work with a team and individually and to assume responsibility for assigned work.  **What is the earning potential?**   * Position: Biochemist * Salary Range: $58,530 - 142,420 * Average Salary: $79,390   Source: US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook, 2008-09 Edition | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Supplemental to video narration 2. Standard video framing 3. **Talent = Student** 4. Hyperlink "US Department of Labor" to <http://www.bls.gov/oco/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Certificate Program Overview | | | | | **SCN#:** | | | 8 | | | | | |
| **SCREEN TITLE:** | Certificate Program Overview | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Let’s stop here for a moment to talk a little bit more about the types of academic programs that are available at Berkeley City College.  Everyone’s academic goals are different. Maybe the timing isn’t right for an associate degree and you’re just not interested in earning a bachelor’s degree right now. Perhaps, for you, what’s most important is some training so you can get an early jump into the job market.  Whether you are just starting a career, looking to advance in an existing career, making a career change, or just want to prepare for new challenges, there’s a certificate program for you at Berkeley City College.  Certificate programs concentrate on the courses necessary to prepare for immediate employment. These are typically the same major courses you would take during an Associate Degree program without the general education unit requirements.  There are two types of certificate:   * Certificate of Achievement * Certificate of Proficiency   Each varies slightly based on the number of units required, minimum grade levels, and occupation field. Check with a counselor for details. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 11 | | | | | |
| **SCREEN TITLE:** | Spanish Medical Interpreting (Certificate of Acvievement) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| At Berkeley City College you can experience the excitement of one of our special certificates that put students above the rest, collectively known as the Spanish Medical Interpreting Certificate of Achievement, this certificate program students’ exhibit and produce months of hard work by our talented staff and students in the program. Interpreters and translators convert information from one language to another. Interpreters work in spoken or sign language, translators in written language.  The Spanish Medical Interpreter Certificate of Achievement is designed to train bilingual/bi-cultural students to become linguistically and culturally competent interpreters who can function effectively and efficiently in health care settings. Through academic preparation, practical skills training, and service in community based health care settings, you will learn roles and responsibilities of a health care interpreter; basic knowledge on common medical conditions, treatments, and procedures; insight into language and cultural nuances for specific communities.  Interpreters work in settings such as schools, hospitals, courtrooms, and conference centers. Although interpreters and translators typically need a bachelor’s degree, the most important requirement is that they be fluent in English and at least one other language. Many complete job-specific training programs.  You can access links to each department via the Berkeley City College web site. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink " Berkeley City College" to <http://www.Berkeleycitycollege.edu/wp/> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 13 | | | | | |
| **SCREEN TITLE:** | American Sign Language (ASL) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| American Sign Language (ASL) is the fourth most used language in the United States. It is the major language that the American Deaf population uses.  Berkeley City College’s ASL Program enables students to acquire the communicative competence in ASL and the cultural sensitivity needed to interact successfully with members of the American Deaf community.  Students who will benefit from this program include the following: those who wish to expand their language skills and cultural knowledge to enhance other majors (e.g., interpreting, education, social work, and psychology); those who need to fulfill a university foreign language requirement; parents of deaf children; and deafened adults. Students will develop skills which will also make them more marketable to potential employers who encounter the Deaf. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Hyperlink " ASL" to <http://www.asl.com/wp> | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success Certificate Program | | | | | **SCN#:** | | | 14 | | | | | |
| **SCREEN TITLE:** | Check on Learning (Quiz) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| We’ve been asking you some pretty tough questions so far. Here’s an easy one. Which of the following organizations represents all the students of Berkeley City College?   1. ASBCC 2. DSPS 3. EOPS 4. FAFSA   *FEEDBACK*  You bet! ASBCC stands for Associated Students of Berkeley City College and is the official organization of the Berkeley City College student body.  Incorrect. While each of these is a great organization in its own right, only the ASBCC or Associated Students of Berkeley City College is the official organization of the Berkeley City College student body.  *REMEDIATION*  (SEE ABOVE) | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. **The correct answer is: A** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 18 | | | | | |
