Las Positas College

Curriculum Committee Meeting

04/21/2025

5.0 First Reading Packet

5.1 New Courses

- BIO 1R Organismal Biology
- LGBT 3 Transgender Lives
- NBUS 215 Work Force Power Skills
- NBUS 216 Career Success Through Compassion
- NMUS 145 Piano Technology for Older Adults
- NTHE 247 Performance in Play Production For Older Adults
- NTHE 257 Performance in Musical Productions for Older Adults

LAS POSITAS COLLEGE

New Course: BIO 1R - Organismal Biology

Cover

Subject BIO
Course Number 1R
Course Title Organismal Biology
Effective Term Fall 2026
Justification for course proposal
We are revising the biology program from a three-semester sequence to a two-semester sequence in order to align with local colleges and universities and improve student retention and completion. This Organismal Biology course will replace the General Botany and General Zoology courses which will eventually be deactivated.
TOP Code 0401.00 - Biology, General
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course, intended for biology majors, is a survey of the fundamentals of biology and diversity of unicellular and multicellular organisms. It emphasizes general biological principles, classification, structure, function, and evolutionary adaptations of organisms (including plants, fungi, animals, and unicellular organisms) to their environments.
Material fees apply to this course?
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable
CB22: Non Credit Course Category Y - Not Applicable, Credit course
Select here if this course will have variable units No

Instructional Categories (check all that apply)
Lecture Yes
Min Units 3.000
Max Units 0.000
Lab Yes
Min Units 2.000
Max Units 0.000
Work Experience No
Min Units 0.000
Max Units 0.000
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab No
Min Hours
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Number of times a course can be taken for credit. 1
Justification for Repeatability
Course Grading Letter Grade Only

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Biological Sciences
   Interdisciplinary
   Condition

Biological Sciences

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   Explain the essential elements of life, major hypotheses for life's history, and mechanisms for the diversification of life.
2. **Group Title** Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of organisms.
3. **Group Title** Evaluate the relationships of organisms to each other and their environments.
4. **Group Title** Describe, identify key characteristics and classify representative specimens down to representative phyla.
5. **Group Title** Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of organisms.
6. **Group Title** Summarize evolutionary relationships using phylogenetic trees and build phylogenetic trees using morphological or molecular data.

7. **Group Title** Explain diffusion, osmosis, osmoregulation and water balance at the cellular and organismal level.
8. **Group Title** Distinguish among and explain the structure and function of the different types cells and tissues.
9. **Group Title** Compare and contrast anatomy and physiology among different animal taxa, including digestive, respiratory, excretory systems, circulatory, muscular, nervous, and reproductive systems.
10. **Group Title** Compare and contrast asexual and sexual reproduction.
11. **Group Title** Discuss and compare developmental patterns among animal taxa and heterotrophic unicellular eukaryotes; provide examples of how development of structures is related to their evolutionary history.
12. **Group Title** Describe origin and importance of multicellularity.
13. **Group Title** Explain mechanisms of evolutionary change.
14. **Group Title** Explain the evidence for evolution.
15. **Group Title** Apply scientific methodology and critical thinking through experimentation and experiences.
16. **Group Title** Perform laboratory experiments in an efficient, safe, and purposeful manner.
17. **Group Title** Keep a detailed, well-organized, and comprehensive lab notebook.
18. **Group Title** Properly use and care for compound and dissecting microscopes for microscopic examination of biological structures.
19. **Group Title** Apply scientific methodology and reasoning through experimentation and experiences.
20. **Group Title** Demonstrate proficiency with dissection and proper and safe care, use, and choice of dissection tools, including microscopic examination.
21. **Group Title** Acquire, use, and properly cite scientific literature appropriately in scientific writing.
22. **Group Title** Conduct a biology research project or experiment, and clearly convey the results using correct scientific format.

Course Content

Lecture Content

1. Evolutionary theory, including mechanisms of diversification of life and evidence for evolution
    1. Population genetics
    2. Speciation and extinction
2. Phylogeny of life on earth (including plants, fungi, animals, and unicellular organisms)
    1. Systematics and Taxonomy
        1. Taxonomy and classification
        2. Phylogenetic and cladistic analysis
        3. Tree of life
    2. Diversity, phylogeny, and basic evolutionary history, and ecology of major animal and plant taxa and relationship with other organisms including multicellular and unicellular eukaryotes
        1. Algae
        2. Fungi
        3. Plants
            1. Bryophytes
            2. Seedless Vascular Plants
            3. Gymnosperms

        4. Angiosperms
    4. Animals
        1. Porifera
        2. Cnidaria
        3. Platyhelminthes
        4. Mollusca
        5. Annelida
        6. Nematoda
        7. Arthropoda
        8. Echinodermata
        9. Chordata
3. Anatomy, Physiology, Organismal Life Cycles and Development of living organisms (including plants, fungi, animals, and unicellular organisms)
    1. Diffusion/osmosis/osmoregulation
    2. Reproduction and life cycles of multicellular organisms
    3. Plant structure and anatomy of cells, tissues, and organs
    4. Plant function and physiology
        1. Transport of water and nutrients
        2. Soils and mineral nutrition
        3. Plant hormones
        4. Tropisms: external factors and plant growth
    5. Animal tissues
    6. Comparative animal body plans and organ systems
    7. Development
        1. Comparative development
        2. Organization and regulation of development
4. Interaction of Organisms with the Environment (including plants, fungi, animals, and unicellular organisms)
    1. Animal Behavior
    2. Population, community, and ecosystem ecology

Lab Content

1. Lab Safety
2. The Microscope
3. Phylogenetics
4. Animal cells and tissues
5. Plant cells and tissues
6. Unicelluar Eukaryotes
7. Plant Diversity
    1. Preserved specimens, microscope slides, and/or dissections as applicable
8. Animal Diversity
    1. Preserved specimens, microscope slides, and/or dissections as applicable
9. Experimental design
10. Field studies

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Slides, drawings on the board, videos, or images may be used.
- Field Trips
  Comments
  At the discretion of the instructor.
- Guest Lecturers
  Comments
  At the discretion of the instructor.
- Lab
  Comments
  Laboratory activities will be completed.
- Lecture
  Comments
  Lectures will be conducted regularly.
- Research
  Comments
  Various components of the scientific method of inquiry will be practiced.
- Written Exercises
  Comments
  Students will write about scientific information.

Other No

Equity Based Curriculum

- Methods of Instruction
  Address
  Methods of instruction vary to support diversity in student learning styles such as lectures, discussions, projects, and multimedia presentations.
- Assignments
  Address
  A variety of assignments are used to support student learning such as data collection, field reports, and experiments.
- Methods of Evaluation
  Address
  Diverse methods of evaluation are employed such as group work, oral presentations, and written reports.
- Typical Texts
  Address
  Costs for students are minimized by coordinating the textbook used across the biology majors sequence.

Typical Assignments

Typical Assignments

1. **Assignment Type** Research
   Add Assignment
   1. Use a library research database to find a relevant primary research article
   2. Compare and contrast a literature review and primary research article
   3. Cite an article in CSE formation
   4. Collect, photograph, label, and conduct literature review for an insect collection of 5 adult insects, each from a different order.

2. **Assignment Type** Laboratory
   Add Assignment
   1. Properly dissect, sketch, and label an *Ascaris* worm.
   2. Compare and contrast microscopic differences and functions of epithelial tissues.
   3. Dissect, sketch, and label parts of a flower

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry level biology laboratory equipment and/or discipline-specific computer hardware and software.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Conduct a research project and communicate experimental results using standard scientific methods.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Explain and apply principles and processes of organismal biology and evolution at different organizational levels, from tissues to the ecological.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. **Outcome Text**
   Explain and demonstrate the theoretical and practical aspects of using a compound microscope to investigate structures, functions, and behaviors of animals, plants, and other eukaryotic taxa.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Subject
   Requisite Course
   Non Course Requirements
   Min Grade
   Comments Eligible for college-level mathematics courses with Intermediate Algebra as a prerequisite
   Requisite Validation CCN/C-ID Requirement
   Skills Analysis
   Requisite Course Objective(s)

2. **Requisite Type** Recommended Course Preparation
   Subject BIO (Biological Sciences)
   Requisite Course BIO 30 - Introduction to College Biology(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Content Review
   Skills Analysis
   Requisite Course Objective(s)

   - Describe and apply the scientific method and how it is used by scientists to further scientific knowledge
     Degree of Importance Recommended
   - Cite the characteristics and levels of organization exhibited by all living organisms
     Degree of Importance Recommended
   - Know the use of light microscope and dissecting scope
     Degree of Importance Recommended
   - Describe how cells/specialized cells are structured and function
     Degree of Importance Recommended
   - Describe basic cell metabolism
     Degree of Importance Recommended
   - Describe/contrast, mitosis, and meiosis
     Degree of Importance Recommended

- Describe structure, transmission and expression of genes
  Degree of Importance Recommended
- Explain the Darwinian concept of evolution as modified by modern scientific knowledge
  Degree of Importance Recommended
- Describe how the modern (binomial) system names and classifies organisms
  Degree of Importance Recommended

Catalog View Prerequisite: Eligible for college-level mathematics courses with Intermediate Algebra as a prerequisite, **Recommended Course Preparation:** BIO 30 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  Minimum 3 per semester
- Quizzes
  Frequency
  Minimum 3 per semester
- Research Projects
  Frequency
  Research project that focuses on at least one component of the scientific process.
- Field Trips
  Frequency
  Per instructor discretion
- Lab Activities
  Frequency
  Notebook and lab practicals

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term Fall 2026
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.
Offering a hybrid modality provides more flexibility for students while still maintaining an in-person component, the labs must be held in person.
Explain how the decision was made to offer this course in a Distance Education mode.
Discussion with faculty.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
The biology faculty felt that there is a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.

- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Other No
Explain
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Academic Integrity.

Other No
Explain
Course Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes
A student can achieve the same goals and objectives identified in the course outline of record. Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes
The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency

At least two times during the semester. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  There will be feedback on all quizzes and exams and on many assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  There will be announcements to the class at least once every two weeks.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  The instructor will use chat at least once per week.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  At least once per semester.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  Students will complete at least one project related to the scientific process over the course of the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Minimum of 3 exams and at least 3 quizzes will be given each semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  At least one time per semester.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  At the discretion of the instructor.

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals Yes
Software No
Other No
Textbook

1. **Author(s)** Sylvia Mader, Michael Windelspecht
   Title Biology
   Edition 14th
   Publisher McGraw Hill
   ISBN-13 978-1260710878
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Lisa Urry, Michael Cain, Steven Wasserman, Peter Minorsky, Rebecca Orr
   Title Campbell Biology
   Edition 12th
   Publisher Pearson
   ISBN-13 978-0135188743
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** James Morris, Daniel Hartl, Andrew Knoll, Robert Lue, Melissa Michael, Andrew Berry, Andrew Biewener, Brian Farrell, N. Michele Holbrook, Jessica Liu, Jean Heitz, Mark Hens, Elena Lozovsky
   Title Biology: How Life Works
   Edition 4th
   Publisher W.H. Freeman and Company
   ISBN-13 9781319333584
   Year 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

1. **Author(s)** James Perry, David Morton, Joy Perry
   Title Lab Manual for Majors General Biology
   Edition 1st
   ISBN-13 9780495115052
   Publisher 2008
   Year 2008
   Rationale for older manual
   Or Equivalent No
2. **Author(s)** Darrell, Vodopich, Randy Moor
   Title Biology Laboratory Manual
   Edition 13th
   ISBN-13 9781264405985
   Publisher McGraw Hill
   Year 2022
   Rationale for older manual
   Or Equivalent No
3. **Author(s)** Jane Reece, Judith Morgan. M Eloise Brown Carter
   Title Investigating Biology Laboratory Manual
   Edition 5th
   ISBN-13 978-0134473468
   Publisher Pearson
   Year 2017
   Rationale for older manual
   Or Equivalent No
4. **Author(s)** Perry, J., and Morton, D.
   Title Photo Atlas for Biology
   Edition
   ISBN-13
   Publisher Brooks/Cole Cengage
   Year 1996
   Rationale for older manual
   Or Equivalent No
5. **Author(s)** Adams, B., Crawley, J.
   Title Van De Graaff's Photographic Atlas for the Biology Laboratory, 8th edition
   Edition
   ISBN-13
   Publisher Morton Publishing
   Year 2018
   Rationale for older manual
   Or Equivalent No

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   PPE (personal protective equipment)

Library

Sufficient Resources Yes
Additional Resources Needed
Current orientation, library guides, and physical books are excellent. Will always be challenged to find free online access for journal articles for students to read.
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request Yes
  Already Approved No

Cal-GETC Yes

- 5B - Biological Science
  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No
- 5C - Laboratory
  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No

UC transfer Yes

- Transfers to UC
  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No

C-ID proposal Yes
C-ID BIOL 140
New Request Yes

Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE Yes

- 5 - Natural Sciences
  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No

CSU GE No

CSU American Institutions No

IGETC No

- 5B - Biological Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Nakase, Dana

Origination Date
04/01/2025

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

- Board of Trustees
  07/19/2022
- State Approval

08/19/2022

- CC Approval

  05/23/2022

Instructional Services

Effective Term Fall 2026

Implementation Date
04/13/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID
CCC000353788

CB03: TOP Code
040100 - Biology, General

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
A - Transferable to both UC and CSU.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status
N - Course is not a special class.

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
Y - Not Applicable, Credit course

CB23: Funding Agency Category
Y - Not Applicable (funding not used to develop course)

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status
N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Biological Sciences 1R
Organismal Biology
Effective: Fall 2026

Catalog Description:

BIO 1R - Organismal Biology
5.00 Units

This course, intended for biology majors, is a survey of the fundamentals of biology and diversity of unicellular and multicellular organisms. It emphasizes general biological principles, classification, structure, function, and evolutionary adaptations of organisms (including plants, fungi, animals, and unicellular organisms) to their environments.
3 Units Lecture 2 Units Lab

Prerequisite: Eligible for college-level mathematics courses with Intermediate Algebra as a prerequisite,
Recommended Course Preparation: BIO 30 with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Discipline:

Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Explain the essential elements of life, major hypotheses for life's history, and mechanisms for the diversification of life.
B. Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of organisms.

C. Evaluate the relationships of organisms to each other and their environments.
D. Describe, identify key characteristics and classify representative specimens down to representative phyla.
E. Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of organisms.
F. Summarize evolutionary relationships using phylogenetic trees and build phylogenetic trees using morphological or molecular data.
G. Explain diffusion, osmosis, osmoregulation and water balance at the cellular and organismal level.
H. Distinguish among and explain the structure and function of the different types cells and tissues.
I. Compare and contrast anatomy and physiology among different animal taxa, including digestive, respiratory, excretory systems, circulatory, muscular, nervous, and reproductive systems.
J. Compare and contrast asexual and sexual reproduction.
K. Discuss and compare developmental patterns among animal taxa and heterotrophic unicellular eukaryotes; provide examples of how development of structures is related to their evolutionary history.
L. Describe origin and importance of multicellularity.
M. Explain mechanisms of evolutionary change.
N. Explain the evidence for evolution.
O. Apply scientific methodology and critical thinking through experimentation and experiences.
P. Perform laboratory experiments in an efficient, safe, and purposeful manner.
Q. Keep a detailed, well-organized, and comprehensive lab notebook.
R. Properly use and care for compound and dissecting microscopes for microscopic examination of biological structures.
S. Apply scientific methodology and reasoning through experimentation and experiences.
T. Demonstrate proficiency with dissection and proper and safe care, use, and choice of dissection tools, including microscopic examination.
U. Acquire, use, and properly cite scientific literature appropriately in scientific writing.
V. Conduct a biology research project or experiment, and clearly convey the results using correct scientific format.

Course Content:

Lab:

1. Lab Safety
2. The Microscope
3. Phylogenetics
4. Animal cells and tissues
5. Plant cells and tissues
6. Unicelluar Eukaryotes
7. Plant Diversity
    1. Preserved specimens, microscope slides, and/or dissections as applicable
8. Animal Diversity
    1. Preserved specimens, microscope slides, and/or dissections as applicable
9. Experimental design
10. Field studies

Lecture:

1. Evolutionary theory, including mechanisms of diversification of life and evidence for evolution
    1. Population genetics
    2. Speciation and extinction
2. Phylogeny of life on earth (including plants, fungi, animals, and unicellular organisms)
    1. Systematics and Taxonomy
        1. Taxonomy and classification
        2. Phylogenetic and cladistic analysis
        3. Tree of life
    2. Diversity, phylogeny, and basic evolutionary history, and ecology of major animal and plant taxa and relationship with other organisms including multicellular and unicellular eukaryotes
        1. Algae
        2. Fungi
        3. Plants
            1. Bryophytes
            2. Seedless Vascular Plants
            3. Gymnosperms
            4. Angiosperms
        4. Animals
            1. Porifera
            2. Cnidaria
            3. Platyhelminthes
            4. Mollusca
            5. Annelida
            6. Nematoda
            7. Arthropoda
            8. Echinodermata
            9. Chordata
3. Anatomy, Physiology, Organismal Life Cycles and Development of living organisms (including plants, fungi, animals, and unicellular organisms)
    1. Diffusion/osmosis/osmoregulation
    2. Reproduction and life cycles of multicellular organisms
    3. Plant structure and anatomy of cells, tissues, and organs
    4. Plant function and physiology
        1. Transport of water and nutrients
        2. Soils and mineral nutrition
        3. Plant hormones
        4. Tropisms: external factors and plant growth
    5. Animal tissues
    6. Comparative animal body plans and organ systems
    7. Development
        1. Comparative development
        2. Organization and regulation of development
4. Interaction of Organisms with the Environment (including plants, fungi, animals, and unicellular organisms)

1. Animal Behavior
2. Population, community, and ecosystem ecology

Methods of Instruction:

1. Audio-visual Activity - Slides, drawings on the board, videos, or images may be used.
2. Field Trips - At the discretion of the instructor.
3. Guest Lecturers - At the discretion of the instructor.
4. Lab - Laboratory activities will be completed.
5. Lecture - Lectures will be conducted regularly.
6. Research - Various components of the scientific method of inquiry will be practiced.
7. Written Exercises - Students will write about scientific information.

Typical Assignments

A. Research:
    1. Use a library research database to find a relevant primary research article
    2. Compare and contrast a literature review and primary research article
    3. Cite an article in CSE formation
    4. Collect, photograph, label, and conduct literature review for an insect collection of 5 adult insects, each from a different order.
B. Laboratory:
    1. Properly dissect, sketch, and label an *Ascaris* worm.
    2. Compare and contrast microscopic differences and functions of epithelial tissues.
    3. Dissect, sketch, and label parts of a flower

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Minimum 3 per semester
B. Research Projects
    1. Research project that focuses on at least one component of the scientific process.
C. Field Trips
    1. Per instructor discretion
D. Lab Activities
    1. Notebook and lab practicals
E. Quizzes
    1. Minimum 3 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry level biology laboratory equipment and/or discipline-specific computer hardware and software.
B. Conduct a research project and communicate experimental results using standard scientific methods.

C. Explain and apply principles and processes of organismal biology and evolution at different organizational levels, from tissues to the ecological.
D. Explain and demonstrate the theoretical and practical aspects of using a compound microscope to investigate structures, functions, and behaviors of animals, plants, and other eukaryotic taxa.

Textbooks (Typical):

Textbook:

1. Sylvia Mader, Michael Windelspecht *Biology.* 14th ed., McGraw Hill, 2021.
2. Lisa Urry, Michael Cain, Steven Wasserman, Peter Minorsky, Rebecca Orr *Campbell Biology.* 12th ed., Pearson, 2021.
3. James Morris, Daniel Hartl, Andrew Knoll, Robert Lue, Melissa Michael, Andrew Berry, Andrew Biewener, Brian Farrell, N. Michele Holbrook, Jessica Liu, Jean Heitz, Mark Hens, Elena Lozovsky *Biology: How Life Works.* 4th ed., W.H. Freeman and Company, 2023.

Manual:

1. James Perry, David Morton, Joy Perry. Lab Manual for Majors General Biology. 2008, 2008.
2. Darrell, Vodopich, Randy Moor. Biology Laboratory Manual. McGraw Hill, 2022.
3. Jane Reece, Judith Morgan. M Eloise Brown Carter. Investigating Biology Laboratory Manual. Pearson, 2017.
4. Perry, J., and Morton, D.. Photo Atlas for Biology. Brooks/Cole Cengage, 1996.
5. Adams, B., Crawley, J.. Van De Graaff's Photographic Atlas for the Biology Laboratory, 8th edition. Morton Publishing, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. PPE (personal protective equipment).

LAS POSITAS COLLEGE

New Course: LGBT 3 - Transgender Lives

Cover

Subject LGBT
Course Number 3
Course Title Transgender Lives
Effective Term Fall 2026
Justification for course proposal
Transgender and gender diverse people have received a significant amount of media attention. Much of this attention has been focused on limiting access to state, federal, and community resources. This course will serve a critical component of the LGBTQ+ Studies program by educating students about transgender and gender diverse people.
TOP Code 2201.40 - Social Justice: LGBTQ Studies
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
Examination of transgender and gender-diverse figures throughout the world who, historically, held a sacred place within ancient cultures as evidenced in art and literature. The course will then move to explore modern and contemporary views of transgender and gender-diverse people within various cultures globally, including LGBTQ+ history, politics, art, and culture.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

1. **Program** Social Justice Studies: LGBTQ Studies - Associate in Arts Degree for Transfer (Active) - Fall 2022

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Select here if this course will have variable units No
Instructional Categories (check all that apply)
Lecture Yes
Min Units 3.000
Max Units
Lab No
Min Units
Max Units
Work Experience No
Min Units
Max Units
Instructional Categories (check all that apply)
Lecture No
Min Hours
Max Hours
Lab No
Min Hours
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Number of times a course can be taken for credit. 1
Justification for Repeatability
Course Grading Optional

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** History
   Interdisciplinary
   Condition or
2. **Minimum Qualification** Interdisciplinary Studies
   Interdisciplinary
   Condition
3. **Minimum Qualification** Psychology
   Interdisciplinary
   Condition or
4. **Minimum Qualification** Sociology
   Interdisciplinary
   Condition or
5. **Minimum Qualification** Women's Studies
   Interdisciplinary
   Condition or

Sociology

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   Students will develop a critical vocabulary for discussing, questioning and challenging of the integrity of gender categories in both gender and transgender studies.
2. **Objective Text**
   Students will gain a basic familiarity with the major questions, ideological foundations, intellectual genealogies, and trends that have marked the development of transgender studies.
3. **Objective Text**
   Students will develop an understanding of the social, medical, legal and cultural histories of "transgender," as an epistemology and genre of cultural representation, in the United States.
4. **Objective Text**
   Students will analyze the way that American transgender cultural norms and even liberation movements can and do intersect with oppressive social structures, such as racism, settler colonialism, the prison industrial complex, and American (especially medical) consumer tourism and imperialism.
5. **Objective Text**
   Students will explore a basic introduction to critiques of queer liberalism, via work in critical trans studies.
6. **Objective Text**
   Students will become familiar with some of the central texts—especially autobiographies and recent films—of American transgender cultural studies.

Course Content

Lecture Content

1. Introduction
   a. Terminologies for differently-gendered people in the past and in the present
   b. Diverse language to define transgender identity and behavior in various cultures
   c. Problems of Western labels being used globally - a look at colonialism and imperialism
   d. The construction of subjectivity
   e. Intersecting identities
2. Indigenous art, literature, and cultures on Turtle Island prior to first contact
   a. Tribal social patterns: the sacred place of Two Spirit People
   b. Nadle in Navajo culture
   c. Asegí in Cherokee culture
   d. Winkte in Sioux culture
   e. Muxes in Mexican culture
   f. European colonization and cultural imperialism
3. Ancient Eastern and Pacific Island art, literature, and cultural production
   a. Hijras in Indian culture
   b. Mahú in Hawai'ian culture
   c. Fa' afafine in Samoan culture
   d. Whakawahine in Maori culture
   e. Fakafefine in Tongan culture
4. Greek and Roman literary gender crossings

    a. Tiresias the Prophet of Thebes
    b. Hermaphroditus and Salamacis
    c. Ovid's Caeneus
5. The fashion of cross-dressing and transgender subjectivity in places of power
    a. Duke Ling of Qi, his masculinized ladies in waiting and changes in Chinese women's fashion
    b. General Mulan of the Liang Dynasty
    c. Empress (Emperor) Wu Zetian
    d. Pharoah Hatshepsut
    e. Elagabalus the Roman Emperor
    f. Queen Christina of Sweden (aka Count Dohna)
6. Medieval and Renaissance trans masculine iconography of saints and Judeo-Christian hypocrisy
    a. Silencing the transgender lives of Saint Pelagia and Saint Marinus
    b. Bearded women canonized: Saint Galla, Saint Paula, and Saint Wilgefortis
    c. Pope Joan as Pope John Anglicus
7. Cross-dressing protests/transgender fighters pre-1900
    a. European urban carnival's and transgender protest in the 16th and 17th centuries
    b. Captain Alice Clark and the Grain Riots in England, 1629
    c. 'Lady Skimmington' against the king's enclosure of dairy land in England, 1631
    d. La Branlaire and the Montpellier tax revolt in France, 1645
    e. 'Rebecca and her daughters' and the destruction of turnpike toll barriers in Wales
    f. 'Molly Maguires' and militant peasant tradition in Ireland, 1843
8. Victorian transgender legalities
    a. Gender crossings and lesbian marriage in rural England
    b. Cross-dressing arrests in the Luddite riots
    c. The Case of Boulton and Park - transgender public display and arrest to prevent sodomy
9. Victorian and modernist transgender literature
    a. Elizabeth Gaskell's defense of the female to male transgender figure in her gothic short fiction
    b. Richard Marsh's demonization of the transgender figure in fin-de-siecle gothic
    c. Vernon Lee's decadent Italian transgender short fiction
    d. Virginia Woolf's Orlando
    e. Radclyffe Hall's *The Well of Loneliness* revisited as a transgender text
10. Anti-masquerading laws and creative transgender protests post-1900
    a. Compton's Cafeteria Riot in San Francisco, 1966
    b. African American and Puerto Riqueñx protest at the Stonewall Inn in New York, 1969
    c. Sylvia Rivera, the Gay Liberation Front and Transgender Youth Outreach, 1969-2002
    d. Mia Nikasimo, founder of Transafro and giving voice to translesbians in Africa, 2008

    e. Transgender activism and the creation of safe public spaces in high schools in Thailand, 2005 - present
11. Documenting transgender lives
    a. Louis Graydon Sullivan - gay trans man, AIDS activist and diarist, USA
    b. Assoto Saint (Yves Lubin)- gay trans man, AIDS activist and author, Haiti and USA
    c. Georgina Beyer - Maori representative of the Labour Party and first openly transgender member of Parliament, New Zealand
    d. Leslie Feinberg- transgender lesbian author and activist, USA and Cuba
    e. Walterina Markova- exposed the use of Filipino 'comfort gays' by the Japanese during World War II, Philippines
    f. Robert Eads - transgender activist and community leader, USA
12. Contemporary reclamations of transgender identity in art and music
    a. Hijras in India - art by Tejal Shah
    b. Muxes in Mexico - documentary film
    c. Mahu in Hawai'i and Ancient Hula re-claimed- documentary film
    d. Fa' a fafine in contemporary popular Samoan culture-cartoon: Bro Town
    e. Fresh Meat Productions and multicultural transgender performance-San Francisco, USA
    f. Janelle Monae and Mila Jam - Black gender expansive futurities in music and film
13. Research basics
    a. Methods to identify and locate primary and secondary source material
    b. How to evaluate authenticity and accuracy of source material
    c. How to analyze data and develop a narrative explanation of the findings
    d. Critical reading and writing

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Students will watch and discuss audiovisual media
- Critique
  Comments
  Students will critiques various theories and concepts
- Discussion
  Comments
  Students will discuss critical topics related to course content
- Guest Lecturers
  Comments
  Transgender guest speakers will be invited to speak in class.
- Lecture

Comments
Interactive lecture activities will be offered

- Student Presentations
  Comments
  Students will have the opportunity to research and present on course content

Other Yes

1. **Explain**
   A variety of methods of instruction will be used to support learning for all students in the course.

Equity Based Curriculum

- DE Course Interaction
  Address
  The course will be offered in a hy-flex format where lectures are recorded and all assignments are posted on Canvas. This will allow equivalent learning experiences for all students.
- Measurable Objectives
  Address
  The course addresses issues of gender diversity, gender identity, and queer identity.
- Course Content
  Address
  The course addresses issues of gender diversity, gender identity, and queer identity.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment
   Working in a team of 2-3 students research and create a presentation about a gender diverse group of people. This presentation could include informationsuch as history of the group, legal recognition, coming our pcoesses, family acceptance, prejudice/discrimination experienced, roles taken in society, and stories of people belonging to this group.

2. **Assignment Type** Writing
   Add Assignment
   Discuss the experineces of transgender people looking to transition.

   1. What are the social aspects of transitioning for transgedner people? Consider appearance, name changes, pronoun usage, reactions by family, friends, and the general public.
   2. What are the legal aspects of transitioning for transgedner people? Consider aspects such as identity and name changes, access to legal protections, marriage/civil partnerships, and adoption.
   3. What are the medical aspects of transitioning for transgender people? This should include both hormonal and surgical options.

3. **Assignment Type** Reading

Add Assignment
Read Chapter 4: The Difficult Times from Transgender History (S. Stryker)

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Explain the social, economic, political, intellectual, and cultural contributions of gender diverse people of the past and present.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Explain how gender identity combines with nationality, race and ethnicity, religion, social class, and physical ability to shape the experiences of LGBTQ+ individuals.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Synthesize the relationships between epistemological frameworks used in LGBTQ+ studies and those used in other areas (i.e. Queer Theory, Feminist Theory, and Critical Theory).
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Read Critically: Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender,

religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. **Outcome Text**
   Compare and contrast the key methodologies utilized in LGBTQ+ studies.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  Two times/semester
- Quizzes
  Frequency

Weekly
- Research Projects
  Frequency
  Two times/semester
- Oral Presentation
  Frequency
  Two times/semester
- Class Participation
  Frequency
  Weekly
- Home Work
  Frequency
  Weekly

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term Fall 2026
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*

Explain why this course should be offered in Distance Education mode.

Many students that would be interested in taking this course may not live in the immediate area or be willing to show up to an in-person class. By offering the course in an online format, we allow these students to participate in a course that is not found at many colleges.

Explain how the decision was made to offer this course in a Distance Education mode.

The LGBTQ+ Studies program has found that by offering course in asynchronous or hl-flex format has allowed great participation by students. I believe this will become more important as we move beyond the introductory course.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.

- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Other No
Explain
Course Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes
A student can achieve the same goals and objectives identified in the course outline of record. Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes
The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. Yes
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  4-6 times/semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  2 times/semester

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  4-6 times/semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  4 times/semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency
Weekly quizzes, two exams per semester

- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  One time/semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  One time/semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  One time/semester

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Laura Erickson-Schroth
   Title Trans bodies, trans selves: A resource by and for transgender communities
   Edition 2nd
   Publisher Oxford University Press
   ISBN-13 9780190092726
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Peggy Gillespie
   Title Authentic selves: Celebrating trans and nonbinary people and their families
   Edition 1st
   Publisher Skinner House Books
   ISBN-13 9781558968967
   Year 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** Jack Turban
   Title Free to Be: Understanding Kids & Gender Identity
   Edition 1st
   Publisher Atria Books
   ISBN-13 1668017040
   Year 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
4. **Author(s)** Eric Yarbrough

Title Transgender Mental Health
Edition
Publisher American Psychological Association
ISBN-13 9781615371136
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Most recent edition of this textbook in a field without a large number of texts.
Or Equivalent No

5. **Author(s)** Ardel Haefele-Thomas
Title Introduction to Transgender Studies
Edition 1st
Publisher Harrington Park Press, LLC
ISBN-13 9781939594273
Year 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Most recent edition of this textbook in a field without a large number of texts.
Or Equivalent No
6. **Author(s)** Susan Stryker
Title Transgender History: The Roots of Today's Revolution
Edition 2nd
Publisher Seal Press
ISBN-13 9781580056892
Year 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Most recent edition of this textbook in a field without a large number of texts.
Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component Yes
Transferability
CSU transfer Yes

- Transfers to CSU
  Comments
  New Request Yes
  Already Approved No

Cal-GETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No

UC transfer Yes

- Transfers to UC
  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request Yes
  Already approved substantial change No
  Already approved unsubstantial change No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Ruys, John

Origination Date
09/14/2024

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date
02/19/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code
220140 - Social Justice: LGBTQ Studies

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Lesbian, Gay, Bisexual, Transgender, and Queer Studies 3 Transgender Lives

Effective: Fall 2026

Catalog Description:

LGBT 3 - Transgender Lives
3.00 Units

Examination of transgender and gender-diverse figures throughout the world who, historically, held a sacred place within ancient cultures as evidenced in art and literature. The course will then move to explore modern and contemporary views of transgender and gender-diverse people within various cultures globally, including LGBTQ+ history, politics, art, and culture.

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

History, or Interdisciplinary Studies, Psychology, or Sociology, or Women's Studies, or

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Students will develop a critical vocabulary for discussing, questioning and challenging of the integrity of gender categories in both gender and transgender studies.
B. Students will gain a basic familiarity with the major questions, ideological foundations, intellectual genealogies, and trends that have marked the development of transgender studies.
C. Students will develop an understanding of the social, medical, legal and cultural histories of "transgender," as an epistemology and genre of cultural representation, in the United States.
D. Students will analyze the way that American transgender cultural norms and even liberation movements can and do intersect with oppressive social structures, such as racism, settler colonialism, the prison

industrial complex, and American (especially medical) consumer tourism and imperialism.

E. Students will explore a basic introduction to critiques of queer liberalism, via work in critical trans studies.
F. Students will become familiar with some of the central texts—especially autobiographies and recent films—of American transgender cultural studies.

Course Content:

1. Introduction
    a. Terminologies for differently-gendered people in the past and in the present
    b. Diverse language to define transgender identity and behavior in various cultures
    c. Problems of Western labels being used globally - a look at colonialism and imperialism
    d. The construction of subjectivity
    e. Intersecting identities
2. Indigenous art, literature, and cultures on Turtle Island prior to first contact
    a. Tribal social patterns: the sacred place of Two Spirit People
    b. Nadle in Navajo culture
    c. Asegí in Cherokee culture
    d. Winkte in Sioux culture
    e. Muxes in Mexican culture
    f. European colonization and cultural imperialism
3. Ancient Eastern and Pacific Island art, literature, and cultural production
    a. Hijras in Indian culture
    b. Mahú in Hawai'ian culture
    c. Fa' afafine in Samoan culture
    d. Whakawahine in Maori culture
    e. Fakafefine in Tongan culture
4. Greek and Roman literary gender crossings
    a. Tiresias the Prophet of Thebes
    b. Hermaphroditus and Salamacis
    c. Ovid's Caeneus
5. The fashion of cross-dressing and transgender subjectivity in places of power
    a. Duke Ling of Qi, his masculinized ladies in waiting and changes in Chinese women's fashion
    b. General Mulan of the Liang Dynasty
    c. Empress (Emperor) Wu Zetian
    d. Pharoah Hatshepsut
    e. Elagabalus the Roman Emperor
    f. Queen Christina of Sweden (aka Count Dohna)

6. Medieval and Renaissance trans masculine iconography of saints and Judeo-Christian hypocrisy
    a. Silencing the transgender lives of Saint Pelagia and Saint Marinus
    b. Bearded women canonized: Saint Galla, Saint Paula, and Saint Wilgefortis
    c. Pope Joan as Pope John Anglicus
7. Cross-dressing protests/transgender fighters pre-1900
    a. European urban carnival's and transgender protest in the 16th and 17th centuries
    b. Captain Alice Clark and the Grain Riots in England, 1629
    c. 'Lady Skimmington' against the king's enclosure of dairy land in England, 1631
    d. La Branlaire and the Montpellier tax revolt in France, 1645
    e. 'Rebecca and her daughters' and the destruction of turnpike toll barriers in Wales
    f. 'Molly Maguires' and militant peasant tradition in Ireland, 1843
8. Victorian transgender legalities
    a. Gender crossings and lesbian marriage in rural England
    b. Cross-dressing arrests in the Luddite riots
    c. The Case of Boulton and Park - transgender public display and arrest to prevent sodomy
9. Victorian and modernist transgender literature
    a. Elizabeth Gaskell's defense of the female to male transgender figure in her gothic short fiction
    b. Richard Marsh's demonization of the transgender figure in fin-de-siecle gothic
    c. Vernon Lee's decadent Italian transgender short fiction
    d. Virginia Woolf's Orlando
    e. Radclyffe Hall's *The Well of Loneliness* revisited as a transgender text
10. Anti-masquerading laws and creative transgender protests post-1900
    a. Compton's Cafeteria Riot in San Francisco, 1966
    b. African American and Puerto Riqueñx protest at the Stonewall Inn in New York, 1969
    c. Sylvia Rivera, the Gay Liberation Front and Transgender Youth Outreach, 1969-2002
    d. Mia Nikasimo, founder of Transafro and giving voice to translesbians in Africa, 2008
    e. Transgender activism and the creation of safe public spaces in high schools in Thailand, 2005 - present
11. Documenting transgender lives
    a. Louis Graydon Sullivan - gay trans man, AIDS activist and diarist, USA
    b. Assoto Saint (Yves Lubin)- gay trans man, AIDS activist and author, Haiti and USA
    c. Georgina Beyer - Maori representative of the Labour Party and first openly transgender member of Parliament, New Zealand
    d. Leslie Feinberg- transgender lesbian author and activist, USA and Cuba
    e. Walterina Markova- exposed the use of Filipino 'comfort gays' by the Japanese during World War II, Philippines
    f. Robert Eads - transgender activist and community leader, USA

12. Contemporary reclamations of transgender identity in art and music
    a. Hijras in India - art by Tejal Shah
    b. Muxes in Mexico - documentary film
    c. Mahu in Hawai'i and Ancient Hula re-claimed- documentary film
    d. Fa' a fafine in contemporary popular Samoan culture-cartoon: Bro Town
    e. Fresh Meat Productions and multicultural transgender performance-San Francisco, USA
    f. Janelle Monae and Mila Jam - Black gender expansive futurities in music and film
13. Research basics
    a. Methods to identify and locate primary and secondary source material
    b. How to evaluate authenticity and accuracy of source material
    c. How to analyze data and develop a narrative explanation of the findings
    d. Critical reading and writing

Methods of Instruction:

1. Audio-visual Activity - Students will watch and discuss audiovisual media
2. Critique - Students will critiques various theories and concepts
3. Discussion - Students will discuss critical topics related to course content
4. Guest Lecturers - Transgender guest speakers will be invited to speak in class.
5. Lecture - Interactive lecture activities will be offered
6. Student Presentations - Students will have the opportunity to research and present on course content
7. A variety of methods of instruction will be used to support learning for all students in the course.

Typical Assignments

A. Project:
Working in a team of 2-3 students research and create a presentation about a gender diverse group of people. This presentation could include informationsuch as history of the group, legal recognition, coming our pcoesses, family acceptance, prejudice/discrimination experienced, roles taken in society, and stories of people belonging to this group.

B. Writing:
Discuss the experineces of transgender people looking to transition.

    1. What are the social aspects of transitioning for transgedner people? Consider appearance, name changes, pronoun usage, reactions by family, friends, and the general public.
    2. What are the legal aspects of transitioning for transgedner people? Consider aspects such as identity and name changes, access to legal protections, marriage/civil partnerships, and adoption.
    3. What are the medical aspects of transitioning for transgender people? This should include both hormonal and surgical options.

C. Reading:
Read Chapter 4: The Difficult Times from Transgender History (S. Stryker)

Methods of Evaluating Student Progress

A. Quizzes
    1. Weekly
B. Exams/Tests
    1. Two times/semester
C. Research Projects
    1. Two times/semester
D. Class Participation
    1. Weekly
E. Home Work
    1. Weekly
F. Oral Presentation
    1. Two times/semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Explain the social, economic, political, intellectual, and cultural contributions of gender diverse people of the past and present.
B. Explain how gender identity combines with nationality, race and ethnicity, religion, social class, and physical ability to shape the experiences of LGBTQ+ individuals.
C. Compare and contrast the key methodologies utilized in LGBTQ+ studies.
D. Synthesize the relationships between epistemological frameworks used in LGBTQ+ studies and those used in other areas (i.e. Queer Theory, Feminist Theory, and Critical Theory).

Textbooks (Typical):

Textbook:

1. Laura Erickson-Schroth *Trans bodies, trans selves: A resource by and for transgender communities.* 2nd ed., Oxford University Press, 2022.
2. Peggy Gillespie *Authentic selves: Celebrating trans and nonbinary people and their families.* 1st ed., Skinner House Books, 2023.
3. Jack Turban *Free to Be: Understanding Kids & Gender Identity.* 1st ed., Atria Books, 2024.
4. Eric Yarbrough *Transgender Mental Health.*, American Psychological Association, 2018.
5. Ardel Haefele-Thomas *Introduction to Transgender Studies.* 1st ed., Harrington Park Press, LLC, 2019.
6. Susan Stryker *Transgender History: The Roots of Today's Revolution.* 2nd ed., Seal Press, 2017.

LAS POSITAS COLLEGE

Course Outline for Noncredit Business 215
Workforce Power Skills
Effective: Fall 2025

Catalog Description:

NBUS 215 - Workforce Power Skills
24 Hours

This course helps students develop and practice the power skills that they need every day to be effective and stay competitive in today's workforce. These power skills include, but not limited to, problem-solving, communication, collaboration, leadership, and wellness. When combined with industry knowledge and behaviors, mastery of power skills results in higher levels of individual performance and growth. This course is highly recommended for students who are currently in the workforce.

Course Grading: Pass/No Pass

Total Lecture Hours	8
Total Inside of Class Hours	8
Total Outside of Class Hours	16
Total Noncredit Hours	24

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

A. When working with clients or customers, makes decisions based on client or customer needs and points of view, and ask how satisfied they are with the outcome.
B. Look at the bigger picture of the work situation when solving problems.
C. Share leadership by gathering ideas and using the skills of all team members.
D. Communicate clearly using verbal and nonverbal communication, as well attentive listening.

Course Content:

Workforce Power Skills

1. Adaptability

    1. What is it?
    2. Importance of adaptability in the workplace
    3. Technology's impact in the world of work & the importance of adapting to the changes
    4. Stepping out of your comfort zone
    5. Other adaptability topics
2. Resilience and Growth Mindset
    1. Your "why?"
    2. Importance of resilience in the workplace
    3. Things resilient people do
    4. Developing and embracing a growth mindset
    5. Fixed vs Growth Mindset
    6. Other resilience and growth mindset topics
3. Problem-Solving
    1. Troubleshooting
    2. Reframing
    3. Skills to apply to solve any problem
    4. Importance of problem-solving in the workplace
    5. Other problem-solving topics
4. Communication
    1. Examples of poor communication
    2. Verbal vs Non-Verbal Communication C. Effective communication
    3. How to become a better listener
    4. Communication styles
    5. Email etiquette in the workplace
    6. Other communication topics
5. Teamwork
    1. Teams vs Groups
    2. 5-Stage Team Building Model
    3. Reasons why effective teamwork is important in all organizations
    4. Characteristics of a strong team
    5. How to collaborate with challenging personalities
    6. Other teamwork topics
6. Leadership
    1. Leaders vs Managers
    2. Leadership traits
    3. Values and how to build them
    4. Importance of leadership in the workplace E. Transformational Leadership
    5. 5 types of power
7. Other in-demand power skills
    1. Identified & requested by industry
8. Optional
    1. Preparing for employment: resume writing, interview tips, etc.

Methods of Instruction:

1. Student Presentations - Students will complete oral and media presentations regarding course objectives.
2. Written Exercises - Students will document their conclusions based on reflection and review of course materials.
3. Discussion - Students will share their discoveries and reflections with one another.
4. Critique - Students will analyze case studies and documented real-life situations to determine the most effective responses.
5. Directed Study - Students will read course materials, sharing insights.
6. Projects - Students will complete written and oral projects and reports to demonstrate skill mastery.
7. Instructor-prepared materials

Typical Assignments

A. Other:
    1. Instructor prepared activities, worksheets, discussions, etc.
    2. Capture discoveries and reflections digitally.
    3. Create plan for next steps (i.e. goal-setting or decision making).
    4. Journaling or self-reflection essays.

Methods of Evaluating Student Progress

A. Group Projects
    1. Twice per term
B. Class Participation
    1. Weekly
C. Individual consultation with students
    1. Weekly
D. Research Projects
    1. Once per term
E. Papers
    1. Weekly
F. Projects
    1. Once per term

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Communicate clearly using verbal and nonverbal communication, as well attentive listening.
B. Share leadership by gathering ideas and using the skills of all team members.
C. Look at the bigger picture of the work situation when solving problems.
D. When working with clients or customers, makes decisions based on client or customer needs and points of view, and ask how satisfied they are with the outcome.

Textbooks (Typical):

Textbook:

1. Goodheart-Wi *Soft Skills* . 2nd edition ed., Goodheart-Willcox, 2020.

Other Learning Materials:

1. Instructor prepared materials.

LAS POSITAS COLLEGE

New Course: NBUS 215 - Workforce Power Skills

Cover

Subject NBUS
Course Number 215
Course Title Workforce Power Skills
Effective Term Fall 2025
Justification for course proposal
This course will help students develop and practice new skills necessary for success in the workplace.
TOP Code 0506.30 - Management Development and Supervision*
Basic Skills Status N - Not Basic Skills
SAM Priority Code D - Possibly Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course helps students develop and practice the power skills that they need every day to be effective and stay competitive in today's workforce. These power skills include, but not limited to, problem-solving, communication, collaboration, leadership, and wellness. When combined with industry knowledge and behaviors, mastery of power skills results in higher levels of individual performance and growth. This course is highly recommended for students who are currently in the workforce.
Material fees apply to this course? No
This course is part of a new program Yes
Enter program name Emotional Intelligence in the Workplace - Certificate of Completion
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category J - Workforce Preparation
Select here if this course will have variable units No
Instructional Categories (check all that apply)
Lecture No
Min Units

Max Units
Lab No
Min Units
Max Units
Work Experience No
Min Units
Max Units
Instructional Categories (check all that apply)
Lecture Yes
Min Hours 8.000
Max Hours
Lab No
Min Hours
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Total Lecture Hours	8
Total Inside of Class Hours	8
Total Outside of Class Hours	16
Total Noncredit Hours	24

Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Vocational (short-term): Noncredit
   Interdisciplinary
   Condition

Vocational (short-term): Noncredit

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   When working with clients or customers, makes decisions based on client or customer needs and points of view, and ask how satisfied they are with the outcome.
2. **Objective Text**
   Look at the bigger picture of the work situation when solving problems.
3. **Objective Text**
   Share leadership by gathering ideas and using the skills of all team members.
4. **Objective Text**
   Communicate clearly using verbal and nonverbal communication, as well attentive listening.

Course Content

Lecture Content
Workforce Power Skills

1. Adaptability
    1. What is it?
    2. Importance of adaptability in the workplace
    3. Technology's impact in the world of work & the importance of adapting to the changes
    4. Stepping out of your comfort zone
    5. Other adaptability topics
2. Resilience and Growth Mindset
    1. Your "why?"
    2. Importance of resilience in the workplace
    3. Things resilient people do
    4. Developing and embracing a growth mindset
    5. Fixed vs Growth Mindset
    6. Other resilience and growth mindset topics
3. Problem-Solving
    1. Troubleshooting
    2. Reframing
    3. Skills to apply to solve any problem
    4. Importance of problem-solving in the workplace
    5. Other problem-solving topics
4. Communication
    1. Examples of poor communication
    2. Verbal vs Non-Verbal Communication C. Effective communication
    3. How to become a better listener
    4. Communication styles
    5. Email etiquette in the workplace
    6. Other communication topics
5. Teamwork
    1. Teams vs Groups
    2. 5-Stage Team Building Model
    3. Reasons why effective teamwork is important in all organizations
    4. Characteristics of a strong team
    5. How to collaborate with challenging personalities
    6. Other teamwork topics
6. Leadership
    1. Leaders vs Managers
    2. Leadership traits
    3. Values and how to build them
    4. Importance of leadership in the workplace E. Transformational Leadership
    5. 5 types of power
7. Other in-demand power skills
    1. Identified & requested by industry
8. Optional
    1. Preparing for employment: resume writing, interview tips, etc.

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Critique
  Comments
  Students will analyze case studies and documented real-life situations to determine the most effective responses.
- Directed Study
  Comments
  Students will read course materials, sharing insights.
- Discussion
  Comments
  Students will share their discoveries and reflections with one another.
- Projects
  Comments
  Students will complete written and oral projects and reports to demonstrate skill mastery.
- Student Presentations
  Comments
  Students will complete oral and media presentations regarding course objectives.
- Written Exercises
  Comments
  Students will document their conclusions based on reflection and review of course materials.

Other Yes

1. **Explain**
   Instructor-prepared materials

Equity Based Curriculum

- DE Course Interaction
  Address
  Instructors will engage with students on a weekly basis to ensure all students have the support they need.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Instructor prepared activities, worksheets, discussions, etc.
   2. Capture discoveries and reflections digitally.
   3. Create plan for next steps (i.e. goal-setting or decision making).
   4. Journaling or self-reflection essays.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   When working with clients or customers, makes decisions based on client or customer needs and points of view, and ask how satisfied they are with the outcome.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:
2. **Outcome Text**
   Look at the bigger picture of the work situation when solving problems.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:
3. **Outcome Text**
   Share leadership by gathering ideas and using the skills of all team members.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:
4. **Outcome Text**
   Communicate clearly using verbal and nonverbal communication, as well attentive listening.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Individual consultation with students
  Frequency

Weekly
- Research Projects
  Frequency
  Once per term
- Papers
  Frequency
  Weekly
- Projects
  Frequency
  Once per term
- Group Projects
  Frequency
  Twice per term
- Class Participation
  Frequency
  Weekly

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.
This course should be offered in Distance Education mode to allow more students to participate. This course is geared towards anyone interested in furthering their workplace skills, regardless of age, experience in industry, or location. DE is the only way to accomplish this.
Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made to offer this course in DE mode to ensure that all students that are interested in, and can benefit from, the course content can participate.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.

- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Other No
Explain
Course Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. Yes
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
Yes
A student can achieve the same goals and objectives identified in the course outline of record. Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes
The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency
As needed

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  Twice per term

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Written papers:** *Papers will be written on various topics.*
  Frequency
  Twice per term
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  Once per term
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  Once per term

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other Yes

Textbook

1. **Author(s)** Goodheart-Wi
   Title Soft Skills
   Edition 2nd edition
   Publisher Goodheart-Willcox
   ISBN-13 978-1645646457
   Year 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Classic
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

1. **Other**
   Instructor prepared materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Nystrom, Christina

Origination Date
04/03/2025

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2025

Implementation Date
04/08/2025

UC Approval Date

CSU Approval Date

Course CB Codes
CB00: State ID

CB03: TOP Code
050630 - Management Development and Supervision

CIP Code

CB04: Credit Status
N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

New Course: NBUS 216 - Career Success Through Compassion

Cover

Subject NBUS
Course Number 216
Course Title Career Success Through Compassion
Effective Term Fall 2025
Justification for course proposal
This course will help students develop and practice new skills necessary for success in the workplace.
TOP Code 0506.30 - Management Development and Supervision*
Basic Skills Status N - Not Basic Skills
SAM Priority Code D - Possibly Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course gives students the tools needed to exhibit emotional regulation in the workplace. However, these skills are applicable to every single part of life. The tools the students will add to their tool box will bring greater meaning to their relationships, at work and in their personal lives. Some skills include, but are not limited to, building compassion, resisting destructive behaviors and influences, identifying positive influences and mentors, learning from all experiences, perseverance through obstacles, and managing disappointment. This course is highly recommended for students who are currently in the workforce, or planning to join the workforce.
Material fees apply to this course? No
This course is part of a new program Yes
Enter program name Emotional Intelligence in the Workplace - Certificate of Completion
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category J - Workforce Preparation
Select here if this course will have variable units No
Instructional Categories (check all that apply)
Lecture No

Min Units
Max Units
Lab No
Min Units
Max Units
Work Experience No
Min Units
Max Units
Instructional Categories (check all that apply)
Lecture Yes
Min Hours 18.000
Max Hours
Lab No
Min Hours
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Noncredit Hours	54

Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term

Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Vocational (short-term): Noncredit
   Interdisciplinary
   Condition

Vocational (short-term): Noncredit

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   Identify personal strengths and areas of improvement, along with goals and dreams
2. **Objective Text**
   Describe ways to block out negative influences, and focus on positive influences, to ensure career goals are attained
3. **Objective Text**
   Articulate methods to forgive and move on when a friend or coworker has caused harm or pain
4. **Objective Text**
   Select trusted individuals to provide wise counsel and guidance to achieve career goals
5. **Objective Text**
   Work through obstacles, focusing on goals and milestones
6. **Objective Text**
   Use tools for emotional regulation so negative emotions don’t negatively affect the workplace

Course Content

Lecture Content

1. Personal inventory
    1. What is compassion?
    2. Building compassion relies on LIFE (Labor, Influence, Forgiveness, Experiences)
    3. Our values inform our goals which inform the way we spend time
    4. How can you use LIFE to be successful in your career and in professional relationships
2. Labor is how you use your body to achieve your goals
    1. Achieving goals requires investing time and energy
    2. "The secrets to your future are hidden in your daily routines."
    3. Addictive and destructive behaviors affect our ability to achieve our dreams
    4. Tips for managing hard times at work to grow your career
3. Culture influences your life
    1. Society, your neighborhood, your school, media, your ethnicity, and your family and background all influence and impact your life
    2. Influences can be positive and negative
    3. Ways to stay true to yourself without feeling left out or alone
    4. Ways that you can positively impact the culture at work and reject destructive behaviors that can cost you your job
4. Forgiveness begins by acknowledging that you have been hurt
    1. Forgiveness requires courage to face your pain and hurt, and find ways to let it go
    2. Forgiveness is a sign of strength – it is a way to release toxins
    3. Research has found that prolonged "un-forgiveness" makes people 500 times more likely to die before the age of 50 – people think it is a form of self-protection, but it causes harm
    4. To be successful in your career, you will need to let irritations and hurt go
5. Negative experiences don't have to destroy your life
    1. You can change your perspective and focus on the future
    2. Negative experiences can create fear, anxiety and depression
    3. Positive experiences can create joy, hope, and excitement for the future
    4. It is important to work through negative experiences at work so they do not diminish your professional potential
6. Labor requires perseverance
    1. Obstacles, difficulties, failures, and detours are part of any great achievement
    2. To be successful you must overcome, and continue working towards your goals
    3. Doing nothing gets you nothing
    4. To grow in your profession you will need to find ways to solve problems, by using your resources
    5. Build a network of people that can support you in your career
7. People influence your life
    1. People can bring hope, life and healing to help you achieve your goals
    2. People can also drain your energy, crush your spirit, and destroy your goals and dreams
    3. Find mentors at work who can lift you up, and steer clear of negative influences who want to push you down
8. Forgiveness is a process
    1. Forgiveness rids you of the pain and hurt, but you may still have the memories and loss

2. Ways to work through forgiveness
3. At work you must interact with people, even those who have hurt you, and you can find ways to manage this

9. Successful people learn from the experiences of others
    1. Learning about others' good and bad experiences will shape you
    2. They can help you achieve goals, and can help you avoid pitfalls
    3. Seek wise counsel
    4. Identify mentors at work that can teach and guide you

Lab Content
Work Experience Content

Methods of Instruction

Check all that apply:

- Directed Study
  Comments
  Students will read course materials, sharing insights.
- Discussion
  Comments
  Students will share their discoveries and reflections with one another.
- Projects
  Comments
  Students will complete a group call to action labor service project to make a difference in the community. They will also complete a personal challenge, doing something hard that will help them process life.
- Student Presentations
  Comments
  Students will complete oral and media presentations regarding course objectives.
- Written Exercises
  Comments
  Students will document their conclusions based on reflection and review of course materials.

Other No

Equity Based Curriculum

- DE Course Interaction
  Address
  Instructors will engage with students on a weekly basis to ensure all students have the support they need.
- Course Content
  Address
  Course content includes student reflection on cultural influences on life

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Instructor prepared activities, worksheets, discussions, etc.
   2. Capture discoveries and reflections digitally
   3. Create plan for next steps (i.e. goal-setting or decision making)
   4. Journaling or self-reflection essays

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Identify personal strengths and areas of improvement, along with goals and dreams.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Describe ways to block out negative influences, and focus on positive influences, to ensure career goals are attained.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Articulate methods to forgive and move on when a friend or coworker has caused harm or pain
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. **Outcome Text**
   Select trusted individuals to provide wise counsel and guidance to achieve career goals.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

5. **Outcome Text**
   Work through obstacles, focusing on goals and milestones.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Interpret Influences: Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

6. **Outcome Text**
   Use tools for emotional regulation so negative emotions don't negatively affect the workplace.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Demonstrate ethical, legal, and safe practices when using technology
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Individual consultation with students
  Frequency
  Weekly
- Papers
  Frequency
  Weekly
- Projects
  Frequency
  Once per term
- Class Participation
  Frequency

Weekly

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

•This course should be offered in hybrid/partially online mode to allow a greater variety of students to participate. This course is geared towards anyone interested in furthering their workplace skills, regardless of age, experience in industry, or location.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made to offer this course in a partially online mode to ensure that all students that are interested in, and can benefit from, the course content can participate.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Other No

Explain

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
Yes
The same assessments and level of student accountability can be achieved. Yes
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  As needed

Student-Student Interaction
Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency
Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Written papers:** *Papers will be written on various topics.*
  Frequency
  Twice per term
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  Once per term
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  Once per term

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other Yes
Textbook

1. **Author(s)** Goodheart-Willcox
   Title Soft Skills for the Workplace
   Edition 2nd
   Publisher Goodheart-Willcox
   ISBN-13 978-1645646457
   Year 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent edition
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

1. **Other**
   Instructor prepared materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Nystrom, Christina

Origination Date
04/03/2025

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2025

Implementation Date
04/08/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code
050630 - Management Development and Supervision

CIP Code

CB04: Credit Status
N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
D - Possibly Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
J - Workforce Preparation

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Noncredit Business 216
Career Success Through Compassion
Effective: Fall 2025

Catalog Description:

NBUS 216 - Career Success Through Compassion
54 Hours

This course gives students the tools needed to exhibit emotional regulation in the workplace. However, these skills are applicable to every single part of life. The tools the students will add to their tool box will bring greater meaning to their relationships, at work and in their personal lives. Some skills include, but are not limited to, building compassion, resisting destructive behaviors and influences, identifying positive influences and mentors, learning from all experiences, perseverance through obstacles, and managing disappointment. This course is highly recommended for students who are currently in the workforce, or planning to join the workforce.

Course Grading: Pass/No Pass

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Noncredit Hours	54

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

A. Identify personal strengths and areas of improvement, along with goals and dreams
B. Describe ways to block out negative influences, and focus on positive influences, to ensure career goals are attained
C. Articulate methods to forgive and move on when a friend or coworker has caused harm or pain
D. Select trusted individuals to provide wise counsel and guidance to achieve career goals
E. Work through obstacles, focusing on goals and milestones
F. Use tools for emotional regulation so negative emotions don’t negatively affect the workplace

Course Content:

1. Personal inventory
    1. What is compassion?
    2. Building compassion relies on LIFE (Labor, Influence, Forgiveness, Experiences)
    3. Our values inform our goals which inform the way we spend time
    4. How can you use LIFE to be successful in your career and in professional relationships
2. Labor is how you use your body to achieve your goals
    1. Achieving goals requires investing time and energy
    2. "The secrets to your future are hidden in your daily routines."
    3. Addictive and destructive behaviors affect our ability to achieve our dreams
    4. Tips for managing hard times at work to grow your career
3. Culture influences your life
    1. Society, your neighborhood, your school, media, your ethnicity, and your family and background all influence and impact your life
    2. Influences can be positive and negative
    3. Ways to stay true to yourself without feeling left out or alone
    4. Ways that you can positively impact the culture at work and reject destructive behaviors that can cost you your job
4. Forgiveness begins by acknowledging that you have been hurt
    1. Forgiveness requires courage to face your pain and hurt, and find ways to let it go
    2. Forgiveness is a sign of strength – it is a way to release toxins
    3. Research has found that prolonged "un-forgiveness" makes people 500 times more likely to die before the age of 50 – people think it is a form of self-protection, but it causes harm
    4. To be successful in your career, you will need to let irritations and hurt go
5. Negative experiences don't have to destroy your life
    1. You can change your perspective and focus on the future
    2. Negative experiences can create fear, anxiety and depression
    3. Positive experiences can create joy, hope, and excitement for the future
    4. It is important to work through negative experiences at work so they do not diminish your professional potential
6. Labor requires perseverance
    1. Obstacles, difficulties, failures, and detours are part of any great achievement
    2. To be successful you must overcome, and continue working towards your goals
    3. Doing nothing gets you nothing
    4. To grow in your profession you will need to find ways to solve problems, by using your resources
    5. Build a network of people that can support you in your career
7. People influence your life
    1. People can bring hope, life and healing to help you achieve your goals
    2. People can also drain your energy, crush your spirit, and destroy your goals and dreams
    3. Find mentors at work who can lift you up, and steer clear of negative influences who want to push you down
8. Forgiveness is a process
    1. Forgiveness rids you of the pain and hurt, but you may still have the memories and loss

2. Ways to work through forgiveness
3. At work you must interact with people, even those who have hurt you, and you can find ways to manage this

9. Successful people learn from the experiences of others
    1. Learning about others' good and bad experiences will shape you
    2. They can help you achieve goals, and can help you avoid pitfalls
    3. Seek wise counsel
    4. Identify mentors at work that can teach and guide you

Methods of Instruction:

1. Student Presentations - Students will complete oral and media presentations regarding course objectives.
2. Written Exercises - Students will document their conclusions based on reflection and review of course materials.
3. Discussion - Students will share their discoveries and reflections with one another.
4. Directed Study - Students will read course materials, sharing insights.
5. Projects - Students will complete a group call to action labor service project to make a difference in the community. They will also complete a personal challenge, doing something hard that will help them process life.

