



LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

SLO Committee

Members:

Ann Hight (Chair)
Kristina Whalen
Stuart McElderry
Angelo Bummer
Susan Cumbo
Daniel Cearley
Jennie Graham
Robin Rehagen
Mike Schwarz
Madeline Wiest

Approved Amended Agenda

1. Call to Order
2. Review and Approval of Agenda (April 27th, 2020)
3. Review and Approval of Minutes (April 13th, 2020)
4. Public Comments (This time is reserved for members of the public to address the SLO Committee. Please limit comments to three minutes. In accordance with the Brown Act, the SLO Committee cannot act on these items.)
5. Program Review Ann Hight
6. **TABLED**- 3-Year Assessment Cycle Ann Hight
7. CSLO Review
 - a. New Business
 - i. ECE 80A: CA Preschool Foundations: Health
 - a. Upon completion of ECE 80A, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
 - b. Upon completion of ECE 80A, the student should be able to plan environments and experiences related to the development of healthy habits, personal safety, and nutrition, based on the observation of children in classroom settings.
 - c. Upon completion of ECE 80A, the student should be able to articulate the teacher's role in collaboration with families to support the development of healthy habits in young children.
 - ii. ECE 80B: CA Preschool Foundations: Social and Emotional
 - a. Upon completion of ECE 80B, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP).
 - b. Upon completion of ECE 80B, the student should be able to plan environments and experiences, based on observation of children, to support children's development of self-regulation and social skills.
 - c. Upon completion of ECE 80B, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's social and emotional development.

- iii. ECE 80C: CA Preschool Foundations: Language and Literacy
 - a. Upon completion of ECE 80C, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
 - b. Upon completion of ECE 80C, the student should be able to plan environments and experiences, based on observation of children, to support children's language and literacy development.
 - c. Upon completion of ECE 80C, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's language and literacy development.
- iv. ECE 80D: CA Preschool Foundations: English Language Development
 - a. Upon completion of ECE 80D, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
 - b. Upon completion of ECE 80D, the student should be able to plan environments and experiences, based on observation of children, to support children's English language development.
 - c. Upon completion of ECE 80D, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's English language development.
- v. ECE 80E: CA Preschool Foundations: History/Social Sciences
 - a. Upon completion of ECE 80E, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
 - b. Upon completion of ECE 80E, the student should be able to plan environments and experiences to support children's concept development in the areas of history and social science.
 - c. Upon completion of ECE 80E, the student should be able to describe how teachers can collaborate with parents and other caregivers to provide meaningful history and social studies learning experiences for young children.
- vi. ECE 80F: CA Preschool Foundations: Math
 - a. Upon completion of ECE 80F, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
 - b. Upon completion of ECE 80F, the student should be able to plan environments and experiences to support mathematical learning, based on the observation of children in classroom settings.
 - c. Upon completion of ECE 80F, the student should be able to articulate the teacher's role in collaborating with families to support children's mathematical learning.
- vii. ECE 80G: CA Preschool Foundations: Science
 - a. Upon completion of ECE 80G, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
 - b. Upon completion of ECE 80G, the student should be able to plan environments and experiences, based on observation of children, to support children's development of scientific concepts.

- c. Upon completion of ECE 80G, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's understanding of scientific concepts.
- viii. ECE 80H: CA Preschool Foundations: Visual Arts
 - a. Upon completion of ECE 80H, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
 - b. Upon completion of ECE 80H, the student should be able to plan environments and experiences, based on observation of children, to support children's development of visual arts skills.
 - c. Upon completion of ECE 80H, the student should be able to describe how teachers can collaborate with parents and other caregivers to support children's development of artistic skills.
- ix. ECE 80I: CA Preschool Foundations: Physical Education
 - a. Upon completion of ECE 80I, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
 - b. Upon completion of ECE 80I, the student should be able to plan environments and opportunities to support physical development, based on the observation of children in classroom settings.
 - c. Upon completion of ECE 80I, the student should be able to articulate the teacher's role in collaborating with families to support children's physical development.
- x. ECE 80J: CA Preschool Foundations: Performing Arts
 - a. Upon completion of ECE 80J, the student should be able to explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
 - b. Upon completion of ECE 80J, the student should be able to plan environments and opportunities to support children's development of appreciation of the arts including opportunities to express themselves through music, dance, and dramatic play.
 - c. Upon completion of ECE 80J, the student should be able to articulate the teacher's role in collaborating with families to support children's art awareness and expression.
- xi. FST 11C: Standalone Firefighter I Skills Practice and Testing
 - a. Upon completion of FST 11C, the student should be able to identify and apply concepts and skills found in the Firefighter I 2019 curriculum in the state of California and outside of California with those states that offer reciprocity.
- xii. FST 12A: LPC- Regional Fire Academy- Firefighter 1A Structure Module
 - a. Upon completion of FST 12A, the student should be able to identify, respond to, and mitigate an incident involving fire inside a structure.
- xiii. FST 12B: LPC- Regional Fire Academy/FF1B Hazmat/WMD Module
 - a. Upon completion of FST 12B, the student should be able to identify, respond to, and mitigate an emergency involving hazardous materials.
- xiv. FST 12C: LPC-Regional Fire Academy/Firefighter 1C Wildland Module
 - a. Upon completion of FST 12C, the student should be able to identify, respond to, and mitigate an incident involving fires along the wildland-urban interface.
- xv. FST 13: LPC Regional Fire Academy-Firefighter 2 Module