| **SCREEN TITLE:** | Check on Learning (Quiz) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Time for a quick question. Which of the following is described as the document which details of each course available in a particular semester?   1. College Catalog 2. Schedule of Classes 3. Transfer Admission Guarantee 4. Articulation Agreement   *FEEDBACK*  The correct answer is Schedule of Classes. The Schedule of Classes only features the details of each course available in a particular semester. So, the first thing to remember is that the Schedule of Classes will change from semester to semester. Understanding how to read the schedule of classes is very important for ensuring you find and enroll in the courses you like and are able to meet the requirements of your degree or certificate program.  *REMEDIATION*  (SEE ABOVE) | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. **The correct answer is: B** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 15 | | | | | |
| **SCREEN TITLE:** | Summary of Certificate Programs | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | x | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| [PART A]  So, what do you think? You know, part of the well-rounded college experience is getting involved in clubs, sports, student government, or other extra-curricular activities. Studying and homework are important, but involving yourself in meaningful activities outside of the class are equally as important.  So – get out there and get involved.  [PART B]  This concludes the orientation segment titled, Campus Life. However, you either didn’t respond to the question presented earlier, or you did not answer it correctly.  Before you can be given credit for completing this segment, you will need to select this area again from the Main Menu to review the content and correctly answer the question. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Play video Part A or Part B depending on segment completion status. 2. Screen Text = Verbatim video narration 3. Standard video framing 4. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | College Success | | | | | **SCN#:** | | | 15 | | | | | |
| **SCREEN TITLE:** | Summary of College Success | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | x | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| [PART A]  Great work! You’ve successfully completed this segment titled, College Success. Here are some key points to remember:   * A single unit is equivalent to 1 hour of classroom study each week. Therefore, a 3-unit class requires 3 hours of class per week over the term of a normal semester. * You should plan to spend 2 hours studying for every hour you spend in class. A 3-unit class will require about 6 hours of study outside the classroom each week. * Pay particular attention to the Academic Calendar for add, drop, and withdrawal deadlines. * Set yourself up for success. Take your English and math courses early. * There are lots of schedule options to suit everyone's busy lifestyle. * Learn to read the schedule of classes. * Plan backup courses in case one or more of the classes you want are not available at the time you register.   [PART B]  This concludes orientation segment titled, College Success. However, you either didn’t respond to the questions presented earlier, or you did not answer one or more correctly.  Before you can be given credit for completing this segment, you will need to select this area again from the Main Menu to review the content and correctly answer the questions. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Play video Part A or Part B depending on segment completion status. 2. Screen Text = Verbatim video narration 3. Standard video framing 4. **Talent = Student** | | | | | | | | | | | | | | |
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STUDENT CONDUCT & SAFETY

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 1 | | | | | |
| **SCREEN TITLE:** | Introduction to Student Conduct & Safety | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| As a member of the Peralta Community College District, Berkeley City College enjoys an excellent reputation and is pursued by students from all backgrounds, ages, and walks of life.  Berkeley City College is proud of its reputation for maintaining a fair and equal environment for learning. To ensure this standard of learning for all, staff and students are required to comply with district and college rules and regulations, in addition to civil and criminal law. The campus will not tolerate criminal behavior.  In the following screens we will discuss these expectations. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 2 | | | | | |