Typical Assignments

A. Other:
    1. Instructor prepared activities, worksheets, discussions, etc.
    2. Capture discoveries and reflections digitally
    3. Create plan for next steps (i.e. goal-setting or decision making)
    4. Journaling or self-reflection essays

Methods of Evaluating Student Progress

A. Individual consultation with students
    1. Weekly
B. Class Participation
    1. Weekly
C. Papers
    1. Weekly
D. Projects
    1. Once per term

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Identify personal strengths and areas of improvement, along with goals and dreams.
B. Describe ways to block out negative influences, and focus on positive influences, to ensure career goals are attained.

C. Articulate methods to forgive and move on when a friend or coworker has caused harm or pain
D. Select trusted individuals to provide wise counsel and guidance to achieve career goals.
E. Work through obstacles, focusing on goals and milestones.
F. Use tools for emotional regulation so negative emotions don't negatively affect the workplace.

Textbooks (Typical):

Textbook:

1. Goodheart-Willcox *Soft Skills for the Workplace* . 2nd ed., Goodheart-Willcox , 2020.

Other Learning Materials:

1. Instructor prepared materials.

LAS POSITAS COLLEGE

New Course: NMUS 145 - Piano Technology for Older Adults

Cover

Subject NMUS
Course Number 145
Course Title Piano Technology for Older Adults
Effective Term Fall 2026
Justification for course proposal
Older adults benefit from the mental and physical challenge of learning how to tune, maintain, regulate, and voice pianos. This is also a career that can be maintained well into later adulthood.
TOP Code 0962.00 - Musical Instrument Repair*
Basic Skills Status N - Not Basic Skills
SAM Priority Code C - Clearly Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course introduces older adult students to Piano Tuning, Repair, Voicing, and Regulation in an immersive, hands-on program in which students will apply techniques on LPC pianos. Topics include tuning, pitch raising, voicing, string repair, key easing, re-bushing, upright and grand piano action regulation, common repairs such as repairing broken parts, re-shaping hammers, reconditioning and limited rebuilding of piano actions.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category H - Courses for Older Adults: Education programs for older adults
Select here if this course will have variable units No
Instructional Categories (check all that apply)

Lecture No
Min Units
Max Units 0.000
Lab No
Min Units
Max Units 0.000
Work Experience No
Min Units 0.000
Max Units 0.000
Instructional Categories (check all that apply)
Lecture Yes
Min Hours 18.000
Max Hours
Lab Yes
Min Hours 54.000
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Total Lecture Hours	18
Total Lab Hours	54
Total Inside of Class Hours	72
Total Outside of Class Hours	36
Total Noncredit Hours	108

Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Optional

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Musical Instrument Repair
   Interdisciplinary
   Condition

Musical Instrument Repair

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Recognize basics about piano history, design, manufacturing, and materials
2. **Group Title** Apply tuning theory such as beats, tempered intervals, and intervals used in tuning a piano
3. **Group Title** Employ a variety of methods of tuning the whole piano
4. **Group Title** Illustrate common repair techniques for broken strings and other frequently broken and damaged parts
5. **Group Title** Articulate action parts nomenclature and function
6. **Group Title** Demonstrate regulation of both grand and upright pianos
7. **Group Title** Develop materials which can be utilized in the business of piano service
8. **Group Title** Voice a piano to achieve a variety of different sonic properties.
9. **Group Title** Adjust and repair dampers

Course Content

Lecture Content
Lectures will focus on piano technology concepts such as piano tuning in equal temperament, piano regulation and voicing, piano repair, the history of the piano, the mechanics of the piano, and how one makes a career in piano technology.

Lab Content
Labs will involve students working hands-on on the LPC fleet of pianos - both uprights and grands. Students will learn how to tune, maintain, repair, regulate, and voice pianos using industry-standard tools and technology.

Work Experience Content

Methods of Instruction

Check all that apply:

- Demonstration
  Comments
  Regular demonstration of common piano technology skills.
- Field Trips
  Comments
  Occasional field trips to piano shops, different pianos on campus, performance spaces, etc.
- Guest Lecturers
  Comments
  Occasional guest lectures by distinguished piano technicians with a variety of niche skills.
- Individualized Instruction
  Comments
  Students will get one-on-one faculty help as they work on pianos in the LPC fleet.
- Lab
  Comments
  Hands-on work on pianos, action models, tools, etc.
- Lecture
  Comments
  Daily lecture on a variety of relevant topics.
- Projects
  Comments
  Students will be given weekly projects that are related to piano technology.
- Research
  Comments
  Students will use the internet to research topics such as piano repair, tunings, voicing, regulation, history, and career development.
- Student Presentations
  Comments
  Students will present research findings in class.

Other No

Equity Based Curriculum

- Other Materials Required of Students
  Address
  Access to expensive pianos and other equipment will be provided to all students regardless of background.

Typical Assignments

Typical Assignments

1. **Assignment Type** Research
   Add Assignment
   Research a piano technology topic. Synthesize findings into a 15 minute presentation and deliver the presentation to the class.

2. **Assignment Type** Laboratory
   Add Assignment
   1. Tune an upright piano in equal temperament using industry standard tools and technology in a reasonable amount of time.
   2. Repair a broken string of a grand piano.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Tune upright and grand pianos at a basic level using industry standard equipment.

   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Make basic repairs to upright and grand pianos.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Voice a piano at a basic level.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  2 per semester
- Quizzes
  Frequency
  4-6 per semester
- Research Projects
  Frequency
  1-2 per semester
- Projects
  Frequency
  1-2 per semester
- Class Participation
  Frequency
  Weekly
- Home Work
  Frequency
  Weekly practice using dedicated practice room piano.
- Lab Activities
  Frequency
  Weekly

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? No
Curriculum Committee Approval Date
Effective Term
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.
Explain how the decision was made to offer this course in a Distance Education mode.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

Other No
Explain
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No
Explain
Course Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. No
The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
No
A student can achieve the same goals and objectives identified in the course outline of record. No

The same assignments in the course outline of record can be completed by the student and graded by the instructor.
No
The same assessments and level of student accountability can be achieved. No
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

Student-Student Interaction
Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

Student-Content Interaction
All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Joan Jandres

Title Piano Tuning Guide: The Complete Guide To Piano Tuning For Beginners
Edition Kindle Edition
Publisher Kindle
ISBN-13
Year 2022
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

2. **Author(s)** Arthur A. Reblitz
Title Piano Servicing, Tuning, and Rebuilding: A Guide for the Professional, Student, and Hobbyist
Edition 3rd
Publisher Rowman & Littlefield Publishers
ISBN-13
Year 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No
3. **Author(s)** Jerry Cree Fischer
Title Piano Tuning, Regulating And Repairing
Edition 1st
Publisher Legare Street Press
ISBN-13
Year 2022
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
Entry level piano tuning tools and software are recommended, but may be supplied by the college if resources are available.

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Marschak, Daniel

Origination Date
02/28/2025

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

- Board of Trustees
  01/16/2024
- State Approval
  02/09/2024

- CC Approval

  10/16/2023

Instructional Services

Effective Term Fall 2026

Implementation Date

02/28/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000642904

CB03: TOP Code

096200 - Musical Instrument Repair

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

H - Courses for Older Adults: Education programs for older adults

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Noncredit Music 145
Piano Technology for Older Adults

Effective: Fall 2026

Catalog Description:

NMUS 145 - Piano Technology for Older Adults
108 Hours

This course introduces older adult students to Piano Tuning, Repair, Voicing, and Regulation in an immersive, hands-on program in which students will apply techniques on LPC pianos. Topics include tuning, pitch raising, voicing, string repair, key easing, re-bushing, upright and grand piano action regulation, common repairs such as repairing broken parts, re-shaping hammers, reconditioning and limited rebuilding of piano actions.

Course Grading: Optional

Total Lecture Hours	18
Total Lab Hours	54
Total Inside of Class Hours	72
Total Outside of Class Hours	36
Total Noncredit Hours	108

Discipline:

Musical Instrument Repair

Course Objectives:

Upon completion of this course, the student should be able to:

A. Recognize basics about piano history, design, manufacturing, and materials
B. Apply tuning theory such as beats, tempered intervals, and intervals used in tuning a piano
C. Employ a variety of methods of tuning the whole piano
D. Illustrate common repair techniques for broken strings and other frequently broken and damaged parts
E. Articulate action parts nomenclature and function
F. Demonstrate regulation of both grand and upright pianos
G. Develop materials which can be utilized in the business of piano service
H. Voice a piano to achieve a variety of different sonic properties.
I. Adjust and repair dampers

Course Content:

Lab:
Labs will involve students working hands-on on the LPC fleet of pianos - both uprights and grands. Students will learn how to tune, maintain, repair, regulate, and voice pianos using industry-standard tools and technology.

Lecture:
Lectures will focus on piano technology concepts such as piano tuning in equal temperament, piano regulation and voicing, piano repair, the history of the piano, the mechanics of the piano, and how one makes a career in piano technology.

Methods of Instruction:

1. Lecture - Daily lecture on a variety of relevant topics.
2. Demonstration - Regular demonstration of common piano technology skills.
3. Field Trips - Occasional field trips to piano shops, different pianos on campus, performance spaces, etc.
4. Lab - Hands-on work on pianos, action models, tools, etc.
5. Guest Lecturers - Occasional guest lectures by distinguished piano technicians with a variety of niche skills.
6. Research - Students will use the internet to research topics such as piano repair, tunings, voicing, regulation, history, and career development.
7. Student Presentations - Students will present research findings in class.
8. Projects - Students will be given weekly projects that are related to piano technology.
9. Individualized Instruction - Students will get one-on-one faculty help as they work on pianos in the LPC fleet.

Typical Assignments

A. Research:
   Research a piano technology topic. Synthesize findings into a 15 minute presentation and deliver the presentation to the class.

B. Laboratory:
   1. Tune an upright piano in equal temperament using industry standard tools and technology in a reasonable amount of time.
   2. Repair a broken string of a grand piano.

Methods of Evaluating Student Progress

A. Exams/Tests
   1. 2 per semester
B. Research Projects
   1. 1-2 per semester
C. Projects
   1. 1-2 per semester

D. Class Participation
    1. Weekly
E. Home Work
    1. Weekly practice using dedicated practice room piano.
F. Lab Activities
    1. Weekly
G. Quizzes
    1. 4-6 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Tune upright and grand pianos at a basic level using industry standard equipment.
B. Make basic repairs to upright and grand pianos.
C. Voice a piano at a basic level.

Textbooks (Typical):

Textbook:

1. Joan Jandres *Piano Tuning Guide: The Complete Guide To Piano Tuning For Beginners*. Kindle Edition ed., Kindle, 2022.
2. Arthur A. Reblitz *Piano Servicing, Tuning, and Rebuilding: A Guide for the Professional, Student, and Hobbyist*. 3rd ed., Rowman & Littlefield Publishers, 2019.
3. Jerry Cree Fischer *Piano Tuning, Regulating And Repairing*. 1st ed., Legare Street Press, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Entry level piano tuning tools and software are recommended, but may be supplied by the college if resources are available. .

LAS POSITAS COLLEGE

New Course: NTHE 247 - Performance in Play Production For Older Adults

Cover

Subject NTHE
Course Number 247
Course Title Performance in Play Production For Older Adults
Effective Term Fall 2026
Justification for course proposal
This course is for the study, rehearsal, and public performance of the selected theatrical work for the older adult, with a continued emphasis on the development of skills needed to perform within a production.
TOP Code 1007.00 - Dramatic Arts
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course is for the study, rehearsal, and public performance of the selected theatrical work for the older adult, with a continued emphasis on the development of skills needed to perform within a production. On stage participation in cast of scheduled main stage production. Participation by audition only.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

1. **Family** Theater Non-musical Theater
   Family Description

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category H - Courses for Older Adults: Education programs for older adults
Select here if this course will have variable units No

Instructional Categories (check all that apply)
Lecture No
Min Units
Max Units 0.000
Lab No
Min Units
Max Units 0.000
Work Experience No
Min Units 0.000
Max Units 0.000
Instructional Categories (check all that apply)
Lecture Yes
Min Hours 18.000
Max Hours
Lab Yes
Min Hours 108.000
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Total Lecture Hours	18
Total Lab Hours	108
Total Inside of Class Hours	126
Total Outside of Class Hours	36
Total Noncredit Hours	162

Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Drama/Theater Arts
   Interdisciplinary
   Condition

Drama/Theater Arts

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Evaluate and analyze a script for rehearsal and performance.
2. **Group Title** Create and dramatize the behavioral life of a character in rehearsal and performance.
3. **Group Title** Demonstrate a strong work ethic within a professional framework of collaboration.
4. **Group Title** Apply basic skills and methods to performing a role on stage.
5. **Group Title** Use and maintain basic production elements such as props, costumes, and furniture to create the world of a chosen play.
6. **Group Title** Recognize and demonstrate their collaborative responsibilities with the director and designers in rehearsal and in performance.

Course Content

Lecture Content

1. Rehearsal and performance protocol and procedures for the older adult
    1. The actor's responsibilities
2. Evaluation of the historical and thematic elements of the play
    1. The author's intentions
    2. The political, social, philosophical and moral agenda of the play
    3. Interpretation and evaluation of the historical circumstances
3. Actor's script evaluation
    1. Scoring the role
    2. Exploration and creation of prior circumstances
    3. Creation of the time and place obligations for the script
    4. Identification and evaluation of character obligation
4. Acting skill approaches
    1. Relationship work with the other actors
    2. Creation of the behavioral life of the character
    3. Preparations for investing in the emotional life of the role
    4. Outlining the needs and pursuits of the character
5. Staging
    1. Working with the director
    2. Justifying physical action
    3. Creation of character behavior
    4. Use of props, costumes and scenery elements
6. Integration of production elements with performance
    1. Props
    2. Scenery
    3. Lighting/sound
    4. Costumes

Lab Content

1. Rehearsal
    1. Use of given circumstances to justify dialog
    2. Use of voice with projection and clarity of speech
    3. Creative collaboration with other actors
2. Performance
    1. Justification of play's action and dialog
    2. Vocal performance
    3. Dynamics of dialog and behavior
    4. Warm-ups and preparations
    5. Responsible collaboration and performance standards, as an older adult, in a mentorship oriented manner

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Observation and discussion of previous production, analysis of production history of the musical
- Individualized Instruction
  Comments
  Feedback and instruction given by choreographer/director/vocal coach
- Lab
  Comments
  Rehearsal and Performance
- Student Presentations
  Comments
  Public performance of a musical

Other Yes

1. **Explain**
   Individual study, research and creative work by the each actor
2. **Explain**
   Group rehearsals with various cast members
3. **Explain**
   Continued supervision, feedback and coaching during the performance period

Equity Based Curriculum

- Course Content
  Address
  Plays from a wide variety of authorship and cast representation to lift up diversity regardless of race, ethnicity, gender, sexuality, socio-economic status, or disability.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment
   1. Write a character analysis, including biography, social background, physical characteristics, inner life, creating a score and objectives.

2. **Assignment Type** Other
   Add Assignment
   1. Prepare for “off book” rehearsals; learn all lines and cues through outside preparation in time for the first off book rehearsal, when no scripts are allowed on stage.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

Apply physical and vocal techniques in rehearsal and performance.
This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Identify and explain the responsibilities of an actor in a play.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:
3. **Outcome Text**
   Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:
4. **Outcome Text**
   Research, describe and evaluate the historical and literary elements of a play.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:
5. **Outcome Text**
   Score an acting scene, describing beats of action, objectives, obstacles and tactics, and emotional shifts.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:
6. **Outcome Text**
   Work constructively with fellow actors and with staff in a theatrical production.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation
   Subject
   Requisite Course
   Non Course Requirements
   Enrollment by audition only
   Min Grade
   Comments
   Requisite Validation CCN/C-ID Requirement
   Skills Analysis
   Requisite Course Objective(s)

Catalog View Enrollment Limitation: Enrollment by audition only.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Papers
  Frequency
  1 per semester
- Class Participation
  Frequency
  daily
- Home Work
  Frequency
  daily
- Class Performance
  Frequency
  weekly
- Final Public Performance
  Frequency
  6-8 per semester

Other Yes
Please Explain

If chosen, possible participation and competition in the American College Theater Festival

Distance Education

Does (or will) this course have a DE component? No
Curriculum Committee Approval Date
Effective Term
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.
I have consulted with my Dean regarding the creation of a DE addendum for this course.
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.
Explain how the decision was made to offer this course in a Distance Education mode.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

-

Other No
Explain
Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

-

Other No
Explain
Course Objectives Compared to a Tractional Course:
Check all that apply to this Distance Education course proposal:
The same standards of course quality identified in the course outline of record can be applied. No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
No
A student can achieve the same goals and objectives identified in the course outline of record. No
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
No
The same assessments and level of student accountability can be achieved. No
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

Student-Student Interaction
Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

Student-Content Interaction
All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No

Software No
Other No
Textbook

1. **Author(s)** David Rotenberg
   Title Act: The Modern Actor's Handbook
   Edition
   Publisher Simon & Shuster
   ISBN-13
   Year 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** Norman B Schwartz
   Title Acting Now: A New Approach to the Old Techniques
   Edition
   Publisher Cresting Wave Publishing
   ISBN-13
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** Professor Michael Chekhov
   Title To The Actor: On the Technique of Acting
   Edition 1st
   Publisher Sanage Publishing House LLP
   ISBN-13
   Year 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Students may be required to bring special shoes, rehearsal skirts and jackets, as well as a theatrical make up kit

Library

Sufficient Resources Yes
Additional Resources Needed

New Databases Needed
Other

General Education/Transfer Request

This course has a GE component No
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File
Transfer Model Curriculum

Codes and Dates

Course Codes

Originator Lish, Titian

Origination Date
03/31/2025

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

- Board of Trustees

  01/17/2023
- State Approval

  04/10/2023
- CC Approval

  11/07/2022

Instructional Services

Effective Term Fall 2026

Implementation Date
04/04/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID
CCC000560355

CB03: TOP Code
100700 - Dramatic Arts

CIP Code

CB04: Credit Status
N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status
N - Course is not a special class.

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
H - Courses for Older Adults: Education programs for older adults

CB23: Funding Agency Category
Y - Not Applicable (funding not used to develop course)

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Outline for Noncredit Theater Arts 247
Performance in Play Production For Older Adults

Effective: Fall 2026

Catalog Description:

NTHE 247 - Performance in Play Production For Older Adults
162 Hours

This course is for the study, rehearsal, and public performance of the selected theatrical work for the older adult, with a continued emphasis on the development of skills needed to perform within a production. On stage participation in cast of scheduled main stage production. Participation by audition only.

Enrollment Limitation: Enrollment by audition only.

Course Grading: Pass/No Pass

Total Lecture Hours	18
Total Lab Hours	108
Total Inside of Class Hours	126
Total Outside of Class Hours	36
Total Noncredit Hours	162

Discipline:

Drama/Theater Arts

Course Objectives:

Upon completion of this course, the student should be able to:

A. Evaluate and analyze a script for rehearsal and performance.
B. Create and dramatize the behavioral life of a character in rehearsal and performance.
C. Demonstrate a strong work ethic within a professional framework of collaboration.
D. Apply basic skills and methods to performing a role on stage.
E. Use and maintain basic production elements such as props, costumes, and furniture to create the world of a chosen play.
F. Recognize and demonstrate their collaborative responsibilities with the director and designers in rehearsal and in performance.

Course Content:

Lab:

1. Rehearsal
    1. Use of given circumstances to justify dialog
    2. Use of voice with projection and clarity of speech
    3. Creative collaboration with other actors
2. Performance
    1. Justification of play's action and dialog
    2. Vocal performance
    3. Dynamics of dialog and behavior
    4. Warm-ups and preparations
    5. Responsible collaboration and performance standards, as an older adult, in a mentorship oriented manner

Lecture:

1. Rehearsal and performance protocol and procedures for the older adult
    1. The actor's responsibilities
2. Evaluation of the historical and thematic elements of the play
    1. The author's intentions
    2. The political, social, philosophical and moral agenda of the play
    3. Interpretation and evaluation of the historical circumstances
3. Actor's script evaluation
    1. Scoring the role
    2. Exploration and creation of prior circumstances
    3. Creation of the time and place obligations for the script
    4. Identification and evaluation of character obligation
4. Acting skill approaches
    1. Relationship work with the other actors
    2. Creation of the behavioral life of the character
    3. Preparations for investing in the emotional life of the role
    4. Outlining the needs and pursuits of the character
5. Staging
    1. Working with the director
    2. Justifying physical action
    3. Creation of character behavior
    4. Use of props, costumes and scenery elements
6. Integration of production elements with performance
    1. Props
    2. Scenery
    3. Lighting/sound
    4. Costumes

Methods of Instruction:

1. Audio-visual Activity - Observation and discussion of previous production, analysis of production history of the musical
2. Individualized Instruction - Feedback and instruction given by choreographer/director/vocal coach
3. Student Presentations - Public performance of a musical
4. Lab - Rehearsal and Performance
5. Individual study, research and creative work by the each actor
6. Group rehearsals with various cast members
7. Continued supervision, feedback and coaching during the performance period

Typical Assignments

A. Writing:
    1. Write a character analysis, including biography, social background, physical characteristics, inner life, creating a score and objectives.
B. Other:
    1. Prepare for "off book" rehearsals; learn all lines and cues through outside preparation in time for the first off book rehearsal, when no scripts are allowed on stage.

Methods of Evaluating Student Progress

A. Papers
    1. 1 per semester
B. Class Participation
    1. daily
C. Home Work
    1. daily
D. Class Performance
    1. weekly
E. Final Public Performance
    1. 6-8 per semester
F. If chosen, possible participation and competition in the American College Theater Festival

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Apply physical and vocal techniques in rehearsal and performance.
B. Identify and explain the responsibilities of an actor in a play.
C. Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play.
D. Research, describe and evaluate the historical and literary elements of a play.
E. Score an acting scene, describing beats of action, objectives, obstacles and tactics, and emotional shifts.
F. Work constructively with fellow actors and with staff in a theatrical production.

Textbooks (Typical):

Textbook:

1. David Rotenberg *Act: The Modern Actor's Handbook.*, Simon & Shuster, 2023.

2. Norman B Schwartz *Acting Now: A New Approach to the Old Techniques.*, Cresting Wave Publishing, 2022.
3. Professor Michael Chekhov *To The Actor: On the Technique of Acting.* 1st ed., Sanage Publishing House LLP, 2023.

Other Materials Required of Students

Other Materials Required of Students:

1. Students may be required to bring special shoes, rehearsal skirts and jackets, as well as a theatrical make up kit.

LAS POSITAS COLLEGE

New Course: NTHE 257 - Performance in Musical Productions for Older Adults

Cover

Subject NTHE
Course Number 257
Course Title Performance in Musical Productions for Older Adults
Effective Term Fall 2026
Justification for course proposal
This course is for the study, rehearsal, and public performance of the selected theatrical work for the older adult, with a continued emphasis on the development of skills needed to perform within a production.
TOP Code 1007.00 - Dramatic Arts
Basic Skills Status N - Not Basic Skills
SAM Priority Code E - Non-Occupational
Prior Transfer Level Y - Not applicable
Catalog Description
This course is for the study, rehearsal, and public performance of the selected musical work for the older adult, with a continued emphasis on the development of skills needed to perform within a production. On stage participation in cast of scheduled main stage musical.
Material fees apply to this course? No
This course is part of a new program No
Enter program name
This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

1. **Family** Theater Musical Theater
   Family Description

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

1. **Course** 0 0

Units/Hours

CB04: Credit Status N - Non Credit
CB22: Non Credit Course Category H - Courses for Older Adults: Education programs for older adults
Select here if this course will have variable units No

Instructional Categories (check all that apply)
Lecture No
Min Units
Max Units 0.000
Lab No
Min Units
Max Units 0.000
Work Experience No
Min Units 0.000
Max Units 0.000
Instructional Categories (check all that apply)
Lecture Yes
Min Hours 18.000
Max Hours
Lab Yes
Min Hours 108.000
Max Hours
Work Experience No
Min Hours
Max Hours
No Unit Value Lab No
TOTALS
Calculations

Total Lecture Hours	18
Total Lab Hours	108
Total Inside of Class Hours	126
Total Outside of Class Hours	36
Total Noncredit Hours	162

Number of times a course can be taken for credit.
Justification for Repeatability
Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing
Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Drama/Theater Arts
   Interdisciplinary
   Condition

Drama/Theater Arts

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Evaluate and analyze a libretto and vocal score for rehearsal and musical performance
2. **Group Title** Create and dramatize the behavioral life of a character in rehearsal and musical theater performance
3. **Group Title** Apply basic skills and methods to performing a role on stage in a musical, using characterization, singing technique and/or dance
4. **Group Title** Use and maintain basic production elements such as props, costumes, and furniture to create the world of a chosen musical
5. **Group Title** Recognize and demonstrate their collaborative responsibilities with the director, musical director, choreographer, and designers in rehearsal and in performance
6. **Group Title** Demonstrate a strong work ethic within a professional framework of collaboration

Course Content

Lecture Content

1. Rehearsal and performance protocol and procedures, for the older adult
    1. The actor’s responsibilities
    2. The director’s responsibilities
    3. Production staff responsibilities
    4. The choreographer's responsibilities
    5. The musical director's responsibilities
2. Evaluation of the thematic elements of the musical
    1. The author’s/composers intentions
    2. The political, social, philosophical and moral agenda of the musical
    3. Interpretation and evaluation of the historical circumstances
3. Actor’s libretto evaluation
    1. Scoring the role
    2. Exploration and creation of prior circumstances
    3. Creation of the time and place obligations for the libretto
    4. Identification and evaluation of character obligation
4. Acting skill approaches
    1. Relationship work with the other actors
    2. Creation of the behavioral life of the character
    3. Preparations for investing in the emotional life of the role
    4. Outlining the needs and pursuits of the character
5. Staging
    1. Working with the director/musical director/choreographer
    2. Justifying physical action
    3. Creation of character behavior
    4. Use of props, costumes and scenery elements
    5. Use of music, dance, and staging
6. Rehearsal
    1. Use of given circumstances to justify dialogue
    2. Use of voice with projection and clarity of song/speech
    3. Creative collaboration with other actors, in a mentorship or professional example manner as an older adult
    4. Use of body in movement and dance as determined by the choreographer
7. Integration of production elements with performance
    1. Props
    2. Scenery
    3. Lighting/sound
    4. Costumes
8. Performance
    1. Justification of musical's action and dialogue
    2. Vocal performance
    3. Dance/Movement Performance
    4. Dynamics of dialogue and behavior

5. Warm-ups and preparations
6. Responsible collaboration and performance standards, in a mentorship or professional example manner as an older adult

Lab Content

1. Rehearsal
    1. Use of given circumstances to justify dialog
    2. Use of voice with projection and clarity of speech
    3. Creative collaboration with other actors, in a mentorship or professional example manner as an older adult
2. Performance
    1. Justification of play's action and dialog
    2. Vocal performance
    3. Dynamics of dialog and behavior
    4. Warm-ups and preparations
    5. Responsible collaboration and performance standards

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Observation and discussion of previous production, analysis of production history of the musical. Will use musicals from a wide variety of authorship and cast representation to lift up diversity including race, ethnicity, gender, sexuality, socio-economic status, or disability.
- Individualized Instruction
  Comments
  Feedback and instruction given by choreographer/director/vocal coach.
- Student Presentations
  Comments
  Public performance of a musical

Other Yes

1. **Explain**
   Individual study, research and creative work by the each actor
2. **Explain**
   Group rehearsals with various cast members
3. **Explain**
   Continued supervision, feedback and coaching during the performance period

Equity Based Curriculum

- Methods of Instruction
  Address

Will use musicals from a wide variety of authorship and cast representation to lift up diversity including race, ethnicity, gender, sexuality, socio-economic status, or disability.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment
   Write a character analysis, including biography, social background, physical characteristics, inner life, creating a score and objectives.

2. **Assignment Type** Laboratory
   Add Assignment
   1. Prepare for "off book" rehearsals; learning all lines and cues through outside preparation in time for the first off book rehearsal, when no scripts are allowed on stage.
   2. Learn necessary songs and choreography.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Create and dramatize the behavioral life of a character during rehearsal and musical theater performance.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Evaluate and analyze a libretto and vocal score for rehearsal and musical performance.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**
   Use characterization, singing technique and/or dance.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation
   Subject
   Requisite Course
   Non Course Requirements
   Enrollment by audition only
   Min Grade
   Comments
   Requisite Validation
   Skills Analysis
   Requisite Course Objective(s)

Catalog View Enrollment Limitation: Enrollment by audition only.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Papers
  Frequency
  1 per semester
- Class Participation
  Frequency
  daily
- Home Work
  Frequency
  daily
- Class Performance
  Frequency
  weekly
- Final Public Performance
  Frequency
  1 per semester

Other Yes
Please Explain
If chosen, possible participation and competition in the American College Theater Festival.

Distance Education

Does (or will) this course have a DE component? No
Curriculum Committee Approval Date
Effective Term
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.

I have consulted with my Dean regarding the creation of a DE addendum for this course.

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.

Explain how the decision was made to offer this course in a Distance Education mode.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

-

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

-

Other No

Explain

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

No

A student can achieve the same goals and objectives identified in the course outline of record. No
The same assignments in the course outline of record can be completed by the student and graded by the instructor.
No
The same assessments and level of student accountability can be achieved. No
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction
Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

Student-Student Interaction
Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

Student-Content Interaction
All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

Textbooks/Materials

Publisher Textbooks Yes
OER Textbooks No
Manuals/Periodicals No
Software No
Other No
Textbook

1. **Author(s)** Joe Deer and Rocco Dal Vera
   Title Acting in Musical Theatre: A Comprehensive Course (3rd Edition)
   Edition 3RD
   Publisher Routledge
   ISBN-13
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
2. **Author(s)** James Olm
   Title Musical Theatre Script and Song Analysis Through the Ages
   Edition 1st
   Publisher Methuen Drama
   ISBN-13
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
3. **Author(s)** Kevin Byrne
   Title The Jukebox Musical: An Interpretive History
   Edition 1st
   Publisher Routledge
   ISBN-13
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No
4. **Author(s)** Amanda Flynn
   Title So You Want to Sing Musical Theatre: A Guide for Performers
   Edition 22
   Publisher Rowman & Littlefield Publisher
   ISBN-13
   Year 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

OER

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

1. **Enter Required Material**
   Students may be required to bring special dance shoes, rehearsal skirts and jackets, as well as a theatrical make up kit.