- a. Upon completion of FST 13, the student should be able to identify and apply concepts and skills found in the Firefighter II 2019 curriculum in the state of California and outside of California with those states that offer reciprocity.
- xvi. FST 21: CO 2B General Administrative Functions for Company Officers
 - a. Upon completion of FST 21, the student should be able to develop a policy or procedure that identifies the problem and proposes a solution.
 - b. Upon completion of FST 21, the student should be able to explain the process to resolve community and citizen complaints or concerns.
- xvii. FST 22: CO 2C Fire Inspections and Investigation for Company Officers
 - a. Upon completion of FST 22, the student should be able to explain the policies and procedures to conduct fire inspections in commercial, residential, and hazardous material occupancies.
 - b. Upon completion of FST 22, the student should be able to distinguish the differences between a suspected incendiary or an accidental fire.
- xviii. FST 23: CO 2D All-Risk Command Operations for Company Officers
 - a. Upon completion of FST 23, the student should be able to develop and implement a incident action plan for a simulated emergency scene.
 - b. Upon completion of FST 23, the student should be able to develop, implement and assess an after action review plan.
- xix. FST 24: CO 2E Wildland Incident Operations for Company Officers
 - a. Upon completion of FST 24, the student should be able to develop and implement a incident action plan for a simulated wildland fire or a wildland urban interface scene.
 - b. Upon completion of FST 24, the student should be able to analyze and explain incident needs in accordance with agency policies and procedures.
- xx. FST 25: Instructor I
 - a. Upon completion of FST 25, the student should be able to develop, present, and assess a lecture in fire service technology.
 - b. Upon completion of FST 25, the student should be able to explain the technological needs and requirements of a fire service technology program.
- xxi. FST 30
 - a. Upon completion of FST 30, the student should be able to demonstrate and show proficiency in the latest Firefighter I curriculum skills and education.
- xxii. FST 31: Intermediate Firefighter Skills and Update
 - a. Upon completion of FST 31, the student should be able to explain and implement fire suppression techniques of various materials.
- xxiii. FST 32: Advanced Hazmat and Wildland Training for Firefighters
 - a. Upon completion of FST 32, the student should be able to explain proper wildland fire suppression techniques.
 - b. Upon completion of FST 32, the student should be able to explain proper hazmat materials containment and mitigation techniques.
- xxiv. FST 32: Advanced Hazmat and Wildland Training for Firefighters
 - a. Upon completion of FST 32, the student should be able to explain proper wildland fire suppression techniques.
 - b. Upon completion of FST 32, the student should be able to explain proper hazmat materials containment and mitigation techniques.
- xxv. MATH 156: Geometry

- a. Upon completion of MATH 156, a student should be able to prove lines are parallel.
- b. Upon completion of MATH 156, a student should be able to solve right triangles.
- xxvi. NMAT 256: Geometry
 - a. Upon completion of NMAT 256, a student should be able to prove lines are parallel.
 - b. Upon completion of NMAT 256, a student should be able to solve right triangles.
- xxvii. POLI 26: Introduction to Gender, Sexuality, and Politics
 - a. Upon completion of POLI 26, a student should be able to assess the importance of studying the role of gender and sexuality in American and global politics.
 - b. Upon completion of POLI 26, a student should be able to identify and critically analyze the major theoretical perspectives that conceptualize gender and sexuality in politics.
 - c. Upon completion of POLI 26, a student should be able to identify and examine significant historical periods and events relating to politics and gender, including the contemporary political barriers confronting cis gendered women and gender and sexual minorities in politics.
 - d. Upon completion of POLI 26, a student should be able to compare and contrast the work of organizing politically around issues of gender and sexuality, as well as the strategies, tactics, and methods employed.

8. Reports

a. Chair's Report

Ann Hight

b. Administrative Report

Kristina Whalen/Stuart McElderry

9. Good of the Order

10. Adjournment

11. Next Regular Meeting (Monday, May 11th, 2020)