| **SCREEN TITLE:** | Five Principles of Student Academic Integrity | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Berkeley City College values academic integrity as an essential component of academic excellence. Students are expected to be truthful and ethical in the pursuit of learning and demonstrating their knowledge and skills. Commitment to academic integrity is the responsibility of every student, as well as every faculty and staff member at Berkeley City College.  Please click on each of the Five Principles of Student Academic Integrity to learn more about them.   * **Responsibility** * **Honesty** * **Recognition** * **Support** * **Privacy** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Responsibility**  Each student is responsible for his/her own education. Each student is expected to strive for excellence, adhere to the principles of academic integrity and be proactive when his/her needs are not being met, through all channels (counselors, teaching faculty, staff, deans, and student government).  **Honesty**  Each student will present his/her own work at all times: quizzes, exams, assignments and research papers. Each student will present accurate information and data, and will not falsify or invent information.  **Recognition**  Students working in collaboration with others will make the appropriate attributions for the contributions from others to the work—whether the source of the contribution be student colleagues, teachers, or published resources.  **Support**  Each student will support the integrity of source materials – fellow students, faculty, library materials, primary sources and any other source material used. Students will preserve learning materials and resources, and ensure the availability of these resources for future use by the college community.  **Privacy**  Students will protect the security of confidential or private information. Students will not seek or take advantage of any knowledge of administrative records, computerized records, etc., that give access to confidential or private information. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 3 | | | | | |
| **SCREEN TITLE:** | What You Need to Know About Cheating and Plagiarism | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Academic dishonesty violates the Berkeley City College Five Principles of Academic Integrity. It diminishes the quality of the scholarship of the college and hurts the majority of students who conduct themselves earnestly and honestly.  Ignorance of these academic and behavioral standards will not absolve or excuse any student from being held responsible for them or from any disciplinary measure that may result from his or her actions.  The two most common examples of academic dishonesty are cheating and plagiarism.  Click each of the topics listed below to learn more about it.   * **Cheating** * **Plagiarism** * **Other examples of academic dishonesty** * **Consequences of dishonesty** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Cheating**  Cheating is the act of acquiring or obtaining academic work through fraud, deception, or dishonest acts. Examples of cheating include:   * Copying in part or in whole from someone else’s work. * Submitting work presented previously in another course when contrary to directions prohibiting such acts from either course. * Altering or interfering with grading in class. * Using or referring to any sources or materials not authorized by the professor during the quiz, test, or examination. * Committing other acts that misrepresent one’s own academic work. * Acting in part or in whole to compromise the integrity of the course examinations, quizzes, or projects through replication, duplication, or electronic means.   **Plagiarism**  Plagiarism is representing the work of another person as one’s own work and submitting it to fulfill the academic requirements of the course. Examples of plagiarism include:   * Submitting a written paper purchased or obtained from an outside source. * Representing another’s creation (painting, photo, music composition, computer program, etc.) as your own product or work. * Incorporating words, passages, ideas of another person’s writing without citing appropriate credit or acknowledgement and representing it as your own. * Duplicating any previous academic work from another and then submitting it as your own for academic credit.   **Other examples of academic dishonesty**  This list is merely illustrative of the types of conduct that will not be tolerated. They should in no sense be considered an exhaustive list of prohibited conduct.   * Forging signatures on Add/Drop slips or altering other college documents. * Stealing examinations, tests, quizzes, or scoring keys for tests. * Removal of class exams or class assignment projects without instructor approval. * Altering graded work after it has been returned from the instructor and resubmitting without instructor knowledge or approval. * Having any other person or student submit academic work in your name. * Giving your academic work to another student to plagiarize. * Purposely sharing your paperwork with another student to copy for a test or an assignment especially when it is not a group project or group response to a test. * Taking a quiz or examination for another person. * Lying to an instructor or to a college official to improve your grade. * Accessing the college computer system to change your grades or those of other students.   **Consequences of dishonesty**  Academic sanctions and penalties may be applied in cases of academic dishonesty depending on the seriousness of the infraction and those grading guidelines specified by the instructor of the class. You may:   * Receive a failing grade on a test, paper, or examination. * Have your course grade lowered or possibly fail the course. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 4 | | | | | |