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component No
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID
New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File
C-ID THTR 191

Codes and Dates

Course Codes
Originator Lish, Titian

Origination Date
03/31/2025

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date
04/04/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code
100700 - Dramatic Arts

CIP Code

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status
L - Non-Enhanced Funding

CB13: Special Class Status
N - Course is not a special class.

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
H - Courses for Older Adults: Education programs for older adults

CB23: Funding Agency Category
Y - Not Applicable (funding not used to develop course)

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status N - Course is not an upper division course

LAS POSITAS COLLEGE

Course Outline for Noncredit Theater Arts 257
Performance in Musical Productions for Older Adults

Effective: Fall 2026

Catalog Description:

NTHE 257 - Performance in Musical Productions for Older Adults
162 Hours

This course is for the study, rehearsal, and public performance of the selected musical work for the older adult, with a continued emphasis on the development of skills needed to perform within a production. On stage participation in cast of scheduled main stage musical.

Enrollment Limitation: Enrollment by audition only.

Course Grading: Pass/No Pass

Total Lecture Hours	18
Total Lab Hours	108
Total Inside of Class Hours	126
Total Outside of Class Hours	36
Total Noncredit Hours	162

Discipline:

Drama/Theater Arts

Course Objectives:

Upon completion of this course, the student should be able to:

A. Evaluate and analyze a libretto and vocal score for rehearsal and musical performance
B. Create and dramatize the behavioral life of a character in rehearsal and musical theater performance
C. Apply basic skills and methods to performing a role on stage in a musical, using characterization, singing technique and/or dance
D. Use and maintain basic production elements such as props, costumes, and furniture to create the world of a chosen musical
E. Recognize and demonstrate their collaborative responsibilities with the director, musical director, choreographer, and designers in rehearsal and in performance
F. Demonstrate a strong work ethic within a professional framework of collaboration

Course Content:

Lab:

1. Rehearsal
    1. Use of given circumstances to justify dialog
    2. Use of voice with projection and clarity of speech
    3. Creative collaboration with other actors, in a mentorship or professional example manner as an older adult
2. Performance
    1. Justification of play's action and dialog
    2. Vocal performance
    3. Dynamics of dialog and behavior
    4. Warm-ups and preparations
    5. Responsible collaboration and performance standards

Lecture:

1. Rehearsal and performance protocol and procedures, for the older adult
    1. The actor's responsibilities
    2. The director's responsibilities
    3. Production staff responsibilities
    4. The choreographer's responsibilities
    5. The musical director's responsibilities
2. Evaluation of the thematic elements of the musical
    1. The author's/composers intentions
    2. The political, social, philosophical and moral agenda of the musical
    3. Interpretation and evaluation of the historical circumstances
3. Actor's libretto evaluation
    1. Scoring the role
    2. Exploration and creation of prior circumstances
    3. Creation of the time and place obligations for the libretto
    4. Identification and evaluation of character obligation
4. Acting skill approaches
    1. Relationship work with the other actors
    2. Creation of the behavioral life of the character
    3. Preparations for investing in the emotional life of the role
    4. Outlining the needs and pursuits of the character
5. Staging
    1. Working with the director/musical director/choreographer
    2. Justifying physical action
    3. Creation of character behavior
    4. Use of props, costumes and scenery elements
    5. Use of music, dance, and staging
6. Rehearsal
    1. Use of given circumstances to justify dialogue
    2. Use of voice with projection and clarity of song/speech

3. Creative collaboration with other actors, in a mentorship or professional example manner as an older adult
4. Use of body in movement and dance as determined by the choreographer

7. Integration of production elements with performance
    1. Props
    2. Scenery
    3. Lighting/sound
    4. Costumes
8. Performance
    1. Justification of musical's action and dialogue
    2. Vocal performance
    3. Dance/Movement Performance
    4. Dynamics of dialogue and behavior
    5. Warm-ups and preparations
    6. Responsible collaboration and performance standards, in a mentorship or professional example manner as an older adult

Methods of Instruction:

1. Audio-visual Activity - Observation and discussion of previous production, analysis of production history of the musical. Will use musicals from a wide variety of authorship and cast representation to lift up diversity including race, ethnicity, gender, sexuality, socio-economic status, or disability.
2. Individualized Instruction - Feedback and instruction given by choreographer/director/vocal coach.
3. Student Presentations - Public performance of a musical
4. Individual study, research and creative work by the each actor
5. Group rehearsals with various cast members
6. Continued supervision, feedback and coaching during the performance period

Typical Assignments

A. Writing:
Write a character analysis, including biography, social background, physical characteristics, inner life, creating a score and objectives.

B. Laboratory:
    1. Prepare for “off book” rehearsals; learning all lines and cues through outside preparation in time for the first off book rehearsal, when no scripts are allowed on stage.
    2. Learn necessary songs and choreography.

Methods of Evaluating Student Progress

A. Home Work
    1. daily
B. Class Performance
    1. weekly
C. Final Public Performance

1. 1 per semester

D. Papers
    1. 1 per semester
E. Class Participation
    1. daily
F. If chosen, possible participation and competition in the American College Theater Festival.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Create and dramatize the behavioral life of a character during rehearsal and musical theater performance.
B. Evaluate and analyze a libretto and vocal score for rehearsal and musical performance.
C. Use characterization, singing technique and/or dance.

Textbooks (Typical):

Textbook:

1. Joe Deer and Rocco Dal Vera *Acting in Musical Theatre: A Comprehensive Course (3rd Edition).* 3RD ed., Routledge, 2021.
2. James Olm *Musical Theatre Script and Song Analysis Through the Ages.* 1st ed., Methuen Drama, 2022.
3. Kevin Byrne *The Jukebox Musical: An Interpretive History.* 1st ed., Routledge, 2022.
4. Amanda Flynn *So You Want to Sing Musical Theatre: A Guide for Performers.* 22 ed., Rowman & Littlefield Publisher, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Students may be required to bring special dance shoes, rehearsal skirts and jackets, as well as a theatrical make up kit..

5.2 Course Modifications

- ARTH C1100 Survey of Art from Prehistory to the Medieval Era
- ARTH C1200 Survey of Art from the Renaissance to Contemporary
- ARTS 7A Introduction to Watercolor Painting
- ARTS 7B Watercolor Painting
- ARTS 7C Advanced Watercolor Painting I
- ARTS 7D Advanced Watercolor Painting II
- BIO 1C Cell and Molecular Biology
- BIO 60 Marine Biology
- CIS 10 Business Data Analytics
- CIS 11 Data Visualization Tools
- CIS 59C Web Programming - JavaScript
- ECON C2001 Principles of Microeconomics
- ECON C2002 Principles of Macroeconomics
- ENGR 44 Introduction to Circuit Analysis
- ENGR 46 Materials of Engineering
- FLMS 7 Introduction to Screenwriting
- HEA 1 Introduction to Personal Health
- HEA 11 Health and Social Justice
- HIST C1001 United States History to 1877
- HIST C1002 United States History since 1865
- HUMN 4 Global Cinemas
- HUMN 10 America Arts and Ideas
- HUMN 28 World Mythology
- KIN 30 Introduction to Kinesiology
- KIN 48C Off Season Intercollegiate Women’s Soccer
- NBUS 233 The Fundamentals of Personal and Family Financial Planning
- THEA 48D Technical Theater in Production – Capstone
- THEA 50 Stagecraft
- THEA 50L Introduction to Stage Lighting
- THEA 51 Introduction to Costume Design

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ARTH C1100 - Survey of Art from Prehistory to the Medieval Era

Course Modification: ARTH C1100 - Survey of Art from Prehistory to the Medieval Era (Launched)
compared with
Course Modification: ARHS 4 - Western Art History - Ancient to Medieval (Approved - Implemented 08-15-2025)

Cover

Subject ~~ARHS~~ ARTH
Course Number ~~4~~ C1100
Course Title ~~Western~~ Survey of Art ~~History~~ from ~~- Ancient~~ Prehistory to the Medieval Era
Effective Term Fall ~~2025~~ 2026
Catalog Description
~~History~~ This ~~of~~ course ~~Western~~ introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from ~~prehistoric times through Egyptian~~ Europe, ~~Mesopotamian,~~ North ~~Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, Medieval, Romanesque~~ Africa, and ~~Gothic~~ the ~~civilizations~~ near East. The course will further consider global interactions involving these regions.

1. **Program** Art History - Associate in Arts Degree for Transfer (Approved) - Fall 2025

Course Equivalency

1. **Course** ARTH ~~4~~ C1100

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. ~~Group~~ **Objective** ~~Title~~ **Text** ~~Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values~~
   ~~Group Title~~ - Identify, examine, and assess representative works of art and architecture from prehistory ~~through~~ to the medieval ~~period~~ era employing appropriate art historical terminology

~~Group~~ **Objective** ~~Title~~ **Text**
Analyze works of art and architecture in terms of aesthetic, ~~discuss~~ socio-political, religious, historical, technological, and ~~differentiate~~ cultural ~~the~~ contexts ~~roles~~ in ~~of~~ which they were created.
Objective Text

Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and ~~the artist~~ patrons from prehistory ~~through~~ to the medieval ~~period~~ era

Course Content

Lecture Content

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. ~~Identification of artists by style and subject~~ Prehistory , ~~social,~~ visual ~~political~~ analysis ~~and~~ before ~~economic issues, and how these impacted artists and art of the following time periods:~~ writing
    1. ~~Prehistoric~~
        1. Paleolithic
        2. Mesolithic
        3. Neolithic
    2. ~~Egyptian~~ Mesopotamia
        1. Sumerian
        2. Akkadian
        3. Babylonian
        4. Assyrian
        5. Persian
    3. Ancient Egypt
        1. Old Kingdom
        2. Middle Kingdom

3. New Kingdom

4. ~~Mesopotamian~~ Ancient Aegean cultures
    1. ~~Sumerian~~
    2. ~~Akkadian~~
    3. ~~Babylonian~~
    4. ~~Assyrian~~
    5. ~~Persian~~

5. ~~Aegean~~
    1. Minoan
    2. Mycenaean
    3. Cycladic

6. ~~Greek~~ Ancient Greece
    1. Geometric
    2. Archaic
    3. Severe Style
    4. Age of Pericles/Classical
    5. 4th Century Classical
    6. Hellenistic

7. ~~Etruscan~~ Etruria

8. ~~Roman~~ Ancient Rome
    1. The republic
    2. The empire

9. Contextualizing Monotheism
    1. Judaism
    2. Early ~~Christian~~ Christianity
    3. Early Islam

10. Byzantine
11. Medieval
    1. Carolingian
    2. Ottonian

12. Romanesque
13. Gothic

Methods of Evaluation

Other ~~No~~ Yes
Please Explain
Methods of evaluation will include:
1. Written essays and/or research projects
2. Exam with essay component
Methods of evaluation may also include:
1. Discussions
2. Objective exams
3. Projects and presentations
4. Quizzes

5. Group Assignments
6. Museum Assignments
Methods of evaluation are at the discretion of faculty.

Distance Education

Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. **Author(s)** ~~Fred~~ Janson, ~~S~~ H. ~~Kleiner~~ W.
   Title ~~Gardner's~~ History of Art ~~through the Ages: The Western Perspective, Volume I~~
   Edition ~~16th~~ latest
   Publisher ~~Cengage~~ Thames ~~Learning~~ & Hudson Ltd
   Year ~~2019~~
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~latest edition~~
2. **Author(s)** ~~Jean~~ Kleiner, ~~Robertson~~ Fred S.
   Title Gardner's Art through the Ages: The ~~History~~ Western ~~of~~ Perspective, ~~Art: A Global View: Prehistory to 1500 (~~ Volume ~~1)~~ I
   Edition latest
   Publisher ~~Thames~~ Cengage ~~and Hudson~~ Learning
   Year ~~2021~~
3. **Author(s)** ~~Anne~~ Kleiner, ~~D'Alleva~~ Fred S.
   Title ~~Methods~~ Gardner's Art Through the Ages: A Global History, Volume I
   Edition _ latest
   Publisher _ Cengage Learning
   Year _
4. **Author(s)** _ Stokstad, Marilyn
   Title _ Art History, Volume 1

Edition _ latest
Publisher _ Pearson
ISBN-13 _
Year _
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

OER

1. **Author(s)** _ Smarthistory's (Khan Academy) materials/books (available online and ~~Theories~~ to print out for free)
   Title _
   Edition _
   Publisher _
   URL _
   Year _
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
2. **Author(s)** _ Smarthistory OER Commons
   Title _
   Edition _
   Publisher _
   URL _
   Year _
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
3. **Author(s)** _ Smarthistory Reframing Art History (global perspectives) open access
   Title _
   Edition _
   Publisher _
   URL _
   Year _
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
4. **Author(s)** _ Gustlin and Gustlin. Libretexts, Introduction to Art History, A World Perspective of Art History
   Title _
   Edition _
   Publisher _
   URL _
   Year _
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
5. **Author(s)** _ Met Heilbrunn
   Title _ Timeline of Art History
   Edition ~~8th~~
   Publisher ~~Laurence~~ The ~~King~~ Met ~~Publishing~~ Museum

URL _ https://www.metmuseum.org/essays/timeline-of-art-history

Year ~~2021~~

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

Other Learning Materials

1. Other _

   These are representative texts. Texts used by individual institutions and individual instructors will vary.

Codes and Dates

Course Codes

Originator ~~Renteria, Soraya~~ Kutil, Craig

Origination Date

~~10~~ 04 /10/ ~~2024~~ 2025

Entry of Special Dates

-
-

Instructional Services

Effective Term ~~Fall 2025~~ Fall 2026

Implementation Date

~~08/15/2025~~

LAS POSITAS COLLEGE

Course Outline for Art History C1100
Survey of Art from Prehistory to the Medieval Era

Effective: Fall 2026

Catalog Description:

ARTH C1100 - Survey of Art from Prehistory to the Medieval Era
3.00 Units

This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions.

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Identify, examine, and assess representative works of art and architecture from prehistory to the medieval era employing appropriate art historical terminology
B. Analyze works of art and architecture in terms of aesthetic, socio-political, religious, historical, technological, and cultural contexts in which they were created.
C. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from prehistory to the medieval era

Course Content:

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. Prehistory, visual analysis before writing
    1. Paleolithic
    2. Mesolithic
    3. Neolithic
2. Mesopotamia
    1. Sumerian
    2. Akkadian
    3. Babylonian
    4. Assyrian
    5. Persian
3. Ancient Egypt
    1. Old Kingdom
    2. Middle Kingdom
    3. New Kingdom
4. Ancient Aegean cultures
    1. Minoan
    2. Mycenaean
    3. Cycladic
5. Ancient Greece
    1. Geometric
    2. Archaic
    3. Severe Style
    4. Age of Pericles/Classical
    5. 4th Century Classical
    6. Hellenistic
6. Etruria
7. Ancient Rome
    1. The republic
    2. The empire
8. Contextualizing Monotheism
    1. Judaism
    2. Early Christianity
    3. Early Islam
9. Byzantine
10. Medieval
    1. Carolingian
    2. Ottonian
11. Romanesque
12. Gothic

Methods of Instruction:

1. Lecture - Lectures with slides, PowerPoint and videos
2. Field Trips - A museum or a gallery visit with an appropriate exhibition
3. Discussion - Large and small group discussions
4. Research - art historical research projects

Typical Assignments

A. Project:
    1. Compare and contrast the development of the female figure in Greek sculpture as seen in the Peplos Kore, Nike Fastening her Sandal, The Nike of Samothrace, and The Lady of Auxerre. Pay particular attention to the amount of motion given to these figures, the degree of realism, and the means used by the sculptors to achieve these effects. How do these figures reflect the changing styles and concerns from the Archaic throughout the Hellenistic periods?
    2. Define the following architectural terms then cite examples of them in your textbook (give page and photo #). Altar Blind Arcade Compound Pier Portal Ambulatory Buttress Jambs Radiating Chapels Amphitheater Campanile Narthex Tracery Apse Choir Pendentive Tympanum Basilica Clerestory Pilgrimage Choir Vaults
B. Writing:
    1. Writing or Discussion
        1. Discuss the social and economic changes that took place in human development from the Paleolithic period through the Neolithic period and the ways in which art was affected by these changes.
        2. How is the Art of Akhenaten both typical and atypical of Egyptian Art?
        3. Roman architecture was both inventive and derivative. How are Roman temples related to both Greek and Etruscan designs? How is the Roman Temple a unique Roman invention in architecture?
        4. How was an increased awareness of divergent cultures achieved in the Middle Ages?
    2. Quizzes
        1. Short written responses to check for understanding on topics of discussion.

Methods of Evaluating Student Progress

A. Quizzes
    1. weekly
B. Research Projects
    1. art history research projects
C. Class Participation
    1. daily
D. Class Work
    1. daily
E. Home Work
    1. weekly
F. Exams/Tests
    1. 3 essay exams

G. Methods of evaluation will include: 1. Written essays and/or research projects 2. Exam with essay component Methods of evaluation may also include: 1. Discussions 2. Objective exams 3. Projects and presentations 4. Quizzes 5. Group Assignments 6. Museum Assignments Methods of evaluation are at the discretion of faculty.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Analyze the religious, cultural, economic and political issues of the ancient Western world and their relationship to artistic and architectural production.
B. Articulate connections between artistic movements and historical events in the Western world from pre-history through the Gothic period.
C. Identify ancient Western art movements, artists, and technical processes.

Textbooks (Typical):

OER:

1. Smarthistory's (Khan Academy) materials/books (available online and to print out for free). .
2. Smarthistory OER Commons. .
3. Smarthistory Reframing Art History (global perspectives) open access. .
4. Gustlin and Gustlin. Libretexts, Introduction to Art History, A World Perspective of Art History. .
5. Met Heilbrunn *Timeline of Art History.*, The Met Museum. https://www.metmuseum.org/essays/timeline-of-art-history.

Textbook:

1. Janson, H. W. *History of Art.* latest ed., Thames & Hudson Ltd.
2. Kleiner, Fred S. *Gardner's Art through the Ages: The Western Perspective, Volume I.* latest ed., Cengage Learning.
3. Kleiner, Fred S. *Gardner's Art Through the Ages: A Global History, Volume I.* latest ed., Cengage Learning.
4. Stokstad, Marilyn *Art History, Volume 1.* latest ed., Pearson.

Other Learning Materials:

1. These are representative texts. Texts used by individual institutions and individual instructors will vary..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ARTH C1200 - Survey of Art from the Renaissance to Contemporary

Course Modification: ARTH C1200 - Survey of Art from the Renaissance to Contemporary (Launched)
compared with
ARHS 5 - Western Art History - Renaissance to Contemporary (Active - Implemented 01-01-2024)

Cover

Subject ~~ARHS~~ ARTH
Course Number ~~5~~ C1200
Course Title ~~Western~~ Survey of Art ~~History~~ from ~~=~~ the Renaissance to Contemporary
Effective Term Fall ~~2024~~ 2026
Catalog Description
~~History~~ This course provides an overview of ~~Western~~ art and architecture from the Renaissance to the contemporary period with a focus on art from ~~Early~~ Europe. ~~Renaissance,~~ The ~~High~~ course ~~Renaissance,~~ will ~~Mannerism,~~ further ~~Baroque,~~ consider ~~Neoclassicism,~~ global ~~Romanticism,~~ interactions ~~Realism,~~ involving ~~Impressionism,~~ this ~~Post-Impressionism, 20th Century developments of American art, and 21st century Globalism~~ region .
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Art History - Associate in Arts Degree for Transfer (Approved) - Fall 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. ~~Group~~ Objective ~~Title~~ Text
   Identify, examine, and assess representative works of art and architecture from the Renaissance to the ~~comtemporary~~ contemporary period employing appropriate art historical terminology .
2. ~~Group~~ Objective ~~Title~~ Text
   Analyze ~~, discuss, and differentiate~~ works of art and architecture and critique them in terms of aesthetic, sociopolitical, religious, historical , ~~context~~ technological, and cultural ~~values~~ contexts in

which they were
created.

3. ~~Group~~ **Objective** ~~Title~~ **Text** ~~Analyze~~
   Develop critical thinking , ~~discuss~~ information literacy , and ~~distinguish~~ problem ~~the~~ solving ~~roles~~ through ~~of~~ an engagement with art, architecture, artists, and ~~the artist~~ patrons from the Renaissance to the contemporary period .

Course Content

Lecture Content

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. ~~Identification~~ Italian ~~of artists by style~~ Renaissance and ~~subject,~~ Mannerism
2. Northern ~~social, political~~ Renaissance
3. Baroque and ~~economic~~ Rococo
4. Neoclassicism, ~~issues~~ Romanticism , and ~~how~~ Realism
5. Major ~~these impacted artists and art~~ movements of the ~~following~~ late ~~time~~ 19th ~~periods:~~ Century including Impressionism and Post-Impressionism
    1. ~~Early~~ Symbolism

6. Introduction ~~Renaissance~~
   to major Modernist movements of the 20th-century
    1. ~~High~~ Abstract ~~Renaissance~~
    2. ~~Northern Renaissance~~
    3. ~~15th Century Flemish Art~~
    4. ~~Mannerism~~
    5. ~~Baroque~~
    6. ~~Neoclassicism~~
    7. ~~Romanticism~~
    8. ~~Realism~~

9. Impressionism
10. ~~Post-Impressionism~~ Fauvism
11. ~~Symbolism~~

12. ~~Fauves~~ Cubism
13. Expressionism
14. ~~Cubism~~

15. Futurism

16. ~~Surrealism~~
17. DeStijl
18. Dada
19. Surrealism

20. Minimalism

21. Social Realism

22. ~~Abstract Impressionism~~
23. Pop Art

24. ~~Minimalism~~

25. ~~Globalism in 21st century~~

7. A look towards the future: contemporary global considerations

8. 15th Century Flemish Art

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments

  -
- Projects
  Comments

  -
- Research
  Comments

  -

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

    1. Discussion:

        1. Why is Giotto so important to the development of painting?

        2. How do the paintings of Raphael demonstrate his unique creative power to synthesize qualities of Leonardo and Michelangelo?

        3. Constable praised Turner's works as "airy visions, painted with tinted steam." How is this statement true as it related to Turner's "Rain, Steam, and Speed?" How is this painting a foreshadowing of Impressionism?

2. **Assignment Type** Writing
   Add Assignment

    1. ~~Written:~~

        1. Although Post-Impressionist artists each created their own sharply individual style, two major tendencies are distinguishable. Describe the characteristic of the tendency led by: Cezanne and Surate: and VanGogh and Gauguin.
        2. Define Cubism; how would you distinguish between its three phases?

        3. Describe various ways in which the rise of the Nazis affected the course of Modern art.

        4. Quizzes - short written responses to demonstrate understanding of content material.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARHS 5, the student should be able to analyze~~ Analyze the religious, cultural, economic and political issues of the modern Western world and their relationship to artistic and architectural production.
2. **Outcome Text**

~~Upon completion of ARHS 5, the student should be able to analyze~~ Analyze works of art and how they relate to their associated world geography.

3. **Outcome Text**
   ~~Upon completion of ARHS 5, the student should be able to identify~~ Identify Western art movements, artists, and technical processes from the Renaissance through the 20th century.

Requisites/Requisite Validation

~~**Requisites**~~

1. ~~**Requisite Type**~~ - ~~Enrollment Limitation~~
   ~~**Subject**~~ -
   ~~**Requisite Course**~~ -
   ~~**Non Course Requirements**~~ -
   ~~Eligibility for college-level composition as determined by college assessment or other appropriate method.~~
   ~~**Min Grade**~~ -
   ~~**Comments**~~ -
   ~~**Requisite Validation**~~ -

Catalog View ~~**Enrollment Limitation:**~~ ~~Eligibility for college-level composition as determined by college assessment or other appropriate method.~~ : -

Methods of Evaluation

Other ~~No~~ Yes
Please Explain
Methods of evaluation will include:
1. Written essays and/or research projects
2. Exam with essay component

Methods of evaluation may also include:
1. Discussions
2. Objective exams
3. Projects and presentations
4. Quizzes
5. Group Assignments
6. Museum Assignments

Methods of evaluation are at the discretion of faculty

Distance Education

Does (or will) this course have a DE component? Yes
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- _ **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.

This makes the course available to students who don't have predictable schedules or work better in an on-line format

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our supervisor, and hearing from students.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- _ **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Closed captioning for videos.
- _ Transcription for audio.
- _ Alt-text/ tags for images.
- _ Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- _ Formatting and coding to make tables accessible for screen readers.
- _ Exploratory links.
- _ Proper color contrast.

- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- _ **Email:** _ *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

  Frequency _

At least once per semester.

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Once a week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Once per assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Twice per semester.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Once per week.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  Once per semester.
- **Wikis:** *Students will use wikis to work collaboratively.*
  Frequency
  Once per semester.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Once per week.

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  Twicee per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  Twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Once per week.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Once per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Once per week.

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. **Author(s)** Janson H. W .
   Title ~~Janson's~~ History of Art ~~: The Western Tradition, Reissued Edition, Volume 2~~
   Edition ~~8th~~ latest
   Publisher ~~Pearson~~ Thames & Hudson Ltd.
   Year ~~2019~~
2. **Author(s)** Kleiner, Fred S ~~Kleiner~~ .
   Title Gardner's Art ~~Through~~ through the Ages: The Western Perspective , ~~Vol.~~ Volume 2
   Edition ~~16th~~ latest
   Year ~~2020~~
3. **Author(s)** ~~Marylin~~ Kleiner, ~~Stockstad~~ Fred S.
   Title Gardner's Art Through the Ages: A Global History, Volume 2
   Edition latest
   Publisher Cengage Learning
   Year
4. **Author(s)** Stokstad, Marilyn
   Title Art History , ~~Vol~~ Volume ~~2~~
   Edition ~~6th~~ latest
   Publisher Pearson ~~/Prentice~~

ISBN-13 ~~Hall~~
Year ~~2018~~
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

OER

1. Author(s) _ Smarthistory's (Khan Academy) materials/books (available online and to print out for free)
   Title _ _
   Edition _
   Publisher _ _
   URL _
   Year _
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
2. Author(s) _ Smarthistory OER Commons
   Title _
   Edition _
   Publisher _
   URL _
   Year _
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
3. Author(s) _ Smarthistory Reframing Art History (global perspectives) open access
   Title _
   Edition _
   Publisher _
   URL _
   Year _
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
4. Author(s) _ Gustlin and Gustlin. Libretexts, Introduction to Art History, A World Perspective of Art History
   Title _ _
   Edition _
   Publisher _ _
   URL _
   Year _
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
5. Author(s) _ Met Heilbrunn
   Title _ Timeline of Art History
   Edition _
   Publisher _ The Met Museum
   URL _ https://www.metmuseum.org/essays/timeline-of-art-history
   Year _

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

Other Learning Materials

1. Other
   These are representative texts. Texts used by individual institutions and individual instructors will vary.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3A - Arts
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ARTH 120
Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Renteria, Soraya~~ Kutil, Craig

Origination Date

~~03~~ 04 /10/ ~~2022~~ 2025

Parent Course

ARHS 5 - Western Art History - Renaissance to Contemporary
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~11/15/2022~~
- State Approval
  ~~11/16/2022~~

- CC Approval

  ~~10/03/2022~~

Instructional Services

Effective Term ~~Fall 2024~~ Fall 2026

Implementation Date

~~01/01/2024~~

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art History C1200
Survey of Art from the Renaissance to Contemporary

Effective: Fall 2026

Catalog Description:

ARTH C1200 - Survey of Art from the Renaissance to Contemporary
3.00 Units

This course provides an overview of art and architecture from the Renaissance to the contemporary period with a focus on art from Europe. The course will further consider global interactions involving this region.

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology.
B. Analyze works of art and architecture and critique them in terms of aesthetic, sociopolitical, religious, historical, technological, and cultural contexts in which they were created.
C. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from the Renaissance to the contemporary period.

Course Content:

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. Italian Renaissance and Mannerism
2. Northern Renaissance
3. Baroque and Rococo
4. Neoclassicism, Romanticism, and Realism
5. Major movements of the late 19th Century including Impressionism and Post-Impressionism
    1. Symbolism
6. Introduction to major Modernist movements of the 20th-century
    1. Abstract Impressionism
    2. Fauvism
    3. Cubism
    4. Expressionism
    5. Futurism
    6. DeStijl
    7. Dada
    8. Surrealism
    9. Minimalism
    10. Social Realism
    11. Pop Art
7. A look towards the future: contemporary global considerations
8. 15th Century Flemish Art

Methods of Instruction:

1. Field Trips - A museum and a gallery visit with an appropriate exhibition
2. Lecture - Lecture with slides, PowerPoint and videos
3. Discussion - Large and small group discussions
4. Classroom Activity -
5. Projects -
6. Research -

Typical Assignments

A. Other:
    1. Discussion:
        1. Why is Giotto so important to the development of painting?
        2. How do the paintings of Raphael demonstrate his unique creative power to synthesize qualities of Leonardo and Michelangelo?
        3. Constable praised Turner's works as "airy visions, painted with tinted steam." How is this statement true as it related to Turner's "Rain, Steam, and Speed?" How is this painting a foreshadowing of Impressionism?
B. Writing:
    1.

Although Post-Impressionist artists each created their own sharply individual style, two major tendencies are distinguishable. Describe the characteristic of the tendency led by: Cezanne and Surate: and VanGogh and Gauguin.
2. Define Cubism; how would you distinguish between its three phases?
3. Describe various ways in which the rise of the Nazis affected the course of Modern art.
4. Quizzes - short written responses to demonstrate understanding of content material.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. minimum of three essay exams
B. Quizzes
    1. weekly
C. Research Projects
    1. 8 to 10 page term project
D. Class Participation
    1. daily
E. Class Work
    1. daily
F. Home Work
    1. weekly
G. Methods of evaluation will include: 1. Written essays and/or research projects 2. Exam with essay component Methods of evaluation may also include: 1. Discussions 2. Objective exams 3. Projects and presentations 4. Quizzes 5. Group Assignments 6. Museum Assignments Methods of evaluation are at the discretion of faculty

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Analyze the religious, cultural, economic and political issues of the modern Western world and their relationship to artistic and architectural production.
B. Analyze works of art and how they relate to their associated world geography.
C. Identify Western art movements, artists, and technical processes from the Renaissance through the 20th century.