| **SCREEN TITLE:** | Good Academic Standing | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| In order for you to remain in good academic standing with Berkeley City College you are expected to maintain a cumulative grade point average of 2.0 (Grade C) or better, and successfully complete at least 50% of the units you attempt. There are consequences for students who do not maintain these academic standards. Click each of the terms below to learn more about it.   * **Academic Probation** * **Progress Probation** * **Academic Dismissal** * **Academic Renewal** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Academic Probation**  A student who has attempted at least 12 semester units and has a cumulative GPA of less than 2.0 district-wide shall be placed on Academic Probation. A student on Academic Probation due to a cumulative grade-point average of less than 2.0 shall receive special counseling, including consideration of possible reduction of his/her study load.  A student who has a cumulative grade-point average of less than 2.0 at the end of any term, either semester or summer session, shall be placed on probation during the following term of attendance and shall remain on probation until his/her cumulative grade-point average is 2.0 or higher.  **Progress Probation**  A student who has enrolled in a total of at least 12 semester units as indicated on the total academic record district-wide shall be placed on Progress Probation when the percentage of W, I, and NP’s recorded reaches at least fifty percent (50%) of all grades recorded.  **Academic Dismissal**  A student who is on Academic Probation shall be subject to dismissal if the student earned a cumulative grade-point average of less than 1.75 in all units attempted in each of three (3) consecutive semesters. Summer session shall be considered a semester. A student who has received an academic dismissal will be required to remain out of the college one semester.  A student who has been placed on Progress Probation shall be subject to dismissal if the percentage of units which the student has been enrolled reaches or exceeds fifty percent (50%) in at least three (3) consecutive semesters, for which entries of W, I, and NP are recorded.  **Academic Renewal Policy**  A maximum of two semesters or a maximum of 24 semester units of coursework at all Peralta Colleges which have been legally petitioned may be alleviated and disregarded in the computation of cumulative grade-point averages under the following conditions:   * A period of one year must have elapsed since the work to be alleviated was completed; * The student has requested the action formally and has presented evidence that work completed in the term (s) under consideration is (are) substandard and not representative of present scholastic ability and level of performance; * The student has completed at all Peralta Colleges, 15 semester units with a 2.5 GPA or better since the most work to be disregarded was completed. Work completed at an institution outside the Peralta District cannot be used to satisfy this requirement. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 5 | | | | | |
| **SCREEN TITLE:** | Student Code of Conduct | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| In order to maintain an environment that encourages learning and respects all learning styles, the Peralta Community College District has set certain rules in place. We know it looks like a long list, but most of this information is common sense and is rooted in a sense of respectful behavior.  Student misconduct may result in disciplinary action by the college and prosecution by civil authorities. Such misconduct includes, but is not limited to violations as presented in the Student Code of Conduct.  Click on each rule in the following list to learn more about it.   * **Violation of District Policies** * **Willful Misconduct** * **Damage to Property** * **Theft of Property** * **Unauthorized Use of College Facilities** * **Robbery or Extortion** * **Dishonesty** * **Alcohol and Drugs** * **Lethal Weapons** * **Smoking** * **Disorderly Conduct** * **Willful Disobedience** * **Disruption of College Operations** * **Sexual Harassment** * **Persistent Serious Misconduct** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| NONE | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Violation of District Policies**  Violation of District policies or regulations including parking and traffic regulations (subject to Education Code Section 76036), policies regulating student organizations, and time, place and manner regulations in regard to public expression.  **Willful Misconduct**  Willful misconduct which results in injury or death of any person on college-owned or –controlled property, or college-sponsored or supervised functions; or causing, attempting to cause, or threatening to cause physical injury to another person.  **Damage to Property**  Conduct which results in cutting, defacing, damaging, or other injury to any real or personal property owned by the college or to private property on campus.  **Theft of Property**  Stealing or attempting to steal college property or private property on campus; or knowingly receiving stolen college property or private property on campus.  **Unauthorized Use of College Facilities**  Unauthorized entry to or use of college facilities.  **Robbery or Extortion**  Committing or attempting to commit robbery or extortion.  **Dishonesty**  Dishonesty such as cheating, plagiarism (including plagiarism in a student publication), forgery, alteration or misuse of college documents, records, or identification documents, or furnishing false information to the college.  **Alcohol and Drugs**  The use, sale, or possession on campus of, or presence on campus under the influence of, any controlled substance, or any poison classified as such by Schedule D in Section 4160 of the Business and Professions Code or any controlled substance listed in California Health and Safety Code Section 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.  **Lethal Weapons**  Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from an authorized college employee.  **Smoking**  Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the governing board.  **Disorderly Conduct**  Lewd, indecent, or obscene conduct or expression on college-owned or –controlled property, or at college-sponsored or supervised functions; or engaging in libelous or slanderous expression; or expression or conduct which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or substantial disruption of the orderly operation of the college.  **Willful Disobedience**  Disruptive or insulting behavior, willful disobedience, habitual profanity or vulgarity; or the open and persistent defiance of the authority of, refusal to comply with directions of, or persistent abuse of, college employees in the performance of their duty on or near the school premises or public sidewalks adjacent to school premises.  **Disruption of College Operations**  Obstruction or disruption of teaching, research, administrative procedures or other college activities.  **Sexual Harassment**  Committing sexual harassment as defined by law or by college policies and procedures; or engaging in harassing or discriminatory behavior based on race, sex, religion, age, national origin, disability, or any other status protected by law.  **Persistent Serious Misconduct**  Persistent, serious misconduct where other means of correction have failed to bring about proper conduct. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 6 | | | | | |
| **SCREEN TITLE:** | Check on Learning | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Thought it would be a good idea about now to break up the monotony with a quiz question. According to the college, what is the minimum grade average you need to maintain and still remain a student with academic good standing?   1. 4.0 or A average 2. 3.0 or B average 3. 2.0 or C average 4. 1.0 or D average   *FEEDBACK*  That's right!  Sorry, that's not right.  *REMEDIATION*  In order to be a student in good academic standing with the college you need to maintain a 2.0 or C average. Otherwise you could be subject to academic or progress probation, or even dismissal. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. **The correct answer is: C** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 7 | | | | | |
| **SCREEN TITLE:** | Sexual Harassment | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| According to the Peralta Community College District policy, unlawful sexual assault is a criminal activity prohibited in all employee and student areas, buildings, properties, facilities, service areas, satellite centers of the PCCD and all non-District areas where Peralta classes/instruction are conducted.  It is the policy of the PCCD to ensure, to the extent possible, that students, faculty and staff who are victims of a sexual assault committed at or upon the grounds of, or upon off-campus grounds or facilities maintained by the District or its colleges, shall receive information, follow-up services, and referrals to local community treatment centers. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 8 | | | | | |
| **SCREEN TITLE:** | Glossary Terms You Should Know | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Bottom line – sexual assault is a crime. Referring to the District policy, Sexual Assault includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.  Click on each of the terms below for more information on sexual harassment.   * **Stalking** * **Domestic Violence** * **Sexual Violence** * **Sexual Assault** * **Rape** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Stalking**  The willful, malicious, and repeated following or harassing of another person and the making of a credible threat with the intent to place that person in reasonable fear for his/her safety or the safety of his/her immediate family. See California Penal Code section 646.9.  **Domestic Violence**  The willful infliction of corporal injury resulting in a traumatic condition against a spouse, former spouse, cohabitant, former cohabitant, or mother or father of one’s child. See California Penal Code section 273.5.  **Sexual Violence**  Includes both sexual assault and rape.  **Sexual Assault**  Includes but is not limited to rape, forced sodomy, forced copulation, rape by foreign object, sexual battery, or threat of sexual assault. These include situations where the accused sexually assaults a person incapable of giving consent, including where the person is prevented from resisting due to alcohol or drugs and this condition was known by the accused. Intoxication of the assailant shall not diminish the assailant’s responsibility for sexual assault.  **Rape**  See California Penal Code sections 261-266. Rape is defined as:   * Sexual intercourse against a person’s will accomplished by force or threats of bodily injury; * Sexual intercourse against a person’s will where the person has reasonable fear that she or he or another will be injured if she or he does not submit to the intercourse; * Sexual intercourse where the person is incapable of resisting because she or he at the time is unconscious or asleep and this is known to the accused. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 9 | | | | | |
| **SCREEN TITLE:** | Other District / College Policies | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** | X | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| We’ve covered an awful lot of information so far in this segment. For a complete set of District and College policies, expectations of conduct, disciplinary actions, and student grievance procedures, refer to the College Catalog.  Before we move on, there are just a few more policies we would like to bring to your attention. Click each to learn more about it.   * **Animals on Campus** * **Drug-free Campus** * **Smoke-free Campus** * **Weapons Policy** | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
| **Animals on Campus**  Students are urged not to bring animals on campus. Animals running loose or left tied on campus will be impounded in accordance with sections 3-9.16 and 3-9.17 of the Oakland Municipal Code. Seeing-eye dogs are an exception.  **Drug-free Campus**  It is the policy of the Peralta Community College District to maintain a campus where students are prohibited from the unlawful manufacture, distribution, dispensing, possession or use of controlled substances as listed in Schedules I through IV of Section 202 of the Controlled Substances Act (21 U.S.C. Section 812) and from abuse of alcohol.  For purposes of this policy, campus shall mean those places where a student is engaged in an authorized college activity. The campus includes property owned or leased by the District; property used by the District for student participation in field trips, field study, athletic competition or study travel programs; District or private vehicles while being used for official District business.  **Smoke-free Campus**  Laney College is a smoke-free campus. Smoking is not permitted in any of the college’s facilities.  **Weapons Policy**  The unauthorized use, possession or storage of weapons, fireworks, or explosives is prohibited on any Peralta College premise (including vehicles) or at any Peralta Community College-sponsored activity. Weapons may include, but are not limited to, firearms, pellet guns, bows and arrows, martial arts equipment, switchblade knives, swords, large knives, and clubs. | | | | | | | | | | | | | | |

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 10 | | | | | |
| **SCREEN TITLE:** | Peralta Community College Police & BCC Security Services | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** | X | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| The Peralta Community College District contracts police services with the Alameda County Sheriff's Office with the exception of Berkeley City College. The Peralta Police Service is responsible for protecting the life and property of students, employees and visitors. Our mission is to preserve the peace, maintain order and enforce state, federal and local laws.  Our goal is to provide a safe environment so that the educational process can be conducted in an orderly and uninterrupted manner. Deputies focus on "partnerships" in addressing the problems and/or concerns identified by campus staff and students.  Campus safety begins with you! All crime occurring on campus should be reported to police or campus security services. Suspected criminal activity or any emergency can be reported to campus police by:   * dialing 7236 (from campus phones / Merritt, Laney & COA); BCC Security dialing 2975 from campus phone; * calling police services at 465-3456 (Merritt, Laney & COA); BCC security services 981-2975; * using one of the "emergency" blue phones and/or pull boxes (Merritt, Laney & COA); pull boxes only at BCC | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 11 | | | | | |