Textbooks (Typical):

OER:

1. Smarthistory's (Khan Academy) materials/books (available online and to print out for free) ., . .
2. Smarthistory OER Commons. .
3. Smarthistory Reframing Art History (global perspectives) open access. .
4. Gustlin and Gustlin. Libretexts, Introduction to Art History, A World Perspective of Art History ., . .
5. Met Heilbrunn *Timeline of Art History.*, The Met Museum. https://www.metmuseum.org/essays/timeline-of-art-history.

Textbook:

1. Janson H. W. *History of Art*. latest ed., Thames & Hudson Ltd..
2. Kleiner, Fred S. *Gardner's Art through the Ages: The Western Perspective, Volume 2*. latest ed., Cengage Learning.
3. Kleiner, Fred S. *Gardner's Art Through the Ages: A Global History, Volume 2*. latest ed., Cengage Learning.
4. Stokstad, Marilyn *Art History, Volume* . latest ed., Pearson.

Other Learning Materials:

1. These are representative texts. Texts used by individual institutions and individual instructors will vary..

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: ARTS 7A - Introduction to Watercolor Painting

Course Modification: ARTS 7A - Introduction to Watercolor Painting (Launched - Implemented 03-15-2025)
compared with
ARTS 7A - Introduction to Watercolor Painting (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Exploration of physical properties of watercolor painting materials.
2. Organization and application of the basic formal elements and principles of design as they relate to water color painting
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice
4. Construction and preparation of painting surfaces and supports
5. Use and application of materials and tolls of water color painting
6. Development of expressive content through manipulation of mark, color, value, and composition
7. Historical and contemporary developments, critical trends, materials, and approaches in water color painting, including representational, expressive, abstract, or non-objective approaches
8. Critical evaluation and critique of class prokects using relevant terminology in oral or written formats
9. Studio, equipment, and material use and safety

Lab Content

1. Exploration of physical properties of watercolor painting materials.
2. Organization and application of the basic formal elements and principles of design as they relate to water color painting.
3. Construction and preparation of painting surfaces and supports.
4. Use and application of materials and tolls of water color painting.
5. Development of expressive content through manipulation of mark, color, value, and composition

Methods of Instruction

Check all that apply:

- Demonstration
  Comments
- Watercolor ~~Field~~ techniques ~~Trips~~
  ~~**Comments**~~ will
  ~~Field~~ be ~~Trips~~ demonstrated ~~to~~ in ~~observe~~ class. ~~works of Masters and contemporary artists~~
- ~~- Individualized Instruction~~
  ~~**Comments**~~ ~~-~~
- Lecture
  Comments
  Lectures will be implemented to describe watercolor techniques.

Equity Based Curriculum

- Assignments
  Address
  Students are encouraged to make work associated with their own lives and stories.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory

Add Assignment

1. Paint a simple still life using two different watercolor techniques
2. Draw with watercolor pencils or crayons on damp paper to produce blurred lines and tints
3. Students are encouraged to make work associated with their own lives and stories

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARTS 7A, the student should be able to demonstrate~~ Demonstrate a knowledge and awareness of color theory and a variety of application techniques.
2. **Outcome Text**
   ~~Upon completion of ARTS 7A, the student should be able to demonstrate~~ Demonstrate an aesthetic awareness of value and its uses in creating light and space on a 2 dimensional plane.
3. **Outcome Text**
   ~~Upon completion of ARTS 7A, the student should be able to demonstrate~~ Demonstrate proficiency in the basic techniques of watercolor painting: flat wash, glazing, wet-in-wet.
4. **Outcome Text**
   ~~Upon completion of ARTS 7A, the student should be able to demonstrate~~ Demonstrate the use of materials and equipment of the craft of painting in watercolor.
5. **Outcome Text**
   ~~Upon completion of ARTS 7A, the student should be able to produce~~ Produce watercolor paintings using basic techniques.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- ~~Quizzes~~
  ~~**Frequency**~~ -
- - ~~Portfolios~~
  ~~**Frequency**~~ -
- - Projects
  Frequency
  At least 6 per semester.
- Class Participation

Frequency

- At ~~Class~~ least ~~Work~~ ~~Frequency~~ 13
- times ~~Home~~ per ~~Work~~ ~~Frequency~~ semester.
- Lab Activities
  Frequency
  At least 13 times per semester.

Other ~~Yes~~ No
Please Explain

~~One Final Project~~

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
~~Delivery Methods~~
~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (~~FO~~ EFO):** *~~Instruction~~ taught ~~involving regular and effective~~ fully online ~~interaction~~ only ~~that~~ in ~~takes~~ case ~~place~~ of ~~synchronously~~ an ~~or~~ emergency.*
- ~~asynchronously~~ **Emergency ~~and~~ Online ~~is~~ with ~~supported~~ Flexible ~~by~~ In-Person Component (EOFI):** *taught online with flexible in-person component only ~~materials~~ in ~~and activities delivered through the college's learning management system, and through the use~~ case of ~~other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes~~ emergency .

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

DE Course Interactions

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ~~**Peer-editing/critiquing**~~ **Chat :** *Students will ~~complete~~ use ~~peer-editing~~ the class chatroom to discuss assignments and course material in realtime .*

  Frequency

  ~~Once~~ Chat ~~a~~ is ~~semester.~~
- available ~~**Web**~~ **for** ~~**conferencing:**~~ students Students every will online interact in real time with each other to discuss coursework and assignments.

  ~~**Frequency**~~ -

  ~~Once a semester~~ class .

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- ~~- **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*~~
  ~~**Frequency** -~~
  ~~2-4 quizzes per semester.~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  9 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Once a semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  ~~5 times per semester.~~
- ~~- **Other:** -~~
  ~~**Frequency** -~~
  ~~5~~ 6 times per semester.

Textbooks/Materials

Textbook

1. **Author(s)** _ Jessie Kanelos Weiner
   Title _ Thinking in Watercolor: A Daily Practice to Unlock Your Creativity & Discover Your Inner Artist
   Publisher _ Workman Publishing Company
   ISBN-13 _ 9781648293320
   Year _ 2025
2. **Author(s)** _ Veronica Ballart Lilja
   Title _ If You're Bored With WATERCOLOR Read This Book
   Edition _
   Publisher _ Octopus Books
   ISBN-13 _ 9781840919301
   Year _ 2025
3. **Author(s)** Hoffmann, T,
   Title Watercolor Painting: A Comprehensive Approach to Mastering the Medium
   ~~**Publisher** - Watson-Guptill~~
   ~~**ISBN-13**~~ **Edition**
   Year 2012
4. **Author(s)** Jenna Rainey
   Title Everyday Watercolor
   Edition 1st
   Publisher Watson-Guptill
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
5. **Author(s)** Leslie Frontz

Title The Watercolor Course You've Always Wanted
Edition 1st
Publisher _ Watson-Guptill
ISBN-13 _
Year 2015
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

Las Positas College GE Yes

- _ 3 - Arts and Humanities
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Originator ~~Satterthwaite, Monica~~ Wagner, David

Origination Date

~~10~~ 02 / ~~19~~ 26 / ~~2020~~ 2025

Parent Course

ARTS 7A - Introduction to Watercolor Painting

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/16/2018~~
- State Approval
  ~~01/23/2018~~
- CC Approval
  ~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

03/03/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art 7A
Introduction to Watercolor Painting
Effective: Fall 2026

Catalog Description:

ARTS 7A - Introduction to Watercolor Painting
3.00 Units

Introduction to principles, elements, and practices of watercolor painting. Focus on exploration of painting materials, perceptual skills and color theory, paint mixing and technique, as well as creative responses to materials and subject matter.
1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation: ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Demonstrate the handling of watercolor painting media
B. Demonstrate specific techniques and concepts relative to watercolor painting
C. Explain the use of various water media on a variety of traditional and non-traditional surfaces
D. Produce finished paintings demonstrating a variety of technical skills and utilizing a number of art concepts appropriate to the beginning level
E. Express a critical view of their own work and the work of others

F. Develop expressive content through manipulation of mark, color, value and composition
G. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting
H. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology
I. Safely handle and use studio painting materials and equipment

Course Content:

Lab:

1. Exploration of physical properties of watercolor painting materials.
2. Organization and application of the basic formal elements and principles of design as they relate to water color painting.
3. Construction and preparation of painting surfaces and supports.
4. Use and application of materials and tolls of water color painting.
5. Development of expressive content through manipulation of mark, color, value, and composition

Lecture:

1. Exploration of physical properties of watercolor painting materials.
2. Organization and application of the basic formal elements and principles of design as they relate to water color painting
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice
4. Construction and preparation of painting surfaces and supports
5. Use and application of materials and tolls of water color painting
6. Development of expressive content through manipulation of mark, color, value, and composition
7. Historical and contemporary developments, critical trends, materials, and approaches in water color painting, including representational, expressive, abstract, or non-objective approaches
8. Critical evaluation and critique of class prokects using relevant terminology in oral or written formats
9. Studio, equipment, and material use and safety

Methods of Instruction:

1. Lecture - Lectures will be implemented to describe watercolor techniques.
2. Demonstration - Watercolor techniques will be demonstrated in class.
3. Critique - Constructive classroom critiques in a supportive environment that reinforce skills and concepts
4. Audio-visual Activity - Slides, videos, books, and periodicals will be used to illustrate techniques and concepts presented in class
5. 1. Specific techniques and concepts of watercolor painting will be demonstrated 2. Examples of how each technique/concept may be utilized in a finished work will be provided 3. Discussion of specific techniques and concepts in finished work

Typical Assignments

A. Laboratory:
    1. Paint a simple still life using two different watercolor techniques

2. Draw with watercolor pencils or crayons on damp paper to produce blurred lines and tints
3. Students are encouraged to make work associated with their own lives and stories

Methods of Evaluating Student Progress

A. Projects
    1. At least 6 per semester.
B. Class Participation
    1. At least 13 times per semester.
C. Lab Activities
    1. At least 13 times per semester.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate a knowledge and awareness of color theory and a variety of application techniques.
B. Demonstrate an aesthetic awareness of value and its uses in creating light and space on a 2 dimensional plane.
C. Demonstrate proficiency in the basic techniques of watercolor painting: flat wash, glazing, wet-in-wet.
D. Demonstrate the use of materials and equipment of the craft of painting in watercolor.
E. Produce watercolor paintings using basic techniques.

Textbooks (Typical):

Textbook:

1. Jessie Kanelos Weiner *Thinking in Watercolor: A Daily Practice to Unlock Your Creativity & Discover Your Inner Artist.*, Workman Publishing Company, 2025.
2. Veronica Ballart Lilja *If You're Bored With WATERCOLOR Read This Book.*, Octopus Books, 2025.
3. Hoffmann, T, *Watercolor Painting: A Comprehensive Approach to Mastering the Medium.*, Watson-Guptill, 2012.
4. Jenna Rainey *Everyday Watercolor.* 1st ed., Watson-Guptill, 2017.
5. Leslie Frontz *The Watercolor Course You've Always Wanted.* 1st ed., Watson-Guptill, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. As required: various brushes, paints, inks, pens, papers, and boards.

LAS POSITAS COLLEGE

Course Modification: ARTS 7B - Watercolor Painting

Course Modification: ARTS 7B - Watercolor Painting (Launched - Implemented 03-15-2025)
compared with
ARTS 7B - Watercolor Painting (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Further manipulation the physical properties of watercolor painting materials.
2. Rationalizing the organization and application of the basic formal elements and principles of design as they relate to watercolor painting.
3. Deeper investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of waterrcolor painting.
6. Historical and contemporary developments, critical trends, materials, and approaches in watercolor painting, including representational, expressive, abstract, or non-objective approaches.
7. Developing a deeper understanding of critical evaluation and critique of class projects using relevant terminology in oral or written formats.
8. Studio, equipment, and materials use and safety.

Lab Content

1. Further manipulation the physical properties of watercolor painting materials.
2. Rationalizing the organization and application of the basic formal elements and principles of design as they relate to watercolor painting.
3. Deeper investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.

Methods of Instruction

Check all that apply:

- Demonstration
  Comments
- Watercolor ~~Field~~ techniques ~~Trips~~
  ~~**Comments**~~ will
  ~~Field~~ be ~~Trips~~ demonstrated ~~to~~ in ~~observe works of Masters and contemporary artists~~
- ~~Individualized Instruction~~
  ~~**Comments**~~
  class.
- Lecture
  Comments
  Lectures will be implemented to describe watercolor techniques.

Equity Based Curriculum

- Assignments
  Address
  Students are encouraged to make work associated with their own lives and stories.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing

Add Assignment

Go to a watercolor exhibition and write a well-developed essay describing your reactions (positive or negative) to work in which the "idea through message" process was employed by the artist.

2. Assignment Type Laboratory
   Add Assignment

   1. ~~In-class assignments~~

      1. Paint a simple still life demonstrating the use of color in expressin specific ideas/thoughts/feelings.

      2. Students are encouraged to make work associated with their own lives and stories.
   2. ~~Go to a watercolor exhibition and write a well-developed essay describing your reactions (positive or negative) to work in which the "idea through message" process was employed by the artist.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARTS 7B, the student should be able to complete~~ Complete a body of paintings that demonstrates an understanding of specific subject based material.
2. **Outcome Text**
   ~~Upon completion of ARTS 7B, the student should be able to demonstrate~~ Demonstrate a knowledge of composition.
3. **Outcome Text**
   ~~Upon completion of ARTS 7B, the student should be able to demonstrate~~ Demonstrate a mastery of watercolor application and techniques.
4. **Outcome Text**
   ~~Upon completion of ARTS 7B, the student should be able to produce~~ Produce watercolor paintings demonstrating intermediate color theory applications.
5. **Outcome Text**
   ~~Upon completion of ARTS 7B, the student should be able to produce~~ Produce watercolor paintings demonstrating intermediate value applications.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite

Requisite Course ARTS 7A - Introduction to Watercolor Painting(~~Active~~ Launched)

2. **Requisite Type** Recommended Course Preparation
   Requisite Course ARTS 2A - Introduction to Drawing(~~Active~~ Launched)

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- ~~Quizzes~~
  ~~Frequency~~ -
- - ~~Portfolios~~
  ~~Frequency~~ -
- - Projects
  Frequency
- At ~~Group~~ least ~~Projects~~
  ~~Frequency~~ 6
  per semester.
- Class Work
  Frequency
  At least 13 times per semester.
- Lab Activities
  Frequency
  At least 13 times per semester.

Other ~~Yes~~ No
Please Explain

~~Finished works that illustrate the techniques taught in this class~~
~~Assessment of the student's understanding of particular techniques taught in this class~~
~~Final review of finished works that demonstrate technical and intellectual understanding in one portfolio~~
~~Group critiques~~

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
~~**Delivery Methods**~~
~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency** **Fully Online (~~FO~~ EFO):** _ ~~*Instruction*~~ *taught* ~~*involving regular and effective*~~ *fully online* ~~*interaction*~~ *only* ~~*that*~~ *in* ~~*takes*~~ *case* ~~*place*~~ *of* ~~*synchronously*~~ *an* ~~*or*~~ *emergency.*
- ~~asynchronously~~ **Emergency** ~~**and**~~ **Online** ~~**is**~~ **with** ~~**supported**~~ **Flexible** ~~**by**~~ **In-Person Component (EOFI):** _ *taught online with flexible in-person component* *only* ~~*materials*~~ *in* ~~*and activities delivered through the college's learning management system, and through the use*~~ *case* *of* ~~*other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes*~~ *emergency* .

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.

- Instructor participation.

DE Course Interactions

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- ~~**Peer-editing/critiquing**~~ **Chat :** *Students will ~~complete~~ use ~~peer-editing~~ the class chatroom to discuss assignments and course material in realtime .*
  Frequency
  ~~8-10~~ Chat ~~times~~ is ~~per~~ available ~~semester.~~
- for ~~**Web**~~ **students** ~~**conferencing:**~~ every Students online will interact in real time with each other to discuss coursework and assignments.
  ~~**Frequency**~~ -
  ~~Once a semester~~ class .

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- ~~**Quizzes, tests/exams:**~~ ~~*Quizzes will be used to make sure students completed assigned material and understood it.*~~
  ~~**Frequency**~~ -
  ~~2-3 quizzes per semester.~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  9 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Once a semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  8-10 times per semester.
- ~~**Other:**~~ -
  ~~**Frequency**~~ -
  ~~5 times per semester.~~

Textbooks/Materials

Textbook

1. **Author(s)** _ Jessie Kanelos Weiner
   Title _ Thinking in Watercolor: A Daily Practice to Unlock Your Creativity & Discover Your Inner Artist
   Publisher _ Workman Publishing Company
   ISBN-13 _ 9781648293320
   Year _ 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
2. **Author(s)** _ Veronica Ballart Lilja
   Title _ If You're Bored With WATERCOLOR Read This Book
   Edition _
   Publisher _ Octopus Books
   ISBN-13 _ 9781840919301
   Year _ 2025
3. **Author(s)** Hoffmann, T, Tom Hoffmann
   Title Watercolor Painting: A Comprehensive Approach to Mastering the Medium
   ~~**Publisher** - Watson-Guptill~~
   ~~**ISBN-13**~~ **Edition**
   Year 2012
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   standard text
4. **Author(s)** Jenna Rainey
   Title Everyday Watercolor
   Edition 1st
   Publisher Watson-Guptill
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
5. **Author(s)** Leslie Frontz
   Title The Watercolor Course You've Always Wanted
   Edition 1st
   Publisher _ Watson-Guptill
   ISBN-13 _
   Year 2015
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Satterthwaite, Monica~~ Wagner, David

Origination Date

~~10~~ 02 / ~~19~~ 26 / ~~2020~~ 2025

Parent Course

ARTS 7B - Watercolor Painting

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/16/2018~~

- State Approval

  ~~01/23/2018~~

- CC Approval

  ~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

03/03/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art 7B
Watercolor Painting
Effective: Fall 2026

Catalog Description:

ARTS 7B - Watercolor Painting
3.00 Units

Development of knowledge and skills introduced in Arts 7A with an emphasis on experimenting with the watercolor medium, perceptual skills and color theory, paint mixing and technique, as well as creative responses to materials and subject matter.
1.5 Units Lecture 1.5 Units Lab

Prerequisite: ARTS 7A with a minimum grade of C, **Recommended Course Preparation:** ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Implement an array of paper surfaces
B. Use somewhat sophisticated direct and indirect watercolor techniques including salt lift and blending
C. Express some of the less obvious dynamics of composition
D. Demonstrate color relations beyond simple theoretical models

E. Express an increasingly critical view of their own work and the work of others noting the presence of an emerging “personal style”
F. Interpret the various ways that art has been a vehicle of expression
G. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology
H. Safely handle and use studio painting materials and equipment

Course Content:

Lab:

1. Further manipulation the physical properties of watercolor painting materials.
2. Rationalizing the organization and application of the basic formal elements and principles of design as they relate to watercolor painting.
3. Deeper investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.

Lecture:

1. Further manipulation the physical properties of watercolor painting materials.
2. Rationalizing the organization and application of the basic formal elements and principles of design as they relate to watercolor painting.
3. Deeper investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of waterrcolor painting.
6. Historical and contemporary developments, critical trends, materials, and approaches in watercolor painting, including representational, expressive, abstract, or non-objective approaches.
7. Developing a deeper understanding of critical evaluation and critique of class projects using relevant terminology in oral or written formats.
8. Studio, equipment, and materials use and safety.

Methods of Instruction:

1. Demonstration - Watercolor techniques will be demonstrated in class.
2. Lecture - Lectures will be implemented to describe watercolor techniques.
3. Audio-visual Activity - Slides , videos, books, and periodicals will be used to illustrate and concepts presented in class
4. Critique - Constructive classroom critiques in a supportive environment that reinforce skills and concepts
5. 1. Specific techniques and concepts of watercolor painting will be demonstrated 2. Examples of how each technique/concept may be utilized in a finished work will be provided 3. Discussion of specific techniques and concepts in finished work

Typical Assignments

A. Writing:

Go to a watercolor exhibition and write a well-developed essay describing your reactions (positive or negative) to work in which the "idea through message" process was employed by the artist.

B. Laboratory:
    1. Paint a simple still life demonstrating the use of color in expressin specific ideas/thoughts/feelings.
    2. Students are encouraged to make work associated with their own lives and stories.

Methods of Evaluating Student Progress

A. Projects
    1. At least 6 per semester.
B. Class Work
    1. At least 13 times per semester.
C. Lab Activities
    1. At least 13 times per semester.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Complete a body of paintings that demonstrates an understanding of specific subject based material.
B. Demonstrate a knowledge of composition.
C. Demonstrate a mastery of watercolor application and techniques.
D. Produce watercolor paintings demonstrating intermediate color theory applications.
E. Produce watercolor paintings demonstrating intermediate value applications.

Textbooks (Typical):

Textbook:

1. Jessie Kanelos Weiner *Thinking in Watercolor: A Daily Practice to Unlock Your Creativity & Discover Your Inner Artist.*, Workman Publishing Company, 2025.
2. Veronica Ballart Lilja *If You're Bored With WATERCOLOR Read This Book.*, Octopus Books, 2025.
3. Hoffmann, T, Tom Hoffmann *Watercolor Painting: A Comprehensive Approach to Mastering the Medium.*, Watson-Guptill, 2012.
4. Jenna Rainey *Everyday Watercolor.* 1st ed., Watson-Guptill, 2017.
5. Leslie Frontz *The Watercolor Course You've Always Wanted.* 1st ed., Watson-Guptill, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. As required: various brushes, paints, inks, pens, papers, and boards.

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: ARTS 7C - Advanced Watercolor Painting I

Course Modification: ARTS 7C - Advanced Watercolor Painting I (Launched - Implemented 03-16-2025)
compared with
ARTS 7C - Advanced Watercolor Painting I (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Exploration of self, cultural and physical properties of watercolor painting.
2. Organization, application and implementation of the basic formal elements and principals of design as they relate to personal development of a watercolor style.
3. Construction and preparation of non traditional painting surfaces and supports.
4. Use and application of materials and tools in painting.
5. Personally expressive content through manipulation of mark, color, value, and composition.
6. Historical and contemporary developments of watercolor painting, critical trends, materials, and approaches in painting. including representational, expressive, abstract, or non-objective approaches.
7. Compare and contrast works of individual groups, critical evaluation and critique of class projects using relevant terminology in oral or written formats.
8. Studio, equipment, and material use and safety.

Lab Content

1. Organization, application and implementation of the basic formal elements and principals of design as they relate to personal development of a watercolor style.
2. Construction and preparation of non traditional painting surfaces and supports.
3. Use and application of materials and tools in painting.
4. Personally expressive content through manipulation of mark, color, value, and composition.

Equity Based Curriculum

- Course Content
  Address
  Students are encouraged to make work associated with their own lives and stories.
- Assignments
  Address
  Students are encouraged to make work associated with their own lives and stories.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment

    1. In-class assignment

        1. Paint a shallow space still life demonstrating the use of color mixing and/or glazing in expressing specific ideas/thoughts/feelings
        2. Paint a work that demonstrates the use of two and three dimensional controls including distance, volume, space, and contrast
        3. Students are encouraged to make work associated with their own lives and stories.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARTS 7C, the student should be able to demonstrate~~ Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting _ utilizing watercolors alone or modified with mixed media.
2. **Outcome Text**
   ~~Upon completion of ARTS 7C, the student should be able to demonstrate~~ Demonstrate aesthetic independence, critical thinking, creative initiative, and formal _ knowledge via an independent research project.
3. **Outcome Text**
   ~~Upon completion of ARTS 7C, the student should be able to identify~~ Identify advanced technical problems, analyze and objectively assess advanced watercolor _ paintings in a verbal critique.
4. **Outcome Text**
   ~~Upon completion of ARTS 7C, the student should be able to produce~~ Produce watercolor paintings demonstrating advanced color theory applications utilizing _ watercolors alone or modified with mixed media.
5. **Outcome Text**
   ~~Upon completion of ARTS 7C, the student should be able to produce~~ Produce watercolor paintings demonstrating advanced composition applications.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course ARTS 7B - Watercolor Painting(~~Active~~ Launched)
2. **Requisite Type** Recommended Course Preparation
   Requisite Course ARTS 2A - Introduction to Drawing(~~Active~~ Launched)

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- ~~Quizzes~~
  ~~Frequency~~ -
- - ~~Portfolios~~
  ~~Frequency~~ -
- - Projects

Frequency
At least 6 per semester.

- Class Participation
  Frequency
  At least 13 times per semester.
- Lab Activities
  Frequency
  At least 13 times per semester.

Other ~~Yes~~ No
Please Explain

~~Final Project~~

Distance Education

Effective Term Fall 2026
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
~~**Delivery Methods**~~
~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Explain why this course should be offered in Distance Education mode.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** *taught fully online only in case of an emergency.*
- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting. In discussing with my fellow colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

~~Emergency Delivery Methods~~

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

~~**If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.**~~

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Student participation .

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  ~~5~~ 6 times per semester.

Textbooks/Materials

Textbook

1. **Author(s)** _ Jessie Kanelos Weiner
   Title _ Thinking in Watercolor: A Daily Practice to Unlock Your Creativity & Discover Your Inner Artist
   Publisher _ Workman Publishing Company
   ISBN-13 _ 9781648293320
   Year _ 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
2. **Author(s)** _ Veronica Ballart Lilja
   Title _ If You're Bored With WATERCOLOR Read This Book
   Edition _
   Publisher _ Octopus Books
   ISBN-13 _ 9781840919301
   Year _ 2025
3. **Author(s)** Hoffmann, T, Tom Hoffmann
   Title Watercolor Painting: A Comprehensive Approach to Mastering the Medium
   ~~**Publisher** - Watson-Guptill~~
   ~~**ISBN-13**~~ **Edition**
   Year 2012
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   standard text
4. **Author(s)** Jenna Rainey
   Title Everyday Watercolor
   Edition 1
   Publisher Watson-Guptill
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
5. **Author(s)** Leslie Frontz
   Title The Watercolor Course You've Always Wanted

Edition 1st
Publisher Watson-Guptill
ISBN-13
Year 2015
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes
Originator ~~Satterthwaite, Monica~~ Wagner, David
Origination Date
~~10~~ 02 / ~~19~~ 26 / ~~2020~~ 2025
Parent Course
ARTS 7C - Advanced Watercolor Painting I
No Previous Course
Entry of Special Dates

- Board of Trustees
  ~~01/16/2018~~
- State Approval
  ~~01/23/2018~~
- CC Approval
  ~~12/04/2017~~

Instructional Services
Effective Term ~~Fall 2018~~ Fall 2026
Implementation Date
~~08/15/2018~~

03/05/2025

Course CB Codes
CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art 7C
Advanced Watercolor Painting I
Effective: Fall 2026

Catalog Description:

ARTS 7C - Advanced Watercolor Painting I
3.00 Units

Development of knowledge and skills introduced in 7B directed towards individual needs with an emphasis on individual expression.
1.5 Units Lecture 1.5 Units Lab

Prerequisite: ARTS 7B with a minimum grade of C, **Recommended Course Preparation:** ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Demonstrate practical fundamentals of tools and techniques of water color painting
B. Demonstrate various visual dynamics that occur in watercolor painting
C. Express an appreciation of the value of artistic assumptions of painters other than oneself
D. Display development of an organized awareness of some of one's own developing artistic assumptions
E. Examine and describe historical and contemporary developments, trends, materials and approaches in watercolor painting

F. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology and more advanced vocabulary
G. Demonstrate and research safe practices in the handling and use of studio painting materials and equipment

Course Content:

Lab:

1. Organization, application and implementation of the basic formal elements and principals of design as they relate to personal development of a watercolor style.
2. Construction and preparation of non traditional painting surfaces and supports.
3. Use and application of materials and tools in painting.
4. Personally expressive content through manipulation of mark, color, value, and composition.

Lecture:

1. Exploration of self, cultural and physical properties of watercolor painting.
2. Organization, application and implementation of the basic formal elements and principals of design as they relate to personal development of a watercolor style.
3. Construction and preparation of non traditional painting surfaces and supports.
4. Use and application of materials and tools in painting.
5. Personally expressive content through manipulation of mark, color, value, and composition.
6. Historical and contemporary developments of watercolor painting, critical trends, materials, and approaches in painting. including representational, expressive, abstract, or non-objective approaches.
7. Compare and contrast works of individual groups, critical evaluation and critique of class projects using relevant terminology in oral or written formats.
8. Studio, equipment, and material use and safety.

Methods of Instruction:

1. Audio-visual Activity - Slides, videos, books, and periodicals will be used to illustrate techniques and concepts presented in class
2. Individualized Instruction
3. Demonstration
4. Field Trips - To observe works of Masters and contemporary artists
5. Lecture
6. Critique - Constructive classroom critiques in a supportive environment that reinforce skills and concepts
7. 1. Specific techniques and concepts of watercolor painting will be demonstrated 2. Examples of how each technique/concept may be utilized in a finished work will be provided 3. Discussion of specific techniques and concepts in finished work

Typical Assignments

A. Laboratory:
    1. In-class assignment

1. Paint a shallow space still life demonstrating the use of color mixing and/or glazing in expressing specific ideas/thoughts/feelings
2. Paint a work that demonstrates the use of two and three dimensional controls including distance, volume, space, and contrast
3. Students are encouraged to make work associated with their own lives and stories.

Methods of Evaluating Student Progress

A. Lab Activities
    1. At least 13 times per semester.
B. Projects
    1. At least 6 per semester.
C. Class Participation
    1. At least 13 times per semester.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting utilizing watercolors alone or modified with mixed media.
B. Demonstrate aesthetic independence, critical thinking, creative initiative, and formal knowledge via an independent research project.
C. Identify advanced technical problems, analyze and objectively assess advanced watercolor paintings in a verbal critique.
D. Produce watercolor paintings demonstrating advanced color theory applications utilizing watercolors alone or modified with mixed media.
E. Produce watercolor paintings demonstrating advanced composition applications.

Textbooks (Typical):

Textbook:

1. Jessie Kanelos Weiner *Thinking in Watercolor: A Daily Practice to Unlock Your Creativity & Discover Your Inner Artist.*, Workman Publishing Company, 2025.
2. Veronica Ballart Lilja *If You're Bored With WATERCOLOR Read This Book.*, Octopus Books, 2025.
3. Hoffmann, T, Tom Hoffmann *Watercolor Painting: A Comprehensive Approach to Mastering the Medium.*, Watson-Guptill, 2012.
4. Jenna Rainey *Everyday Watercolor.* 1 ed., Watson-Guptill, 2017.
5. Leslie Frontz *The Watercolor Course You've Always Wanted.* 1st ed., Watson-Guptill, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. As required: various brushes, paints, inks, pens, papers, and boards.