| **SCREEN TITLE:** | Check on Learning (Quiz) | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** |  | **VID** |  | **GFX** |  | | **CTR** | X | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| OK – last question. It’s a common sense question. Ready?  A good friend of mine was approached in a sexually inappropriate manner just yesterday. She’s not sure what to do about it, but she’s pretty upset. Is there someone on campus she could talk to?   1. Drop by the Health Services 2. Speak with an instructor she feels comfortable with. 3. Talk to a counselor. 4. Go straight to the College Police   *FEEDBACK*  (SEE BELOW)  *REMEDIATION*  There really is no definitive right or wrong answer to this question. The most important thing is that you talk to someone. Seek out a counselor, an instructor you can trust, the college police – anyone that can get you to the assistance you need. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Screen Text = Verbatim video narration 2. Standard video framing 3. **Talent = Student** 4. **The correct answer is: ANY** 5. Users are given multiple attempts to answer the question. They must get it correct in order to be given credit for this content segment.    1. 1st incorrect, feedback = Incorrect, try again.    2. 2nd incorrect, feedback = Sorry, that’s still incorrect. Because you were unable to correctly answer the question after two attempts, you will be required to view this area of the orientation again, at which point you will have another chance to correctly answer this question.    3. We will monitor access attempts to each content segment to ensure users have gone back through the segment as directed.    4. 3rd incorrect, feedback = Incorrect, try again.    5. 4th incorrect, feedback = Incorrect with feedback/remediation. Credit is issued for the segment. | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Student Conduct & Safety | | | | | **SCN#:** | | | 15 | | | | | |
| **SCREEN TITLE:** | Summary of Student Conduct & Safety | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | x | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| [PART A]  Congrats! You’ve successfully completed this segment titled, Student Conduct and Safety. Here are some key points to remember:   * You've got to maintain a C average in accordance with the college in order to remain a student in good academic standing. * Academic dishonesty is taken very seriously at Berkeley City College. Always be truthful and ethical in your pursuit of your academic goals. * Check the college web site or catalog to review the Standards of Student Conduct and other District/College policies. * In this day-and-age, it's unfortunate that sexual harassment is still a problem. Sexual harassment in any situation is unacceptable, and is in violation of state and federal laws and regulations. Where evidence of harassment is found, appropriate corrective action shall be taken – so it you’re a victim of sexual harassment, report it!   [PART B]  This concludes orientation segment titled, Student Conduct and Safety. However, you either didn’t respond to the questions presented earlier, or you did not answer one or more correctly.  Before you can be given credit for completing this segment, you will need to select this area again from the Main Menu to review the content and correctly answer the questions. | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Play video Part A or Part B depending on segment completion status. 2. Screen Text = Verbatim video narration 3. Standard video framing 4. **Talent = Student** | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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ORIENTATION CONCLUSION

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| **MODULE TITLE:** | Orientation | | | | | | | | | | | | | |
| **SEGMENT TITLE:** | Conclusion | | | | | **SCN#:** | | | 1 | | | | | |
| **SCREEN TITLE:** | Orientation Conclusion | | | | | | | | | | | | | |
| **TEMPLATE TYPE:** | X | **VID** |  | **GFX** |  | | **CTR** |  | | **COL** |  | **WBD** |  | **OTH** |
| **SCREEN TEXT &AUDIO/VIDEO NARRATION** | | | | | | | | | | | | | | |
| Student Name:  Student ID:  Date:  Congratulations! You have completed orientation. Your next step in the matriculation process is assessment  Appointments are required for assessment because space is limited. For more information, location, or hours of operation visit the Assessment & Orientation webpage at <http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/> and view the schedule of dates and times at http://www.berkeleycitycollege.edu/wp/student\_service\_programs/assessment-orientation/assessment-orientation-schedule/  Be sure to print this page for your records.  If you choose to come back to this orientation to review information, you should log in as a guest and use the available site map to find exactly what you need.  Print  Exit Orientation | | | | | | | | | | | | | | |
| **NOTES: PROGRAMMING / GFX DESCRIPTION / VIDEO PRODUCTION** | | | | | | | | | | | | | | |
| 1. Return student name, ID, and date to the screen. 2. Add two buttons:    1. Print - sends the completion receipt to the printer    2. Exit Orientation - hyperlink to <http://www.berkeleycitycollege.edu/wp/> 3. Hyperlink "BCC Assessment & Orientation webpage" to <http://www.berkeleycitycollege.edu/wp/assessment-orientation/> | | | | | | | | | | | | | | |
| **CLICK TO REVEAL CONTENT** | | | | | | | | | | | | | | |
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