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: ARTS 7D - Advanced Watercolor Painting II

Course Modification: ARTS 7D - Advanced Watercolor Painting II (Launched - Implemented 03-16-2025)
compared with
ARTS 7D - Advanced Watercolor Painting II (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Further investigation, application and reflection of:

    1. physical properties of watercolor materials
    2. formal elements of principal of design as they relate to watercolor painting
    3. advanced color theory as it relates to personal projects
    4. construction and preparation of painting surfaces and supports
    5. expressive content through manipulation of mark, value, color and composition
    6. historical and contemporary developments, critical trends, materials and approaches in watercolor painting including representational, expressive, abstract or non-objective approaches.
    7. personal and class projects critiques in written and oral formats
    8. studio equipment, material use and safety

Lab Content

1. Further investigation, application and reflection of:
    1. physical properties of watercolor materials
    2. formal elements of principal of design as they relate to watercolor painting
    3. advanced color theory as it relates to personal projects
    4. construction and preparation of painting surfaces and supports
    5. expressive content through manipulation of mark, value, color and composition

Equity Based Curriculum

- Assignments
  Address
  Students are encouraged to make work associated with their own lives and stories.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
    1. Develop a sequential series of paintings. Complete three paintings in the series
    2. Create a painting from a collage of magazine photographs which utilize the concept of complementary contrast to duplicate with paint a photographically realistic image.
    3. Students are encouraged to make work associated with their own lives and stories.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ARTS 7D, the student should be able to demonstrate~~ Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting utilizing watercolors alone or modified with mixed media.
2. **Outcome Text**
   ~~Upon completion of ARTS 7D, the student should be able to demonstrate~~ Demonstrate aesthetic independence, critical thinking, creative initiative, and formal knowledge via an independent research project.
3. **Outcome Text**
   ~~Upon completion of ARTS 7D, the student should be able to identify~~ Identify and create advanced watercolor paintings utilizing advanced painting skills.
4. **Outcome Text**
   ~~Upon completion of ARTS 7D, the student should be able to produce~~ Produce watercolor paintings demonstrating advanced color theory applications utilizing watercolors alone or modified with mixed media.
5. **Outcome Text**
   ~~Upon completion of ARTS 7D, the student should be able to produce~~ Produce watercolor paintings demonstrating advanced composition applications.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course ARTS 7C - Advanced Watercolor Painting I(~~Active~~ Launched)
2. **Requisite Type** Recommended Course Preparation
   Requisite Course ARTS 2A - Introduction to Drawing(~~Active~~ Launched)

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- ~~Quizzes~~
  ~~Frequency~~ -
- - ~~Portfolios~~
  ~~Frequency~~ -
- - Projects
  Frequency
  At least 6 per semester.
- Class Work

Frequency
At least 13 times per semester.

- ~~Home~~ Lab ~~Work~~ Activities

Frequency
At least 13 times per semester.

Other ~~Yes~~ No
Please Explain

~~Finished works that illustrate the techniques taught in this class~~
~~Assessment of the student's understanding of particular techniques taught in this class~~
~~Group critiques~~
~~final Project~~

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
~~Delivery Methods~~
~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

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Explain why this course should be offered in Distance Education mode.
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

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- **Emergency Online with Flexible In-Person Component (EOFI):** *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting. In discussing with my fellow colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

~~Emergency Delivery Methods~~

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

~~**If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.**~~

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

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- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Textbooks/Materials

Textbook

1. **Author(s)** Jessie Kanelos Weiner
   Title Thinking in Watercolor: A Daily Practice to Unlock Your Creativity & Discover Your Inner Artist
   Publisher Workman Publishing Company
   ISBN-13 9781648293320
   Year 2025
2. **Author(s)** Veronica Ballart Lilja
   Title If You're Bored With WATERCOLOR Read This Book
   Edition

Publisher _ Octopus Books
ISBN-13 _ 9781840919301
Year _ 2025

3. **Author(s)** Hoffmann, T,
   Title Watercolor Painting: A Comprehensive Approach to Mastering the Medium
   ~~Publisher~~ - ~~Watson-Guptill~~
   ~~ISBN-13~~ Edition
   Year 2012
4. **Author(s)** Jenna Rainey
   Title Everyday Watercolor
   Edition 1st
   Publisher Watson-Guptill
   ISBN-13
   Year 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
5. **Author(s)** Leslie Frontz
   Title The Watercolor Course You've Always Wanted
   Edition 1st
   Publisher _ Watson-Guptill
   ISBN-13 _
   Year 2015
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~-Satterthwaite, Monica~~ Wagner, David

Origination Date

~~10~~ 02 / ~~19~~ 26 / ~~2020~~ 2025

Parent Course

ARTS 7D - Advanced Watercolor Painting II

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

  ~~01/23/2018~~

- CC Approval

  ~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

03/05/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Art 7D
Advanced Watercolor Painting II
Effective: Fall 2026

Catalog Description:

ARTS 7D - Advanced Watercolor Painting II
3.00 Units

Advanced projects in watercolor painting with emphasis on demonstrating functional competence and an intellectual understanding of personal ideas. Further development of knowledge and skills introduced in 7C directed towards individualized needs.
1.5 Units Lecture 1.5 Units Lab

Prerequisite: ARTS 7C with a minimum grade of C, **Recommended Course Preparation:** ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Show understanding of tools and techniques for watercolor painting to further express personal ideas and styles
B. Formulate personal competence and intellectual understanding of the various visual dynamics that occur through the use of multiple art elements in watercolor painting

C. Recognize and express a deeper, more thorough appreciation of the value of the artistic assumptions of ones own work
D. Assess and critique paintings in group, individual, and written context using relevant technique formats, concepts and terminology
E. Produce finished paintings demonstrating a thorough understanding of technical skills and utilizing a large range of art concepts appropriate to an advanced level
F. Express an increasingly sophisticated critical view of their own work and the work of others noting the presence and awareness of a defined “personal style”
G. Evaluate historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches
H. Safely use studio equipment and materials

Course Content:

Lab:

1. Further investigation, application and reflection of:
    1. physical properties of watercolor materials
    2. formal elements of principal of design as they relate to watercolor painting
    3. advanced color theory as it relates to personal projects
    4. construction and preparation of painting surfaces and supports
    5. expressive content through manipulation of mark, value, color and composition

Lecture:

1. Further investigation, application and reflection of:
    1. physical properties of watercolor materials
    2. formal elements of principal of design as they relate to watercolor painting
    3. advanced color theory as it relates to personal projects
    4. construction and preparation of painting surfaces and supports
    5. expressive content through manipulation of mark, value, color and composition
    6. historical and contemporary developments, critical trends, materials and approaches in watercolor painting including representational, expressive, abstract or non-objective approaches.
    7. personal and class projects critiques in written and oral formats
    8. studio equipment, material use and safety

Methods of Instruction:

1. Critique - Constructive classroom critiques in a supportive environment that reinforce skills and concepts
2. Field Trips - To observe works of Masters and contemporary artists
3. Individualized Instruction
4. Demonstration
5. Audio-visual Activity - Slides, videos, books, and periodicals will be used to illustrate techniques and concepts presented in class
6. Lecture

7. 1. Specific techniques and concepts of watercolor painting will be demonstrated 2. Examples of how each technique/concept may be utilized in a finished work will be provided 3. Discussion of specific techniques and concepts in finished work

Typical Assignments

A. Laboratory:
    1. Develop a sequential series of paintings. Complete three paintings in the series
    2. Create a painting from a collage of magazine photographs which utilize the concept of complementary contrast to duplicate with paint a photographically realistic image.
    3. Students are encouraged to make work associated with their own lives and stories.

Methods of Evaluating Student Progress

A. Projects
    1. At least 6 per semester.
B. Class Work
    1. At least 13 times per semester.
C. Lab Activities
    1. At least 13 times per semester.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting utilizing watercolors alone or modified with mixed media.
B. Demonstrate aesthetic independence, critical thinking, creative initiative, and formal knowledge via an independent research project.
C. Identify and create advanced watercolor paintings utilizing advanced painting skills.
D. Produce watercolor paintings demonstrating advanced color theory applications utilizing watercolors alone or modified with mixed media.
E. Produce watercolor paintings demonstrating advanced composition applications.

Textbooks (Typical):

Textbook:

1. Jessie Kanelos Weiner *Thinking in Watercolor: A Daily Practice to Unlock Your Creativity & Discover Your Inner Artist.*, Workman Publishing Company, 2025.
2. Veronica Ballart Lilja *If You're Bored With WATERCOLOR Read This Book.*, Octopus Books, 2025.
3. Hoffmann, T, *Watercolor Painting: A Comprehensive Approach to Mastering the Medium.*, Watson-Guptill, 2012.
4. Jenna Rainey *Everyday Watercolor.* 1st ed., Watson-Guptill, 2017.
5. Leslie Frontz *The Watercolor Course You've Always Wanted.* 1st ed., Watson-Guptill, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. As required: various brushes, paints, inks, pens, papers, and boards.

LAS POSITAS COLLEGE

Course Modification: BIO 1C - Cell and Molecular Biology

Course Modification: BIO 1C - Cell and Molecular Biology (Launched - Implemented 08-16-2025)
compared with
Technical Course Revision: BIO 1C - Cell and Molecular Biology (Approved - Implemented 08-15-2025)

Cover

Effective Term Fall ~~2025~~ 2026

Catalog Description

~~Principles~~ This course, intended for majors, will cover principles and applications of ~~cell~~ prokaryotic and ~~molecular biology. Includes biochemistry,~~ eukaryotic cell structure and function, ~~cell~~ biochemistry, biological molecules, homeostasis, cell ~~metabolism~~ reproduction and its controls, molecular genetics, classical/Mendelian genetics , cell ~~reproduction~~ metabolism including photosynthesis , ~~cell communication, genetics, molecular biology, biotechnology~~ respiration , and ~~evolution~~ fermentation, and cellular communication . ~~Emphasis~~ The ~~on~~ philosophy of science, methods of scientific inquiry , and experimental design are foundational to the course .

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

1. **Program** Biology UC Pathway - Associate of Science Degree (Active) - Fall 2023

Course Objectives

Objectives

Upon completion of this course, the student should be able to:

1. ~~Group~~ **Objective** ~~Title~~ **Text**
   Identify and describe biological molecules and cell structures, and explain ~~structure~~ their ~~and function of biologically important molecules~~ functions
2. ~~Group~~ **Objective** ~~Title~~ **Text** ~~Describe cell membrane structure, compare mechanisms of membrane transport,~~
   Compare and ~~discuss~~ contrast ~~types~~ cellular ~~of~~ processes ~~cell~~ and ~~junctions~~ interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication)
3. ~~Group~~ **Objective** ~~Title~~ **Text** ~~Summarize enzyme structure and relate to function~~
   ~~Group Title~~ - ~~Identify and explain structure and function of cells and cell organelles~~
4. ~~Group Title~~ - ~~Compare and contrast cellular metabolic pathways~~

5. ~~Group Title - Compare and contrast cell reproduction processes, including~~ Apply the ~~cell cycle, mitosis, and meiosis~~
6. ~~Group Title - Compare and contrast cell communication processes, including cell signaling and signal transduction~~
7. ~~Group Title - Explain how DNA replicates and transmits genetic information within organisms~~
8. ~~Group Title - Interpret genetic crosses and patterns~~ principles of ~~inheritance, explain examples of non-Mendelian inheritance, and solve genetics problems~~
9. ~~Group Title - Describe chromosome structure, explain the patterns of inheritance of sex chromosomes, and compare features of the prokaryotic and eukaryotic genomes~~
10. ~~Group Title - Explain examples of how gene expression is regulated~~
11. ~~Group Title - Apply~~ classical and molecular genetics to solve problems in genetics or biotechnology

~~Group~~ Objective ~~Title~~ Text ~~Describe the molecular basis of the action potential, muscle contraction, and antibody action~~

~~Group Title~~ - Relate evolutionary processes to the origin and evolution of ~~cellular life~~ cells

~~Group~~ Objective ~~Title~~ Text

Explain how DNA replicates and ~~apply~~ transmits ~~the~~ genetic ~~major~~ information ~~tools~~ within ~~and techniques used in biotechnology~~ organisms

~~Group~~ Objective ~~Title~~ Text

Apply ~~methods~~ the processes of scientific inquiry and experimental design to the study of biological concepts

~~Group~~ Objective ~~Title~~ Text ~~Perform~~

Acquire , ~~document~~ read , ~~explain~~ evaluate , apply and ~~interpret~~ cite ~~a~~ scientific ~~variety of biochemistry, cell, and molecular techniques and experiments~~ literature

~~Group~~ Objective ~~Title~~ Text ~~Acquire, read, evaluate, apply, and cite~~

Practice scientific ~~literature~~ writing

~~Group~~ Objective ~~Title~~ Text ~~Practice~~

Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software

Objective Text

Conduct an independent research project, keep accurate records, analyze and draw conclusions, and communicate experimental findings in a standard format for scientific ~~writing~~ research

Objective Text

Explain and demonstrate the theoretical and practical aspects of using a compound microscope to study the structure and function of cells, including preparation and staining of samples for compound microscopy

Course Content

Lecture Content

1. Cellular chemistry and ~~biological molecules~~ biomolecules
    1. Structure and function , synthesis and hydrolysis
2. Membrane structure and function

    1. Mechanisms of ~~cells~~ transport, ~~and~~ types ~~organelles~~ of cell junctions

3. Evolutionary principles underlying
    1. Origin of cellular life
    2. Molecular evolution

4. Structure and ~~function~~ Function of ~~cell~~ Prokaryotic ~~membranes;~~ and ~~action~~ Eukaryotic ~~potential~~ Cells
    1. Organelle structure and function
    2. Cellular transport

5. Enzyme ~~across membranes~~
6. ~~Structure~~ structure and function ~~of enzymes~~
7. ~~Cell Reproduction and cell cycle regulation~~
8. Cellular metabolism (~~cellular~~ respiration, fermentation, and photosynthesis)
9. Cell reproduction and its controls
10. Cell communication
11. Classical/Mendelian ~~and~~ genetics, non-Mendelian ~~genetics~~ inheritance, Chromosomal inheritance,
12. Molecular genetics
13. DNA structure and function
14. Gene structure
15. ~~Gene~~ , gene expression , and ~~regulation~~ control of gene expression , in prokaryotic and eukaryotic cells
16. Biotechnology

17. ~~Origin~~ Action potential, muscle contraction, and ~~evolution~~ antibody ~~of life and molecules~~ action
18. Scientific ~~inquiry~~ Inquiry

Lab Content

1. ~~Microscopy~~ Laboratory includes experimental design, data analysis, and techniques used to address questions in the field of cell and molecular biology (e.g. microscopy, spectrophotometry, gel electrophoresis).
2. ~~Spectroscopy~~ Use of industry grade laboratory equipment and supplies: micropipettes, spectrophotometry, compound light microscopes and dissecting microscopes, endpoint and real-time thermal cyclers, gel electrophoresis, microplate reader, gel imaging, microcentrifuges, water baths, fume hoods, bunsen burners, in-house gas and CO2.
3. ~~Biologically~~ Lab ~~important~~ Safety
4. Scientific ~~molecules~~ Analysis and Writing
5. Experimental Design
6. Biochemistry: Detection, identification, concentration of carbohydrates, proteins, and lipids
7. Drosophila genetics
8. Compound light microscopy, sample preparation and staining, oil immersion
9. Diffusion
10. Enzyme Kinetics
11. Cellular Metabolism
12. Sterile technique
13. DNA extractions, Endpoint PCR, real-time PCR, Sanger Sequencing and Analysis, Gel Electrophoresis
14. Cell ~~structure~~ Division
15. ~~Membrane~~ ELISA
16. Genetic ~~transport~~
17. ~~Enzyme function~~

18. ~~Cell reproduction~~
19. ~~Genetics~~
20. ~~DNA isolation~~
21. ~~Gel electrophoresis (DNA and protein)~~
22. ~~Chromosomes~~
23. Transformation
24. ~~PCR~~ Protein Purification, SDS PAGE

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  Classroom Activity
- Discussion
  Comments
  Discussion
- Field Trips
  Comments
  Field Trips
- Lecture
  Comments
  Lecture
- Projects
  Comments
  Projects

Requisites/Requisite Validation

Requisites

1. **Group Title**
   1. **Requisite Type** Prerequisite
      Requisite Course BIO ~~1A~~ 1R - ~~General~~ Organismal ~~Botany~~ Biology (~~Active~~ Launched)
      Comments
      Skills Analysis
      Requisite Course Objective(s)

- _ Explain the essential elements of life, major hypotheses for life's history, and mechanisms for the diversification of life.
- _ Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of organisms.
  Degree of Importance _ Recommended
- _ Evaluate the relationships of organisms to each other and their environments.
  Degree of Importance _ Recommended
- _ Describe, identify key characteristics and classify representative specimens down to representative phyla.
  Degree of Importance _ Not Necessary
- _ Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of organisms.
  Degree of Importance _ Recommended
- _ Summarize evolutionary relationships using phylogenetic trees and build phylogenetic trees using morphological or molecular data.
  Degree of Importance _ Required
- _ Explain diffusion, osmosis, osmoregulation and water balance at the cellular and organismal level.
- _ Distinguish among and explain the structure and function of the different types cells and tissues.
  Degree of Importance _ Recommended
- _ Compare and contrast anatomy and physiology among different animal taxa, including digestive, respiratory, excretory systems, circulatory, muscular, nervous, and reproductive systems.
- _ Compare and contrast asexual and sexual reproduction.
  Degree of Importance _ Recommended
- _ Discuss and compare developmental patterns among animal taxa and heterotrophic unicellular eukaryotes; provide examples of how development of structures is related to their evolutionary history.
- _ Describe origin and importance of multicellularity.
- _ Explain mechanisms of evolutionary change.
  Degree of Importance _ Recommended
- _ Explain the evidence for evolution.
  Degree of Importance _ Recommended
- _ Apply scientific methodology and critical thinking through experimentation and experiences.
- _ Perform laboratory experiments in an efficient, safe, and purposeful manner.
- _ Keep a detailed, well-organized, and comprehensive lab notebook.
- _ Properly use and care for compound and dissecting microscopes for microscopic examination of biological structures.
  Degree of Importance _ Required
- _ Apply scientific methodology and reasoning through experimentation and experiences.
  Degree of Importance _ Required

- _ Demonstrate proficiency with dissection and proper and safe care, use, and choice of dissection tools, including microscopic examination.
  Degree of Importance _ Required
- _ Acquire, use, and properly cite scientific literature appropriately in scientific writing.
  Degree of Importance _ Required
- _ Conduct a biology research project or experiment, and clearly convey the results using correct scientific format.
  Degree of Importance _ Required

2. **Requisite Type** _ Prerequisite
   Requisite Course _ BIO 1A - General Botany(Active)
   Skills Analysis
   Requisite Course Objective(s)

   - Recognize the evolutionary relationships among the major groups of plants, fungi, and photosynthetic protistan taxa
     Degree of Importance _ Required
   - Summarize evolutionary relationships using phylogenetic trees and build phylogenetic trees using morphological or molecular data
     Degree of Importance Required
   - Make detailed and productive observations of plant structures, in both field and laboratory, and interpret their observations using principles learned in the course
     Degree of Importance Not Necessary
   - Describe and contrast life cycles within and among major plant, fungal, and photosynthetic protistan taxa
     ~~**Degree of Importance** - Required~~
   - Apply techniques and principles acquired in lecture and laboratory to correctly identify plants encountered on a daily basis, and place them in the appropriate major group
     ~~**Degree of Importance** - Not Necessary~~
   - Describe plants' roles in ecosystems and how worldwide environmental changes may affect these roles
     ~~**Degree of Importance** - Not Necessary~~
   - Explain diffusion, osmosis, osmoregulation and water balance at the cellular and organismal level
     Degree of Importance _ Required
   - Describe plant hormones and their uses in industrial agriculture
     ~~**Degree of Importance** - Not Necessary~~
   - Identify major plant biomes of the world
   - Apply physiological principles learned in the course to the growth and maintenance of plants
     ~~**Degree of Importance** - Not Necessary~~
   - Describe how organisms are organized into and interact within and among populations and communities
   - Describe processes that occur within ecosystems including the flow of energy and nutrient cycling

- Acquire, use, and cite scientific literature for scientific writing
  Degree of Importance Required
- Conduct a biology research project or experiment, and clearly convey the results using correct scientific format
  Degree of Importance Required
- Apply scientific methodology and reasoning through experimentation and experiences
- Use a compound or dissecting microscope to identify organisms, tissues, and cell types
- ~~Perform laboratory experiments in an efficient, safe, and purposeful manner~~

3. **Requisite Type** Prerequisite
   Subject BIO (Biological Sciences)
   Requisite Course BIO 1B - General Zoology(Active)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation Content Review
   Skills Analysis
   Requisite Course Objective(s)

   - Compare and contrast characteristics of major animal taxa
     Degree of Importance Not Necessary
   - Explain, construct, and interpret phylogenies
     Degree of Importance Recommended
   - Summarize the phylogenetic relationships among animal taxa
     Degree of Importance Recommended
   - Explain diffusion and osmosis; explain and give examples of osmoregulation in different organisms
     Degree of Importance Required
   - Give examples of physiological features among animal taxa, including digestive, respiratory, excretory systems, circulatory, muscular, nervous, and reproductive systems
     Degree of Importance Not Necessary
   - Distinguish among and explain the structure and function of the different types of animal tissues
     Degree of Importance Not Necessary
   - Identify and describe anatomical structures from representatives of different taxa, and relate the structures to their functions in digestion, respiration, excretion, circulation, movement, nervous control, and reproduction
     Degree of Importance Not Necessary
   - Compare and contrast anatomy and physiology among different taxa, including digestive, respiratory, excretory systems, circulatory, muscular, nervous, and reproductive systems
     Degree of Importance Not Necessary
   - Compare and contrast asexual and sexual reproduction
     Degree of Importance Not Necessary

- Discuss and compare developmental patterns among animal taxa and heterotrophic unicellular eukaryotes; provide examples of how development of structures is related to their evolutionary history
  Degree of Importance _ Not Necessary
- Describe origin and importance of multicellularity
  Degree of Importance _ Not Necessary
- Explain mechanisms of evolutionary change
  Degree of Importance _ Not Necessary
- Explain the evidence for evolution
  Degree of Importance Not Necessary
- Explain examples of animal behavior and relate behaviors to evolutionary significance
  Degree of Importance Not Necessary
- Properly use and care for compound and dissecting microscopes for microscopic examination of biological structures
  Degree of Importance _ Required
- Apply scientific methodology and critical thinking through experimentation and experiences
  Degree of Importance _ Required
- _ Perform laboratory experiments in an efficient, safe, and purposeful manner
  Degree of Importance _ Required
- Keep a detailed, well-organized, and comprehensive lab notebook
  Degree of Importance Required
- Demonstrate proficiency with dissection and proper and safe care, use, and choice of dissection tools, including microscopic examination
  Degree of Importance Required
- Acquire, use, and properly cite scientific literature appropriately in scientific writing
  Degree of Importance Required
- Conduct a biology research project or experiment, and clearly convey the results using correct scientific format
  Degree of Importance Required

2. **Requisite Type** ~~Recommended Course Preparation~~ Prerequisite
   Comments Eligible for college-level mathematics courses with Intermediate Algebra ~~or~~ as a ~~higher level of mathematics.~~ prerequisite
   Requisite Validation ~~Advisory~~ CCN/C-ID Requirement
3. **Requisite Type** Recommended Course Preparation
   Comments ~~Eligibility~~ Eligible for college-level composition as determined by college assessment or other appropriate method.

Catalog View Prerequisite: BIO 1R with a minimum grade of C, or BIO 1A with a minimum grade of C, or BIO 1B with a minimum grade of C CHEM 1A with a minimum grade of C, Eligible for college-level mathematics courses with Intermediate Algebra as a prerequisite, **Recommended Course Preparation:** ~~Intermediate~~ Eligible ~~Algebra~~ for college-level composition as determined by college assessment or ~~a~~ other ~~higher level of mathematics~~ appropriate method . ; ~~Eligibility for college-level composition as determined by college assessment or other appropriate method.~~

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Quizzes
  Frequency
  ~~Weekly~~ Six or more per semester
- Research Projects
  Frequency
  ~~Independent~~ One independent research project
- Field Trips
  Frequency
  ~~Two~~ At the faculty's discretion, uUp to two per semester
- Lab Activities
  Frequency
  ~~Notebook~~ Weekly lab activities, at least one notebook check and lab ~~practicals~~ practical per semester

Distance Education

Does (or will) this course have a DE component? Yes
Effective Term Fall 2026
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.
Offering a hybrid modality provides more flexibility for students while still maintaining an in-person component, the labs must be held in person.
Explain how the decision was made to offer this course in a Distance Education mode.
This decision was made through discussion with faculty.
Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- _ **Emergency Fully Online (EFO):** _ *taught fully online only in case of an emergency.*
- _ **Emergency Online with Flexible In-Person Component (EOFI):** _ *taught online with flexible in-person component only in case of emergency.*

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Closed captioning for videos.
- _ Transcription for audio.
- _ Alt-text/ tags for images.
- _ Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- _ Formatting and coding to make tables accessible for screen readers.
- _ Exploratory links.
- _ Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Twice per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  At least every other week

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Twice per semester

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Four exams per semester,
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  At the discretion of the faculty, up to two per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  One research project per semester
- **Other:**
  Frequency
  Weekly lab activities, at least one notebook check and lab practical per semester

Textbooks/Materials

Textbook

1. **Author(s)** Jane B Reece, Lisa A Urry, Michael L Cain, Steve A Wasserman, Peter V Minorsky , Rebecca B Orr
   Title Campbell Biology
   Edition ~~11th~~ 12th
   ISBN-13 9780135188743
   Year ~~2017~~ 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Or custom text based on topics of course~~
2. **Title** Biology: The Dynamic Science
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Majors-level biology~~
3. **Author(s)** James Morris, Daniel Hartl, Andrew Knoll, Robert Lue, Melissa Michael , Andrew Berry, Andrew Biewener, Brian Farrell, N. Michele Holbrook, Jessica Liu, Jean Heitz, Mark Hens, Elena Lozovsky
   Title Biology: How Life Works
   Edition ~~3rd~~ 4th
   Publisher W.H. Freeman ~~Publishing~~ and Company
   ISBN-13 9781319333584
   Year ~~2019~~ 2023

Manual

1. **Author(s)** ~~Giles Morgan, J., Urry, L., Carter, M., Cain, M., Wasserman, S., Minorsky, P., &~~ Jane Reece, ~~J~~ Judith Morgan . M Eloise Brown Carter
   Title Investigating Biology Laboratory Manual ~~, 9th edition~~

Edition 5th
ISBN-13 978-0134473468

General Education/Transfer Request

- 5C - Laboratory
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes
Originator ~~Kutil, Craig~~ Nakase, Dana
Origination Date
~~10~~ 04 / ~~13~~ 02 / ~~2024~~ 2025
Proposal Type
~~Technical~~ Course ~~Revision~~ Modification
Entry of Special Dates

-
-

Instructional Services
Effective Term ~~Fall 2025~~ Fall 2026
Implementation Date
~~08/15/2025~~

08/16/2025

LAS POSITAS COLLEGE

Course Outline for Biological Sciences 1C
Cell and Molecular Biology
Effective: Fall 2026

Catalog Description:

BIO 1C - Cell and Molecular Biology
5.00 Units

This course, intended for majors, will cover principles and applications of prokaryotic and eukaryotic cell structure and function, biochemistry, biological molecules, homeostasis, cell reproduction and its controls, molecular genetics, classical/Mendelian genetics, cell metabolism including photosynthesis, respiration, and fermentation, and cellular communication. The philosophy of science, methods of scientific inquiry, and experimental design are foundational to the course.
3 Units Lecture 2 Units Lab

Prerequisite: BIO 1R with a minimum grade of C, or BIO 1A with a minimum grade of C, or BIO 1B with a minimum grade of C CHEM 1A with a minimum grade of C, Eligible for college-level mathematics courses with Intermediate Algebra as a prerequisite, **Recommended Course Preparation:** Eligible for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Letter Grade Only

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Discipline:

Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Identify and describe biological molecules and cell structures, and explain their functions

B. Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication)
C. Apply the principles of classical and molecular genetics to solve problems in genetics or biotechnology
D. Relate evolutionary processes to the origin and evolution of cells
E. Explain how DNA replicates and transmits genetic information within organisms
F. Apply the processes of scientific inquiry and experimental design to the study of biological concepts
G. Acquire, read, evaluate, apply and cite scientific literature
H. Practice scientific writing
I. Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software
J. Conduct an independent research project, keep accurate records, analyze and draw conclusions, and communicate experimental findings in a standard format for scientific research
K. Explain and demonstrate the theoretical and practical aspects of using a compound microscope to study the structure and function of cells, including preparation and staining of samples for compound microscopy

Course Content:

Lab:

1. Laboratory includes experimental design, data analysis, and techniques used to address questions in the field of cell and molecular biology (e.g. microscopy, spectrophotometry, gel electrophoresis).
2. Use of industry grade laboratory equipment and supplies: micropipettes, spectrophotometry, compound light microscopes and dissecting microscopes, endpoint and real-time thermal cyclers, gel electrophoresis, microplate reader, gel imaging, microcentrifuges, water baths, fume hoods, bunsen burners, in-house gas and CO2.
3. Lab Safety
4. Scientific Analysis and Writing
5. Experimental Design
6. Biochemistry: Detection, identification, concentration of carbohydrates, proteins, and lipids
7. Drosophila genetics
8. Compound light microscopy, sample preparation and staining, oil immersion
9. Diffusion
10. Enzyme Kinetics
11. Cellular Metabolism
12. Sterile technique
13. DNA extractions, Endpoint PCR, real-time PCR, Sanger Sequencing and Analysis, Gel Electrophoresis
14. Cell Division
15. ELISA
16. Genetic Transformation
17. Protein Purification, SDS PAGE

Lecture:

1. Cellular chemistry and biomolecules
    1. Structure and function, synthesis and hydrolysis
2. Membrane structure and function

    1. Mechanisms of transport, types of cell junctions
3. Evolutionary principles underlying
    1. Origin of cellular life
    2. Molecular evolution
4. Structure and Function of Prokaryotic and Eukaryotic Cells
    1. Organelle structure and function
    2. Cellular transport
5. Enzyme structure and function
6. Cellular metabolism (respiration, fermentation, and photosynthesis)
7. Cell reproduction and its controls
8. Cell communication
9. Classical/Mendelian genetics, non-Mendelian inheritance, Chromosomal inheritance,
10. Molecular genetics
11. DNA structure and function
12. Gene structure, gene expression, and control of gene expression, in prokaryotic and eukaryotic cells
13. Biotechnology
14. Action potential, muscle contraction, and antibody action
15. Scientific Inquiry

Methods of Instruction:

1. Field Trips - Field Trips
2. Projects - Projects
3. Discussion - Discussion
4. Lecture - Lecture
5. Classroom Activity - Classroom Activity
6. Laboratory experiments
7. Audio-visual presentations
8. Laboratory exercises
9. Articles from scientific literature

Typical Assignments

A. Other:
    1. Prepare samples for microscopy, including using various stains for visualization.
    2. Perform extraction of DNA.
    3. Prepare and run agarose gel electrophoresis.
    4. Write a scientific report on an experiment or independent research project, using proper scientific report format.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Four per semester
B. Quizzes
    1. Six or more per semester

C. Research Projects
    1. One independent research project
D. Field Trips
    1. At the faculty's discretion, uUp to two per semester
E. Lab Activities
    1. Weekly lab activities, at least one notebook check and lab practical per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Conduct an independent research project, keep accurate records, analyze and draw conclusions, and communicate experimental findings in a standard format for scientific research.
B. Explain and demonstrate the theoretical and practical aspects of using a compound microscope to study the structure and function of cells, including preparation and staining of samples for compound microscopy.
C. Explain and apply basic principles and processes of cellular and molecular biology at different levels, from the biochemical to the cellular.
D. Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry level biology laboratory equipment and/or discipline-specific computer hardware and software.

Textbooks (Typical):

Textbook:

1. Jane B Reece, Lisa A Urry, Michael L Cain, Steve A Wasserman, Peter V Minorsky, Rebecca B Orr *Campbell Biology*. 12th ed., Pearson, 2021.
2. Peter J Russell, Paul E Hertz, Beverly McMillan, Joel H Benington *Biology: The Dynamic Science*. 5th ed., Cengage, 2021.
3. James Morris, Daniel Hartl, Andrew Knoll, Robert Lue, Melissa Michael, Andrew Berry, Andrew Biewener, Brian Farrell, N. Michele Holbrook, Jessica Liu, Jean Heitz, Mark Hens, Elena Lozovsky *Biology: How Life Works*. 4th ed., W.H. Freeman and Company, 2023.

Manual:

1. Ho, Nan. Biology 1: Cell Biology Custom Lab Manual. Pearson Custom Publishing, 2014.
2. Jane Reece, Judith Morgan. M Eloise Brown Carter. Investigating Biology Laboratory Manual. Pearson, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Laboratory manual and/or custom laboratory packages.
2. Personal Protective Equipment (PPE).

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: BIO 60 - Marine Biology

Course Modification: BIO 60 - Marine Biology (Launched - Implemented 04-12-2025)
compared with
BIO 60 - Marine Biology (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026
Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Review of basic science, and the scientific method
2. The geography of the oceans and geology of the sea floor
    1. Overview of ocean facts and geography
    2. Profile of the ocean bottom and ocean depth zones
    3. Review of plate techtonics
3. The chemistry of seawater
    1. Properties of water
    2. Inorganic chemistry of seawater
    3. Salinity and measurements

    4. Carbon in seawater

4. Primary Production

    1. Concept of limiting nutrients
    2. Nutrients for plant growth
    3. Nutrient distribution
    4. Light penetration

5. Phytoplankton and Bacterioplankton

    1. Planktonic bacteria; cyanobacteria
    2. ~~Phytoplankton diversity and size categories~~ Phytoplankton diversity and size categories
    3. Diatoms
    4. Dinoflagellates
    5. Chlorophyll and measurement of phytoplankton productivity
    6. Light in the ocean and the relationship between photosynthesis and light intensity
    7. Factors that affect phytoplankton growth and production

6. Zooplankton

    1. Zooplankton diversity and size categories
    2. ~~Microzooplankton -- Unicells~~ Microzooplankton -- Unicells
    3. Copepods and other planktonic crustaceans
    4. Holoplankton and Meroplankton

5. Features shared by planktonic organisms
6. Planktonic predators
7. How to avoid predation in the plankton

7. Introductory suvey of animal phyla

    1. List of all phyla (traditional groupings and phylogenetic groupings)
    2. Porifera
    3. Cnidaria
    4. Ctenophora
    5. Annelida
    6. Mollusca
    7. Arthropoda
    8. Echinodermata
    9. Chordata

8. Nekton

    1. Invertebrate examples
    2. Jawless fish -- Class Agnatha
    3. Cartilaginous fish – Class Chondrichthyes
    4. Bony fish – Class Osteichthyes
    5. Coloration
    6. Migration

9. Marine mammals
    1. Carnivora
    2. Sirenia
    3. Cetaceans
10. Marine Ecology
11. Ocean circulation
    1. Winds patterns, Coriolis effect and surface currents
    2. Gyres
    3. Boundary currents
    4. Vertical temperature, salinity and density structure of the ocean.
    5. Thermohaline circulation and deep water formation
12. Open ocean ecosystems
    1. Structure of pelagic food webs, traditional and the microbial loop
    2. Seasonal patterns in phytoplankton production
    3. Equatorial upwelling
    4. Gyres
    5. Polar latitudes
    6. The iron hypothesis
    7. Ocean's role in the global carbon cycle
13. Intertidal ecosystems

    1. Waves and tides
    2. Abiotic and biotic factors that structure intertidal communities
    3. Intertidal communities of California

14. Coastal ecosystems

    1. Coastal upwelling
    2. Phytoplankton production in upwelling areas
    3. Upwelling food webs
    4. ENSO
    5. Continental shelf ecosystems

15. Estuarine ecosystems

    1. General estuarine circulation
    2. Survey of estuarine habitats
    3. Importance of estuaries
    4. Salinity changes and estuarine animals
    5. Introductions of exotic species, and other human impacts

16. Coral reef ecosystems

    1. Structure, function and ecology of reef-building corals
    2. Zooxanthellae and symbiosis
    3. Coral reef types and formation

    4. Reef zones
    5. Impacts of humans

17. Deep sea ecosystems

    1. General features of the deep-sea environment
    2. Patterns of invertebrate diversity, abundance and community composition
    3. Adaptations of deep sea organisms including feeding strategies
    4. Hydrothermal vent and vent-like ecosystems

Lab Content

1. Introduction to laboratory techniques, metric system, analyzing data, the scientific method
2. Properties of Seawater
3. Spectrometry
4. Effect of different variables on Plankton growth rate
5. Microscope and Cell Structure
6. Phytoplankton and Zooplankton
7. Marine Algae/Plants
8. Photosynthetic Pigments
9. Taxonomic Classification of Invertebrates
10. Microscopic and macroscopic study of major marine taxa; may include

    1. Porifera
    2. Cnidaria

3. Mollusca
4. Arthropods
5. Echinoderms
6. Marine Chordates

11. Field investigation(s)

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Instructor will provide images, video, audio recordings, animations, or videos.
- Discussion
  Comments
  The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback.
- Field Trips
  Comments
  Instructor will lead field trips, or will facilitate self-paced field trips.
- Lab
  Comments
  The instructor will regularly facilitate laboratory activities.
- Lecture
  Comments
  The instructor will provide regular lectures.
- Projects
  Comments
  Students will participate in projects.

Equity Based Curriculum

- Methods of Instruction
  Address

A variety of methods of instruction are used to meet the needs of a diverse population of students. Instruction methods may include verbal lecture, hands on activities, activities in the field, and group work.

- Assignments
  Address
  A variety of assignments are used to support student learning such as data collection, field trips, and experiments.
- Methods of Evaluation
  Address
  Diverse methods of evaluation are employed such as group work, oral presentations, or written reports.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   Collect data on marine organisms in a tidepool, including species identification and abundance.

2. **Assignment Type** Laboratory
   Add Assignment

   1. ~~Quizzes~~ Dissect and identify the major structures and functions of a squid

   2. Design and conduct experiment on factors that affect plankton growth
   3. ~~Dissect and study marine animals~~

   1. ~~Do field work and write-up results~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of BIO 60, students should be able to conduct~~ Conduct guided experiments in the laboratory and interpret the results of these investigations,
   individually and/or in collaboration with other students.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.

2. **Outcome Text**
   ~~Upon completion of BIO 60, students should be able to differentiate~~ Differentiate various marine ecosystems, compare and contrast representative marine organisms, and understand their interdependence.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** **Develop Ideas** : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
3. **Outcome Text**
   ~~Upon completion of BIO 60, students will be able to properly~~ Properly manipulate a compound microscope and dissecting microscope to study marine microorganisms and internal structures of marine organisms.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** Determine which technology will effectively and efficiently produce the desired results
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** Use appropriate technology to acquire, organize, analyze, and communicate
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** Demonstrate ethical, legal, and safe practices when using technology
4. **Outcome Text**
   ~~Upon completion of BIO 60, students will have gained~~ Gain hands-on experience with and demonstrated proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** Determine which technology will effectively and efficiently produce the desired results
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** Use appropriate technology to acquire, organize, analyze, and communicate
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** Demonstrate ethical, legal, and safe practices when using technology

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  ~~Three~~ At least three per semester

- Quizzes
  Frequency
  ~~6~~ At least 3 per semester
- Papers
  Frequency
  ~~Research~~ At least one research report
- Class Participation
  Frequency
  ~~Participation~~ Weekly participation in discussions
- ~~- Home Work~~
  ~~**Frequency** -~~
  ~~Review questions for assigned reading~~
- Lab Activities
  Frequency
  ~~Dissections~~ Weekly laboratory activities, which may include dissections , laboratory notebook write-ups , and practical examination

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- ~~**Fully**~~ **Partially** **Online** ~~**(FO)**~~ **:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by ~~only~~ materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. ~~All~~ Any ~~approved~~ portion ~~instructional~~ of ~~contract~~ a ~~hours~~ class ~~are~~ that is delivered ~~through those~~ online ~~interactions~~ follows a separate approval and meets the regular and effective contact regulation . ~~Any synchronous requirements are listed in the~~ The schedule of classes indicates dates, times and locations of in-person meetings .*

Explain why this course should be offered in Distance Education mode.
~~The~~ This ~~biology~~ course ~~faculty~~ can ~~felt~~ function ~~that~~ well ~~there is~~ with a ~~way~~ lecture component online, but lab activities would need to ~~offer~~ be ~~the course~~ done in ~~case~~ person. ~~of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.~~
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with the full-time faculty in the department, keeping in mind this is a class designed for non-majors.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (~~FO~~ EFO):** ~~Instruction~~ taught ~~involving regular and effective~~ fully online ~~interaction that takes place synchronously or asynchronously and is supported by~~ only ~~materials~~ in ~~and activities delivered through the college's learning management system, and through the use~~ case of ~~other~~ an ~~required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes~~ emergency .

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

The biology faculty felt that there is a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity .

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  At least two times during the semester. Students will also be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  Students will complete at least one ~~research~~ assignment ~~project~~ that engages in a component of the scientific method of inquiry over the course of the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Students will be given at least 3 exams and at least ~~6~~ 3 quizzes each semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  At ~~least~~ the ~~one~~ discretion ~~per~~ of ~~semester~~ the instructor .

Textbooks/Materials

Textbook

1. **Title** Marine Biology
   Edition ~~11th~~ 12th
   Year ~~2019~~ 2023

Or Equivalent ~~No~~ Yes

2. **Title** Marine Biology, Function, Biodiversity, Ecology
   Edition ~~5th~~ 6th
   Year ~~2017~~ 2021
   Or Equivalent ~~No~~ Yes

Manual

1. **Title** Exploring Marine Biology, Laboratory and Field Exercises
   Rationale for older manual
   Edition has not been updated. The types of experiments described cover basics that are not in flux.
2. **Title** Laboratory and Field Investigations in Marine Life ~~10th~~ 11th ed.
   Rationale for older manual
   This is the newest edition. The types of experiments described cover basics that are not in flux.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 5B - Biological Science
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- 5C - Laboratory
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change Yes

- 5 - Natural Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Nakase, Dana~~ Boaz, Segal

Origination Date

~~08~~ 11 / ~~10~~ 01 / ~~2021~~ 2024

Parent Course

BIO 60 - Marine Biology

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/15/2019~~

- State Approval

  ~~01/24/2019~~

- CC Approval

  ~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08/15/2019~~

-

04/12/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Biological Sciences 60
Marine Biology
Effective: Fall 2026

Catalog Description:

BIO 60 - Marine Biology
4.00 Units

Ocean as a habitat, the organisms that inhabit marine waters, their ecology, adaptations and evolution, and the role of the ocean in the ecology of the biosphere.

3 Units Lecture 1 Units Lab

Course Grading: Optional

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Discipline:

Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Describe the basic principles of geological, physical, biological, and chemical oceanography.
B. Explain basic ecological principles, at the population, community, and ecosystem levels.
C. Explain the basic theory, mechanisms, and results of evolution by Natural Selection.
D. Describe structure, and function of important marine taxa with a focus on those found along the coast of California.
E. Define and describe primary production, photosynthesis, and chemosynthesis in the ocean and explain the factors that affect primary production.
F. Compare and describe the structure, importance and controls of pelagic and benthic food webs.

G. Identify structure, important taxa, abiotic and biotic features of intertidal, near shore subtidal, pelagic, and deep-sea environments.

Course Content:

Lab:

1. Introduction to laboratory techniques, metric system, analyzing data, the scientific method
2. Properties of Seawater
3. Spectrometry
4. Effect of different variables on Plankton growth rate
5. Microscope and Cell Structure
6. Phytoplankton and Zooplankton
7. Marine Algae/Plants
8. Photosynthetic Pigments
9. Taxonomic Classification of Invertebrates
10. Microscopic and macroscopic study of major marine taxa; may include
    1. Porifera
    2. Cnidaria
    3. Mollusca
    4. Arthropods
    5. Echinoderms
    6. Marine Chordates
11. Field investigation(s)

Lecture:

1. Review of basic science, and the scientific method
2. The geography of the oceans and geology of the sea floor
    1. Overview of ocean facts and geography
    2. Profile of the ocean bottom and ocean depth zones
    3. Review of plate techtonics
3. The chemistry of seawater
    1. Properties of water
    2. Inorganic chemistry of seawater
    3. Salinity and measurements
    4. Carbon in seawater
4. Primary Production
    1. Concept of limiting nutrients
    2. Nutrients for plant growth
    3. Nutrient distribution
    4. Light penetration
5. Phytoplankton and Bacterioplankton
    1. Planktonic bacteria; cyanobacteria
    2. Phytoplankton diversity and size categories
    3. Diatoms
    4. Dinoflagellates

5. Chlorophyll and measurement of phytoplankton productivity
6. Light in the ocean and the relationship between photosynthesis and light intensity
7. Factors that affect phytoplankton growth and production

6. Zooplankton
    1. Zooplankton diversity and size categories
    2. Microzooplankton -- Unicells
    3. Copepods and other planktonic crustaceans
    4. Holoplankton and Meroplankton
    5. Features shared by planktonic organisms
    6. Planktonic predators
    7. How to avoid predation in the plankton
7. Introductory suvey of animal phyla
    1. List of all phyla (traditional groupings and phylogenetic groupings)
    2. Porifera
    3. Cnidaria
    4. Ctenophora
    5. Annelida
    6. Mollusca
    7. Arthropoda
    8. Echinodermata
    9. Chordata
8. Nekton
    1. Invertebrate examples
    2. Jawless fish -- Class Agnatha
    3. Cartilaginous fish – Class Chondrichthyes
    4. Bony fish – Class Osteichthyes
    5. Coloration
    6. Migration
9. Marine mammals
    1. Carnivora
    2. Sirenia
    3. Cetaceans
10. Marine Ecology
11. Ocean circulation
    1. Winds patterns, Coriolis effect and surface currents
    2. Gyres
    3. Boundary currents
    4. Vertical temperature, salinity and density structure of the ocean.
    5. Thermohaline circulation and deep water formation
12. Open ocean ecosystems
    1. Structure of pelagic food webs, traditional and the microbial loop
    2. Seasonal patterns in phytoplankton production
    3. Equatorial upwelling
    4. Gyres
    5. Polar latitudes

6. The iron hypothesis
7. Ocean's role in the global carbon cycle

13. Intertidal ecosystems
    1. Waves and tides
    2. Abiotic and biotic factors that structure intertidal communities
    3. Intertidal communities of California
14. Coastal ecosystems
    1. Coastal upwelling
    2. Phytoplankton production in upwelling areas
    3. Upwelling food webs
    4. ENSO
    5. Continental shelf ecosystems
15. Estuarine ecosystems
    1. General estuarine circulation
    2. Survey of estuarine habitats
    3. Importance of estuaries
    4. Salinity changes and estuarine animals
    5. Introductions of exotic species, and other human impacts
16. Coral reef ecosystems
    1. Structure, function and ecology of reef-building corals
    2. Zooxanthellae and symbiosis
    3. Coral reef types and formation
    4. Reef zones
    5. Impacts of humans
17. Deep sea ecosystems
    1. General features of the deep-sea environment
    2. Patterns of invertebrate diversity, abundance and community composition
    3. Adaptations of deep sea organisms including feeding strategies
    4. Hydrothermal vent and vent-like ecosystems

Methods of Instruction:

1. Lecture - The instructor will provide regular lectures.
2. Discussion - The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback.
3. Lab - The instructor will regularly facilitate laboratory activities.
4. Field Trips - Instructor will lead field trips, or will facilitate self-paced field trips.
5. Projects - Students will participate in projects.
6. Audio-visual Activity - Instructor will provide images, video, audio recordings, animations, or videos.

Typical Assignments

A. Other:
Collect data on marine organisms in a tidepool, including species identification and abundance.

B. Laboratory:

1. Dissect and identify the major structures and functions of a squid
2. Design and conduct experiment on factors that affect plankton growth

Methods of Evaluating Student Progress

A. Papers
    1. At least one research report
B. Class Participation
    1. Weekly participation in discussions
C. Exams/Tests
    1. At least three per semester
D. Quizzes
    1. At least 3 per semester
E. Lab Activities
    1. Weekly laboratory activities, which may include dissections, laboratory notebook write-ups, and practical examination

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Conduct guided experiments in the laboratory and interpret the results of these investigations, individually and/or in collaboration with other students.
B. Differentiate various marine ecosystems, compare and contrast representative marine organisms, and understand their interdependence.
C. Properly manipulate a compound microscope and dissecting microscope to study marine microorganisms and internal structures of marine organisms.
D. Gain hands-on experience with and demonstrated proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.

Textbooks (Typical):

Textbook:

1. Peter Castro, Michael Huber *Marine Biology*. 12th ed., McGraw-Hill Companies, Inc, 2023.
2. Jeffrey S Levinton *Marine Biology, Function, Biodiversity, Ecology*. 6th ed., Oxford University Press, 2021.

Manual:

1. Haefner, P., A.. Exploring Marine Biology, Laboratory and Field Exercises. D. C. Heath and Company, 1996.
2. Dudley, G.,H., & Sumich, J., L., & Cass-Dudley, V., L.. Laboratory and Field Investigations in Marine Life 11th ed.. Jones & Bartlett, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Laboratory manual or custom package.

LAS POSITAS COLLEGE

Course Modification: CIS 10 - Business Data Analytics

Course Modification: CIS 10 - Business Data Analytics (Launched - Implemented 03-16-2025)
compared with
CIS 10 - Business Data Analytics (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ Fall ~~2020~~ 2026

Catalog Description

Students explore data analytic practices and its applicability in the business world. Business Intelligence (BI) is a data analysis process which utilizes an integrated set ~~of~~ ~~application~~ ofapplication systems, processes, and tools that transform raw data into meaningful and useful information for business analysis. Students will learn the fundamentals of business analysis and BI tools and processes that help businesses make strategic and tactical decisions based on data. The process of business decision-making will be applied with an emphasis on data mining. Careers and emerging trends in the field will be evaluated.

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Data and Analysis in the Real World
    1. Introduction to Data & Analysis in Real World
    2. Thinking about Analytical Problems
    3. Conceptual Business Models
    4. The information-Action Value Chain
    5. Real World Events and Characteristics

6. Data Capture by Source Systems

2. Analytical Tools

    1. Introduction - Analytical Technologies
    2. Data Storage and Databases
    3. Big Data & the Cloud
    4. Virtualization, Federation, and In-Memory Computing
    5. The Relational Database
    6. Data Tools Landscape
    7. The Tools of the Data Analyst
    8. Data Visualization Tools

3. Data Extraction Using SQL

    1. Introduction to SQL
    2. Aggregating and Sorting Data in SQL
    3. Extracting Data from Multiple Tables
    4. Stacking Data with UNION Command
    5. Extending SQL Queries Using Operators
    6. Using SQL Subqueries

4. Real World Analytical Organizations

    1. Analytical Organizations – Roles
    2. Analytical Organizations – Structures

3. Data Governance
4. Data Privacy
5. Data Quality

Methods of Instruction

Check all that apply:

- ~~tab~~ Classroom Activity

Equity Based Curriculum

- DE Course Interaction
  Address
  Create opportunities for students to share unique experiences so they can all get to know each other; they may be surprised by how much they have in common. Some of this can come from reframing discussion questions, but activities like show-and-tell or reports on cultures and customs can accomplish this, too.
- Methods of Instruction
  Address
  Methods of instruction include lecture and hands-on activities to engage students with a variety of learning styles.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Research Analytics competitions: Data Fest, Temple Data Challenge, etc
   2. Identify Entities and Attributes in Problem Scenarios (KEY)
   3. SQL #1 – Getting Data out of the Database

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Identify the different data types and data roles and how they are used
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Read Critically : Locate, interpret and analyze various types of written texts
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Use appropriate technology to acquire, organize, analyze, and communicate

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Course CIS 54 - MS Excel ~~:~~ ~~Intro to Spreadsheets~~ Essentials (~~Historical~~ Active)

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  one final exam
- Quizzes
  Frequency
  ~~frequent~~ 4-10 per semester
- ~~Lab~~ Class ~~Activities~~ Work
  Frequency
  At least 60% hands ~~-~~ on ~~lab~~ activities

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*

Explain why this course should be offered in Distance Education mode.

~~Explain how the decision was made to offer this course in a Distance Education mode.~~

~~1.~~ Student from outside the local area could be interested in this course. Flexibility to offer on-campus and xlisted online class.

~~2~~

Explain how the decision was made to offer this course in a Distance Education mode .

Decision was collectively made from input from CIS colleagues, high school instructors, students, advisory board, and what other schools/regions are doing

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.

- Exploratory links.
- Proper color contrast .
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity .

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Students will come to campus during face-to-face class hours and/or online office hours as needed to discuss any facet of the course and receive direction and/or feedback.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  every two weeks
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  4 - 10 quizzes per semester and one final exam

Textbooks/Materials

Textbook

1. **Title** Business Analytics: Data Analysis & Decision Making
   Edition ~~7~~ 8
   ISBN-13 9780357984703
   Year ~~2020~~ 2025
2. **Title** Business Analytics
   Edition ~~3~~ 5
   ISBN-13 9780357902394
   Year ~~2019~~ 2024

Codes and Dates

Course Codes

Origination Date

~~03~~ 02 / ~~10~~ 23 / ~~2019~~ 2025

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

CIS 10 - Business Data Analytics

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~06/18/2019~~
- State Approval
  ~~06/13/2019~~

- CC Approval

  ~~04/15/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2026

Implementation Date

~~01/01/2020~~

03/03/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Computer Information Systems 10
Business Data Analytics
Effective: Fall 2026

Catalog Description:

CIS 10 - Business Data Analytics
3.00 Units

Students explore data analytic practices and its applicability in the business world. Business Intelligence (BI) is a data analysis process which utilizes an integrated set ofapplication systems, processes, and tools that transform raw data into meaningful and useful information for business analysis. Students will learn the fundamentals of business analysis and BI tools and processes that help businesses make strategic and tactical decisions based on data. The process of business decision-making will be applied with an emphasis on data mining. Careers and emerging trends in the field will be evaluated.
3 Units Lecture

Recommended Course Preparation: CIS 54 with a minimum grade of C

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Create business intelligence solutions for different business intelligence targets and users.
B. Apply analytical techniques used in business intelligence systems.
C. Create Dashboards utilizing data from several different data sources (spreadsheets, databases, data repositories)
D. Design maps based on geographic data

E. Implement data connections to different data sources (spreadsheet, database, repository)
F. Identify the different data types and data roles and how they are used

Course Content:

1. Data and Analysis in the Real World
    1. Introduction to Data & Analysis in Real World
    2. Thinking about Analytical Problems
    3. Conceptual Business Models
    4. The information-Action Value Chain
    5. Real World Events and Characteristics
    6. Data Capture by Source Systems
2. Analytical Tools
    1. Introduction - Analytical Technologies
    2. Data Storage and Databases
    3. Big Data & the Cloud
    4. Virtualization, Federation, and In-Memory Computing
    5. The Relational Database
    6. Data Tools Landscape
    7. The Tools of the Data Analyst
    8. Data Visualization Tools
3. Data Extraction Using SQL
    1. Introduction to SQL
    2. Aggregating and Sorting Data in SQL
    3. Extracting Data from Multiple Tables
    4. Stacking Data with UNION Command
    5. Extending SQL Queries Using Operators
    6. Using SQL Subqueries
4. Real World Analytical Organizations
    1. Analytical Organizations – Roles
    2. Analytical Organizations – Structures
    3. Data Governance
    4. Data Privacy
    5. Data Quality

Methods of Instruction:

1. Lecture
2. Written Exercises
3. Classroom Activity - Hands-on assignments that select and present data

Typical Assignments

A. Other:
    1. Research Analytics competitions: Data Fest, Temple Data Challenge, etc
    2. Identify Entities and Attributes in Problem Scenarios (KEY)

3. SQL #1 – Getting Data out of the Database

Methods of Evaluating Student Progress

A. Exams/Tests
    1. one final exam
B. Quizzes
    1. 4-10 per semester
C. Class Work
    1. At least 60% hands on activities

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Identify the different data types and data roles and how they are used

Textbooks (Typical):

Textbook:

1. Christian Albright *Business Analytics: Data Analysis & Decision Making*. 8 ed., Cengage, 2025.
2. Jeffrey Camm *Business Analytics*. 5 ed., Cengage, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Web browser: any HTML 5 compliant web browser .

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: CIS 11 - Data Visualization Tools

Course Modification: CIS 11 - Data Visualization Tools (Launched - Implemented 03-16-2025)
compared with
CIS 11 - Data Visualization Tools (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ Fall ~~2020~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Becoming Visual
    1. What is data visualization
    2. Who are the visualization designers and what do they do?
    3. Why use data visualization?
    4. How can I incorporate data visualization into practice?
2. The Tools
    1. Which software should you use to build data graphics?
    2. Review popular software, platforms, and programming languages used to visualize data
    3. Power BI, Excel, Tableau, R

3. The Graphics

    1. Which chart works best to show my data and insight?
    2. Line, Time Series, Stacked Bar, Stacked Area, Scatter Plot
    3. Review types of charts and the insights that they best portray

4. The Data

    1. How do you decode your data into information that you can visually explore and analyze?
    2. Free data repositories
    3. Import/Export data into various formats
    4. Techniques for data preparation including data formatting and cleaning
    5. Visual data exploration methods that aid in data understanding are presented with examples

5. The Design

    1. How do you design readable and clear data graphics?
    2. Application of design standards to improve readability, clarity, and accessibility of the data insights through graphics
    3. Dashboards

6. The Audience

    1. How do you optimize your data story for your audience?
    2. Practical tips for telling stories with data that will resonate with your audience

7. The Presentation

1. What is the best way to use data graphics in a presentation?
2. Tactics for designing and delivering data presentations
3. Common pitfalls and how to avoid them

8. The Cases

    1. How do professionals use data graphics in their work?
    2. How data graphics are used in practice through case studies. Each case study showcases a unique approach to using data graphics in different settings.

Methods of Instruction

Check all that apply:

- ~~tab~~ Classroom Activity
  Comments
  Hands-on assignments using various software: Excel, Tableau, Power BI

Equity Based Curriculum

- DE Course Interaction
  Address
  Create opportunities for students to share unique experiences so they can all get to know each other; they may be surprised by how much they have in common. Some of this can come from reframing discussion questions, but activities like show-and-tell or reports on cultures and customs can accomplish this, too.
- Methods of Instruction
  Address
  Methods of instruction include lecture and hands-on activities to engage students with various learning styles

Typical Assignments

Typical Assignments

1. Assignment Type Reading
   Add Assignment

   READ: This chapter overview prepares you for success by outlining the main topics and themes you are expected to learn in your readings, homework, and assessments.

   1. ~~Describe~~

2. Assignment ~~three~~ Type ~~ways~~ Other
   Add ~~visualization~~ Assignment ~~will~~

   View the Video: In this problem walkthrough video you will learn how to interpret different data types and chart layouts.

3. Assignment ~~be~~ Type ~~used~~ Laboratory
   Add ~~in~~ Assignment ~~your workflow and practice~~

   The file marathonrecords contains marathon world records for ages 6 to 90 for women and men. Create a scatter chart with age on the horizontal axis and the women's marathon record on the vertical axis. Use "Female Marathon Records (in minutes)" as the vertical axis title and "Age" as the horizontal axis title. Edit the chart to improve interpretation.

   1. ~~Build three basic charts (using any visualization tool)~~

   2. ~~Find 3 FREE big data sources, share in discussion group~~

~~Requisites/Requisite Validation~~

Student Learning Outcomes

~~Requisites~~ Learning Outcomes

1. ~~Requisite~~ Outcome ~~Type~~ ~~Recommended Course Preparation~~
   ~~Subject~~ ~~CIS (Computer Information Systems)~~
   ~~Requisite Course~~ ~~CIS 54 - Excel: Intro to Spreadsheets(Historical)~~

~~Non Course Requirements~~ Text
~~Min Grade~~ - ~~C~~
~~Comments~~ -
~~Requisite Validation~~ - ~~Content Review~~
~~Skills Analysis~~
~~Requisite Course Objective(s)~~

- - ~~Create, edit, save, print and debug simple spreadsheets for business data processing applications;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Develop proficiency in planning and producing spreadsheets;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Manipulate spreadsheet data files;~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Use formulas and functions to analyze data for different business applications;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Use Excel's Table features to maintain lists;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Integrate worksheet~~ Present data with ~~other~~ visual ~~Office~~ representations applications;
  ~~Degree~~ for ~~of~~ your ~~Importance~~ target ~~Recommended~~
- - ~~Perform What-If analysis using tools such as Goal Seek~~ audience , ~~Scenario Manager, Solver~~ task , and ~~one and two variable~~ data ~~tables;~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Create, edit, format, and print charts from spreadsheet data;~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Create complex formulas using Excel functions such including IF, VLOOKUP, PMT, FV, RATE, IFERROR, etc.~~
  ~~Degree of Importance~~ - ~~Recommended~~

Requisites/Requisite Validation

Catalog View ~~**Recommended Course Preparation:**~~ ~~CIS 54 with a minimum grade of C~~ -

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  one final exam
- Quizzes
  Frequency
  ~~frequent~~ every ~~4-10~~ chapter

- ~~Lab~~ Class ~~Activities~~ Participation
  Frequency
  ~~70%~~ weekly
- ~~hands-on~~ Home ~~lab~~ Work
  Frequency ~~activities~~
  every chapter

Distance Education

Effective Term Spring 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*

Explain why this course should be offered in Distance Education mode.

~~**Explain how the decision was made to offer this course in a Distance Education mode.**~~

~~1.~~ Student from outside the local area could be interested in this course. Flexibility to offer on-campus and xlisted online class.

~~2~~

Explain how the decision was made to offer this course in a Distance Education mode .

In 2019, Decision was collectively made from input from CIS colleagues, high school instructors, students, advisory board, and what other schools/regions are doing .

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here

represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student,

and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  Students will search internet for free accessible repositories of big data at least once per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it* .
  Frequency
  Quizzes with each chapter and at least one exam per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  After reviewing a case study, students will create a justification and proposal for working with a visualization tools that meets the stated requirements

Textbooks/Materials

Textbook

1. **Author(s)** ~~Kristen~~ Lindy ~~Sosulski~~ Ryan
   Title Visual Analytics Fundamentals: Creating Compelling Data ~~Visualization~~ Narratives ~~Made~~ with ~~Simple~~ Tableau
   Edition ~~1~~ 1st
   Publisher ~~Routledge/Taylor & Francis Group~~ Addison-Wesley
   ISBN-13 9780137956937
   Year ~~2018~~ 2023
2. **Author(s)** Jack ~~Jeffrey Shaffer~~ A. Hyman
   Title ~~The Big Book Dashboards: Visualizing Your~~ Data ~~Using~~ Analytics ~~Real~~ & Visualization All - ~~World~~ in-One ~~Business~~ For ~~Scenarios~~ Dummies
   Edition ~~1~~ 1st
   Publisher ~~New Jersey~~ Wiley
   ISBN-13 978-1-394-24410-2
   Year ~~2017~~ 2024
3. **Author(s)** Jeffrey D. Camm
   Title Data Visualization: Exploring and Explaining with Data
   Edition 2nd
   Publisher Cengage
   ISBN-13 9780357929773
   Year 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Or Equivalent No

Codes and Dates

Course Codes

Origination Date

~~03~~ 02 / ~~13~~ 22 / ~~2019~~ 2025

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

CIS 11 - Data Visualization Tools

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/18/2019~~

- State Approval

  ~~06/13/2019~~

- CC Approval

  ~~04/29/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2026

Implementation Date

~~01/01/2020~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Computer Information Systems 11
Data Visualization Tools

Effective: Fall 2026

Catalog Description:

CIS 11 - Data Visualization Tools
3.00 Units

Data visualization is the process of representing information graphically. This course provides a hands-on introduction to various data visualization tools such as Tableau, Excel, Power BI, R Studio. Students use repositories of data for preparation that includes: data formatting, filtering and cleaning. Design principles are applied to create meaningful displays of quantitative and qualitative data to facilitate managerial decision-making.

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Present data with visual representations for your target audience, task, and data
B. Experiment with and compare different visualization tools
C. Create multiple versions of digital visualizations using various software packages
D. Identify appropriate data visualization techniques given particular requirements imposed by the data
E. Apply appropriate design principles in the creation of presentations and visualizations
F. Analyze, critique, and revise data visualizations

Course Content:

1. Becoming Visual
    1. What is data visualization
    2. Who are the visualization designers and what do they do?
    3. Why use data visualization?
    4. How can I incorporate data visualization into practice?
2. The Tools
    1. Which software should you use to build data graphics?
    2. Review popular software, platforms, and programming languages used to visualize data
    3. Power BI, Excel, Tableau, R
3. The Graphics
    1. Which chart works best to show my data and insight?
    2. Line, Time Series, Stacked Bar, Stacked Area, Scatter Plot
    3. Review types of charts and the insights that they best portray
4. The Data
    1. How do you decode your data into information that you can visually explore and analyze?
    2. Free data repositories
    3. Import/Export data into various formats
    4. Techniques for data preparation including data formatting and cleaning
    5. Visual data exploration methods that aid in data understanding are presented with examples
5. The Design
    1. How do you design readable and clear data graphics?
    2. Application of design standards to improve readability, clarity, and accessibility of the data insights through graphics
    3. Dashboards
6. The Audience
    1. How do you optimize your data story for your audience?
    2. Practical tips for telling stories with data that will resonate with your audience
7. The Presentation
    1. What is the best way to use data graphics in a presentation?
    2. Tactics for designing and delivering data presentations
    3. Common pitfalls and how to avoid them
8. The Cases
    1. How do professionals use data graphics in their work?
    2. How data graphics are used in practice through case studies. Each case study showcases a unique approach to using data graphics in different settings.

Methods of Instruction:

1. Lecture
2. Written Exercises
3. Classroom Activity - Hands-on assignments using various software: Excel, Tableau, Power BI

Typical Assignments

A. Reading:
   READ: This chapter overview prepares you for success by outlining the main topics and themes you are expected to learn in your readings, homework, and assessments.

B. Other:
   View the Video: In this problem walkthrough video you will learn how to interpret different data types and chart layouts.

C. Laboratory:
   The file marathonrecords contains marathon world records for ages 6 to 90 for women and men. Create a scatter chart with age on the horizontal axis and the women's marathon record on the vertical axis. Use "Female Marathon Records (in minutes)" as the vertical axis title and "Age" as the horizontal axis title. Edit the chart to improve interpretation.

Methods of Evaluating Student Progress

A. Quizzes
    1. every chapter
B. Exams/Tests
    1. one final exam
C. Home Work
    1. every chapter
D. Class Participation
    1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Present data with visual representations for your target audience, task, and data

Textbooks (Typical):

Textbook:

1. Lindy Ryan *Visual Analytics Fundamentals: Creating Compelling Data Narratives with Tableau.* 1st ed., Addison-Wesley, 2023.
2. Jack A. Hyman *Data Analytics & Visualization All-in-One For Dummies.* 1st ed., Wiley, 2024.
3. Jeffrey D. Camm *Data Visualization: Exploring and Explaining with Data.* 2nd ed., Cengage, 2025.

Other Materials Required of Students

Other Materials Required of Students:

1. Web browser: any HTML 5 compliant web browser .
2. Software: Excel, Tableau, Python.

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: CIS 59C - Web Programming - JavaScript

Course Modification: CIS 59C - Web Programming - JavaScript (Launched - Implemented 04-16-2025)
compared with
CIS 59C - Web Programming - JavaScript (Active - Implemented 01-02-2018)

Cover

Effective Term ~~Spring~~ Fall ~~2018~~ 2026
Catalog Description
~~Develop~~ This course teaches students to develop client-side, interactive webpages using JavaScript and/or jQuery scripting languages ~~. Write~~ and write JavaScript scripts that manipulate with the JavaScript Document Object Model (DOM), control program flow, validate forms, animate images, target frames, and create cookies.

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Use HTML, CSS and Javascript tags to create webpages
2. Create a webpage using a text editor
3. Identify the differences between client-side scripts and server-side scripts
4. Document Object Model and the Document Object Model hierarchy
5. Write JavaScript and jQuery programs that include the following:
    1. variables (numeric and string) and how to declare and name them and data types
    2. create scripts that use arithmetic, comparison, and logical operators
    3. simple loops: Use Do While, While Do, and For Next looping control structures to repeat blocks of code

4. create conditional and nested expressions: IF/THEN/ELSE
5. arrays - create and declare arrays
6. use built-in functions in JavaScript
7. create functions and procedures in JavaScript
8. call functions and procedures in JavaScript

6. Scripts
    1. Writing, testing, debugging
    2. Using a Hyperlink to send data
    3. Sending data using an online form

7. Processing form data
    1. Variables and assignment statements
    2. Data validation in formst

Lab Content

1. Create a webpage using a text editor with structured HTML tags
2. Style the page with CSS, applying layout techniques like Flexbox or Grid for responsiveness
3. Use JavaScript to create a client-side form validation script
4. Set up a basic server to handle simple data submission
5. Create different types of variables and loops (Do While, While Do, For)
6. Use IF/THEN/ELSE to control program flow based on conditions

7. Write functions to perform calculations and call them from scripts and arrays and populate them with data
8. Build an online form and use JavaScript to validate user input & Implement custom error messages for invalid data
9. Use hyperlinks to navigate between pages and send data
10. Process form data on submission and display results

Methods of Instruction

Check all that apply:

- Audio-visual Activity
- Classroom Activity
  Comments
  Computer demonstrations with overhead display panel
- Demonstration
  Comments
- Discussion
  Comments
  Discussion boards
- Lecture
  Comments
  Assign lecture material or readings as homework, and use class time for problem-solving, group projects, or Q&A. This encourages students to explore the material at their own pace and come prepared to apply it

Equity Based Curriculum

- DE Course Interaction
  Address
  Students will be informed of software and hardware requirements through the syllabus and at various points on Canvas. College-provided technologies are available to support students who may not have the necessary equipment or resources for the course.
- Measurable Objectives
  Address
  This course content is valuable for students interested in web development, providing foundational techniques that can be applied across various disciplines and fields.

- Methods of Instruction
  Address
  The course supports a range of instructional formats. In addition to traditional lectures, it can incorporate recorded content from online videos by various experts in the field, as well as articles authored by numerous professionals.
- Typical Texts
  Address
  Textbooks for the course can be optional, as there is an abundance of free online resources that both instructors and students can access at no cost.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. ~~Project~~ For ~~3~~ this web design project , ~~Case~~ you ~~1:~~ will ~~Your~~ create a website for your uncle ~~has a~~ 's used car lot using HTML, CSS and JavaScript . ~~He has hired you to develop his new Web page. He wants to display pictures~~ Instead of ~~the~~ loading ~~cars he has in stock, but he does not want customers to have to wait for~~ all 30 ~~to~~ – 50 ~~pictures~~ car ~~to~~ images ~~load.~~ at ~~You tell him~~ once, the ~~easiest~~ site ~~way~~ will ~~to solve the problem is to use~~ feature a drop-down ~~list~~ menu ~~that shows~~ listing the ~~current~~ available car models . ~~and~~ When ~~when the~~ a user selects a ~~particular~~ model ~~model~~ from the list, a ~~picture~~ relevant ~~displays~~ image ~~along~~ and ~~with the car's~~ key specifications (such as make, year, mileage, and price) will be dynamically displayed . This approach ensures a faster load time and a more efficient browsing experience for potential customers. The site will be simple, interactive, and easy to maintain.

   2. ~~Project~~ This ~~4~~ web ~~Case~~ design ~~1:~~ project ~~Your~~ involves ~~friend~~ creating ~~owns~~ a dynamic webpage for a local computer store ~~:~~ ~~His~~ using ~~web page has become very popular~~ HTML and ~~several~~ JavaScript. ~~local~~ The ~~merchants~~ goal ~~have~~ is ~~purchased~~ to ~~advertising~~ display ~~on~~ a different advertisement image each time a user visits the page. ~~He~~ JavaScript ~~wants~~ cookies ~~visitors~~ will be used to ~~see~~ track ~~different~~ which ~~advertisements~~ ad was last shown, and on each new visit ~~to the page. Each ad is a graphic image. You need to use cookies to keep track of the last ad that the view say and then show~~ , the next ad ~~next~~ in ~~visit~~ the sequence will be displayed . ~~When~~ After the last ad ~~has been seen~~ , the cycle ~~begins~~ restarts ~~again with~~ from the ~~first ad~~ beginning .

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon~~ Understand ~~completion~~ interactive ~~of CIS 59C~~ elements , the ~~student~~ document ~~should~~ object ~~be~~ model, ~~able~~ event ~~to~~ handlers, ~~create~~ forms ~~code~~ validation, and the creation of text and image rollovers, while emphasizing well-structured programming techniques and functional JavaScript commands for effective web page management.

2. **Outcome Text**
   Perform client-side web programming using ~~fundamental~~ HTML, CSS, and JavaScript.
3. **Outcome Text**
   Use essential JavaScript syntax ~~, work with the DOM, develop~~ and ~~debug across~~ programming ~~multiple browsers as well as take advantage of the available JavaScript libraries and Ajax~~ logic .

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Min Grade C
   Requisite Validation ~~Content Review~~ Advisory
   Skills Analysis
   Requisite Course Objective(s)
   - Create basic web pages using hypertext markup language (HTML), cascading style sheets (CSS) and Javascript;
     Degree of Importance ~~Required~~ Recommended
   - Use an HTML editor, graphics image editor, and special effects applications to speed development of the web page tag code and enhance web page presentation;
     Degree of Importance ~~Recommended~~ Not Necessary
   - Discuss the role of web browsers, client side processing, server side processing;
     Degree of Importance ~~Not Necessary~~ Recommended
   - Using Javascript coding techniques to create interactive web pages, form validation;
     Degree of Importance ~~Required~~ Recommended

Catalog View Recommended Course Preparation: CIS 59 with a minimum grade of C

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  There should be at least two exams that each cover one half of the course content.
- Quizzes
  Frequency
  weekly Quizzes
- ~~Group~~ Projects
  Frequency

A semester project should be included that enables students to utilize most of the course material.

- Class Participation
  Frequency
  Weekly Discussion Boards
- Lab Activities
  Frequency
  Hands-on experience with each topic.

Distance Education

Effective Term Fall 2024
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. No
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain how the decision was made to offer this course in a Distance Education mode.
~~In the past~~ Previously , students with Macs or older PCs ~~could~~ faced ~~not~~ challenges ~~complete~~ in completing assignments ~~using~~ with their own equipment, ~~therefore,~~ which limited the course ~~was offered~~ to on-campus ~~only~~ offerings . ~~We~~ However, we now have the ~~ability~~ capability to ~~offer students~~ provide access to ~~a Windows-based lab environment~~ various online ~~via~~ tools, ~~NetLab.~~ enabling ~~Students will be able~~ students to complete the curriculum regardless of ~~the~~ their computer's operating system ~~on their computer~~ . -

~~[Prior note]~~
~~previously approved for DE (2009/10)~~
Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Textbooks/Materials

Textbook

1. **Author(s)** ~~Don~~ Patrick ~~Gosselin~~ M. Carey
   Title New Perspectives on HTML5, CSS3, and JavaScript ~~: The Web Warrior Series~~
   Year ~~2016~~ 2018
2. **Author(s)** ~~Paul~~ Mike ~~Deitel~~ McGrath
   Title HTML, CSS & JavaScript ~~Fundamentals~~ in ~~t~~ easy ~~and II LiveLessons Bundle~~ steps
   Edition ~~5th~~ 1st
   Publisher ~~Prentice~~ In ~~Hall~~ Easy Steps Limited
   Year ~~2016~~ 2020
3. **Author(s)** ~~Karl~~ David ~~Barksdale~~ Flanagan
   Title ~~HTML~~ JavaScript: ~~and~~ The ~~JavaScript~~ Definitive ~~Basics~~ Guide: Master the World's Most-Used Programming Language
   Edition ~~5th~~ 7th
   Publisher ~~Course~~ O'Reilly ~~Technology~~ Media
   Year ~~2016~~ 2020

4. **Author(s)** _ Maxwell Vector
   Title _ Introduction to Javascript Programming: A Comprehensive Introduction (Build Anything Anywhere)
   Edition _
   Publisher _ Independently published
   ISBN-13 _
   Year _ 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
5. **Author(s)** _ Mary Delamater
   Title _ Murach's Modern JavaScript: Beginner to Pro
   Edition _ 1st
   Publisher _ Mike Murach and Associates Inc
   ISBN-13 _
   Year _ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No

Other Materials Required of Students

v

1. **Enter Required Material**
   ~~mobile~~ Mobile storage media: ~~-~~ _ flash drive, external portable hard drive, cloud storage

General Education/Transfer Request

- Transfers to CSU
  Already Approved ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Fields, Debbie~~ Bhatia, Anita

Origination Date

~~08~~ 11 / ~~02~~ 01 / ~~2021~~ 2024

Parent Course

CIS 59C - Web Programming - JavaScript

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/20/2017~~

- State Approval

  ~~06/22/2017~~

- CC Approval

  ~~05/15/2017~~

Instructional Services

Effective Term ~~Spring 2018~~ Fall 2026

Implementation Date

~~01/02/2018~~

04/16/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Computer Information Systems 59C
Web Programming - JavaScript

Effective: Fall 2026

Catalog Description:

CIS 59C - Web Programming - JavaScript
3.00 Units

This course teaches students to develop client-side, interactive webpages using JavaScript and/or jQuery scripting languages and write JavaScript scripts that manipulate with the JavaScript Document Object Model (DOM), control program flow, validate forms, animate images, target frames, and create cookies.
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation: CIS 59 with a minimum grade of C

Course Grading: Optional

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Explain and apply JavaScript syntax and rudiments of programming logic
B. Develop proficiency in client-side web programming using HTML, CSS and JavaScript
C. Incorporate interactive JavaScript elements into web pages
D. Develop good structured programming techniques
E. Explain and implement document object model, event handlers, variables and functions, browser detection, forms validation, text and image rollovers

F. Design and implement of a wide range of JavaScript functions and procedures
G. Produce functional and user-friendly JavaScript commands to control web page windows and information

Course Content:

Lab:

1. Create a webpage using a text editor with structured HTML tags
2. Style the page with CSS, applying layout techniques like Flexbox or Grid for responsiveness
3. Use JavaScript to create a client-side form validation script
4. Set up a basic server to handle simple data submission
5. Create different types of variables and loops (Do While, While Do, For)
6. Use IF/THEN/ELSE to control program flow based on conditions
7. Write functions to perform calculations and call them from scripts and arrays and populate them with data
8. Build an online form and use JavaScript to validate user input & Implement custom error messages for invalid data
9. Use hyperlinks to navigate between pages and send data
10. Process form data on submission and display results

Lecture:

1. Use HTML, CSS and Javascript tags to create webpages
2. Create a webpage using a text editor
3. Identify the differences between client-side scripts and server-side scripts
4. Document Object Model and the Document Object Model hierarchy
5. Write JavaScript and jQuery programs that include the following:
    1. variables (numeric and string) and how to declare and name them and data types
    2. create scripts that use arithmetic, comparison, and logical operators
    3. simple loops: Use Do While, While Do, and For Next looping control structures to repeat blocks of code
    4. create conditional and nested expressions: IF/THEN/ELSE
    5. arrays - create and declare arrays
    6. use built-in functions in JavaScript
    7. create functions and procedures in JavaScript
    8. call functions and procedures in JavaScript
6. Scripts
    1. Writing, testing, debugging
    2. Using a Hyperlink to send data
    3. Sending data using an online form
7. Processing form data
    1. Variables and assignment statements
    2. Data validation in formst

Methods of Instruction:

1. Lecture - Assign lecture material or readings as homework, and use class time for problem-solving, group projects, or Q&A. This encourages students to explore the material at their own pace and come prepared to apply it
2. Discussion - Discussion boards
3. Audio-visual Activity
4. Classroom Activity - Computer demonstrations with overhead display panel
5. Demonstration
6. Videos; reading assignments; tutorials
7. Hands-on explanation utilizing personal computers
8. Laboratory experience: hands-on lab projects
9. Computer demonstrations with overhead display panel

Typical Assignments

A. Project:
    1. For this web design project, you will create a website for your uncle's used car lot using HTML, CSS and JavaScript. Instead of loading all 30–50 car images at once, the site will feature a drop-down menu listing the available car models. When a user selects a model from the list, a relevant image and key specifications (such as make, year, mileage, and price) will be dynamically displayed. This approach ensures a faster load time and a more efficient browsing experience for potential customers. The site will be simple, interactive, and easy to maintain.
    2. This web design project involves creating a dynamic webpage for a local computer store using HTML and JavaScript. The goal is to display a different advertisement image each time a user visits the page. JavaScript cookies will be used to track which ad was last shown, and on each new visit, the next ad in the sequence will be displayed. After the last ad, the cycle restarts from the beginning.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. There should be at least two exams that each cover one half of the course content.
B. Quizzes
    1. weekly Quizzes
C. Lab Activities
    1. Hands-on experience with each topic.
D. Projects
    1. A semester project should be included that enables students to utilize most of the course material.
E. Class Participation
    1. Weekly Discussion Boards

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Use essential JavaScript syntax and programming logic.
B. Perform client-side web programming using HTML, CSS, and JavaScript.

C. Understand interactive elements, the document object model, event handlers, forms validation, and the creation of text and image rollovers, while emphasizing well-structured programming techniques and functional JavaScript commands for effective web page management.

Textbooks (Typical):

Textbook:

1. Patrick M. Carey *New Perspectives on HTML5, CSS3, and JavaScript*. 6th ed., Cengage, 2018.
2. Mike McGrath *HTML, CSS & JavaScript in easy steps*. 1st ed., In Easy Steps Limited, 2020.
3. David Flanagan *JavaScript: The Definitive Guide: Master the World's Most-Used Programming Language*. 7th ed., O'Reilly Media, 2020.
4. Maxwell Vector *Introduction to Javascript Programming: A Comprehensive Introduction (Build Anything Anywhere)*., Independently published, 2025.
5. Mary Delamater *Murach's Modern JavaScript: Beginner to Pro*. 1st ed., Mike Murach and Associates Inc, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Mobile storage media: flash drive, external portable hard drive, cloud storage.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ECON C2001 - Principles of Microeconomics

Course Modification: ECON C2001 - Principles of Microeconomics (Launched - Implemented 04-11-2025)
compared with
ECON 1 - Principles of Microeconomics (Active - Implemented 03-25-2023)

Cover

Course Number ~~1~~ C2001
Effective Term Fall ~~2023~~ 2026
Catalog Description
~~Economic~~ An ~~analysis~~ introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of ~~market~~ government ~~systems;~~ policies. Includes price theory, including supply and demand analysis, marginal utility ~~, elasticity~~ , cost and revenue concepts, perfect and imperfect competition, international trade theory, pricing of the factors of production, poverty and income inequalities.

Course Equivalency

1. **Course** ~~ECN~~ ECON ~~1~~ C2001

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   Perform and interpret microeconomic calculations.
2. **Objective Text**
   Apply microeconomic models to analyze market outcomes, including market failures and government policies.
3. **Objective Text**
   Model how consumers and firms make decisions under a variety of market structures.
4. **Group Title** Define scarcity and explain how it relates to choices that individuals face
5. **Group Title** Define comparative advantage and show how it facilitates gains from trade

6. **Group Title** Define a market and explain how market forces of supply and demand lead to an efficient allocation of goods, services, and factors of production
7. **Group Title** Define elasticity and show how it applies in market analysis
8. ~~**Group Title** - Define market failure and describe alternative policy solutions~~
9. ~~**Group Title** - Explain how prices and output are determined in various market structures~~
10. ~~**Group Title** - Apply basic microeconomic concepts to business, social and personal issues~~

Course Content

Lecture Content

1. ~~Principles~~ Fundamentals of ~~Economics~~ economic thinking
    1. Scarcity / opportunity costs
    2. Factors of production / production possibilities
    3. Specialization and gains from trade
    4. Marginal analysis
    5. Rational behavior
    6. Economic models and research methodology

2. How ~~people~~ markets ~~make~~ operate
    1. Definition of a market
    2. Supply and demand model
    3. Producer / consumer surplus and efficiency
    4. Government intervention

3. Elasticity
4. Consumer theory / demand
5. Producer theory
    1. Production and costs

2. Accounting / economic profit
3. Short- and long-run production decisions
4. ~~How~~ Industry ~~people~~ structure

6. Market ~~interact~~ structures
    1. Perfect competition
    2. ~~How~~ Monopoly
    3. Monopolistic ~~the~~ competition
    4. Oligopoly ~~Economy~~ and ~~as~~ game ~~a~~ theory

7. Labor ~~whole~~ markets
8. Market ~~works~~ failure and public policy
    1. Externalities
    2. Public goods
    3. Imperfect competition
    4. Efficiency vs. equity

9. Thinking like an Economist
    1. The Economist as scientist
    2. The Economist as policy advisor
    3. The Economist as scientist

10. Interdependence and the Gains from Trade
    1. Comparative advantage: the driving force of specialization
    2. Applications of comparative advantage

11. ~~The Market Forces of Supply and Demand~~
    1. ~~Markets and competition~~
    2. ~~Demand~~
    3. ~~Supply~~
    4. ~~Supply and demand together~~
    5. ~~How prices allocate resources~~
12. ~~Elasticity and its Application~~
    1. ~~The elasticity of demand~~
    2. ~~The elasticity of supply~~
    3. ~~Applications of supply, demand and elasticity~~

13. ~~Supply, Demand and Government Policies~~
    1. ~~Controls on prices~~
    2. ~~Taxes~~

14. ~~Externalities~~
    1. ~~Externalities and market inefficiency~~
    2. ~~Public policies towards externalities~~

15. ~~The Costs of Production~~
    1. ~~Production and costs~~

2. ~~The various measures of costs~~

16. ~~Firms in Competitive Markets~~
    1. ~~Competitive market~~
    2. ~~Profit maximization~~
    3. ~~Supply curve in a competitive market~~

17. ~~Monopoly~~
    1. ~~Causes of monopolies~~
    2. ~~Monopoly productions and pricing decisions~~
    3. ~~Price discrimination~~

18. ~~Monopolistic Competition~~
    1. ~~Competition with differentiated products~~
    2. ~~Advertising~~

19. ~~Oligopoly~~
    1. ~~Markets with only few sellers~~
    2. ~~The Economics of cooperation~~

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment
    1. Students are expected to read assigned sections of the textbook

2. **Assignment Type** _ Writing
   Add Assignment _

    1. Answer instructor's questions regarding the assigned reading material(s)

    2. Ask questions that clear up any gaps in the student's understanding of the assigned reading material(s)

    3. Answer other students' questions regarding the assigned reading material(s)

3. **Assignment Type** _ Research
   Add Assignment _

    1. Students are expected to research a microeconomic topic

        1. Conduct a search by subject for relevant articles, reports, and working papers, using print and online resources

        2. Note relevant information from acquired materials, analyze the information using basic microeconomic concepts, and synthesize the information into a paper or a presentation

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ECON 1, students will be able to define~~ Define market and its failures and explain how market forces of supply and demand lead to efficient
   _ allocation of goods, services and factors of production.
2. **Outcome Text**
   ~~Upon completion of ECON 1, students will be able to define~~ Define opportunity cost and marginal analysis and explain how they relate to choices of individuals in
   _
   the economy.
3. **Outcome Text**
   ~~Upon completion of ECON 1, students will be able to define~~ Define different market structures and explain how firms optimize their fiscal objectives in these
   _ markets.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** ~~Recommended Course Preparation~~ Prerequisite
   Comments ~~Intermediate~~ Placement ~~Algebra~~ as determined by the college's multiple measures assessment process or completion of a ~~higher~~ course taught at or above the level of ~~mathematics~~
   ~~**Requisite**~~ **elementary** ~~**Validation**~~ ~~-~~ ~~Advisory~~
2. ~~**Requisite Type**~~ ~~-~~ ~~Prerequisite~~
   ~~**Subject**~~ ~~-~~
   ~~**Requisite Course**~~ ~~-~~
   ~~**Non Course Requirements**~~ ~~-~~
   ~~**Min Grade**~~ ~~-~~
   ~~**Comments**~~ ~~-~~ ~~Elementary Algebra or a higher level of mathematics~~ algebra .
   Requisite Validation CCN/C-ID Requirement

Catalog View ~~**Recommended Course Preparation**~~ **Prerequisite :** ~~Intermediate~~ Placement ~~Algebra~~ as determined by the college's multiple measures assessment process or completion of a ~~higher~~ course taught at or above the level of ~~mathematics,~~ elementary ~~**Prerequisite:**~~ ~~Elementary Algebra or a higher level of mathematics~~ algebra .

Methods of Evaluation

Other ~~No~~ Yes
Please Explain
Assessments for this course will include both formative and summative assignments that may include some or all of the following:
Exams and Quizzes containing one or more:
• Multiple Choice questions
• Short answers
• Problem Solving
• True/False
• Essays
Other Assessments:
• Problem sets
• Online or in-class discussions
• Presentations
• Group projects
• Experiments
• Current event analysis
• Term papers
Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):
• Current event analysis
• Discussion boards
• Essay questions on exams
• Term papers
Methods of evaluation are at the discretion of local faculty.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. **Author(s)** ~~Robert Frank~~ Arnold , ~~Ben Bernanke~~ R. , ~~Kate Antonovics~~ Arnold , ~~Ori~~ D., ~~Heffetz~~ & Arnold, D.
   Title ~~Principles~~ ~~of Microeconomics~~ Economics
   Edition ~~8th~~
   Publisher ~~McGraw Hill~~ Cengage

Year ~~2021~~ 2023

2. Author(s) ~~Gregory~~ Colander, ~~N~~ D.
   Title _ Economics
   Edition _
   Publisher _ McGraw-Hill Irwin
   Year _ 2019
   Rationale for textbook older than 5 years . ~~Mankiw~~ (Most recent edition, considered classic, etc.)
   _
   CCN
3. Author(s) _ Coppock, L. & Mateer.
   Title Principles of ~~Microeconomics~~ Economics
   Edition ~~9th~~
   Publisher ~~Cengage~~ Norton
   Year ~~Learning~~ 2023
4. Author(s) _ Cowen, T., & Tabarrok, A.
   Title _ Modern Principles of Economics
   Edition _
   Publisher _ Worth
   ISBN-13 _
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~
   Or Equivalent _ No
5. Author(s) ~~Dean Karlan~~ Frank , ~~Jonathan~~ R. ~~Morduch~~ H., & Bernanke, B. S.
   Title ~~Microeconomics~~ Principles of Economics
   Edition ~~3rd~~
   Publisher McGraw -Hill ~~Hill~~ Irwin
   ISBN-13 _
   Year ~~2020~~ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
6. Author(s) _ Hubbard, R. G., & O'Brien, A. P.
   Title _ Economics
   Edition _
   Publisher _ Pearson
   ISBN-13 _
   Year _ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
7. Author(s) _ Krugman, P. & Wells, R.
   Title _ Economics
   Edition _
   Publisher _ Worth
   ISBN-13 _
   Year _ 2024

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

8. Author(s) _ Mankiw, N. G.
   Title _ Principles of Economics
   Edition _
   Publisher _ Cengage Learning
   ISBN-13 _
   Year _ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
9. Author(s) _ McConnell, C. R., Brue, S. L., & Flynn, S. M.
   Title _ Economics: Principles, Problems and Policies
   Edition _
   Publisher _ McGraw-Hill Irwin
   ISBN-13 _
   Year _
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
10. Author(s) _ Parkin, M.
    Title _ Economics
    Edition _
    Publisher _ Pearson
    ISBN-13 _
    Year _ 2023
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
11. Author(s) _ Rittenberg, L., & Tregarthen, T.
    Title _ Principles of Economics
    Edition _
    Publisher _ Flat World Knowledge
    ISBN-13 _
    Year _ 2021
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
12. Author(s) _ Schneider, G.
    Title _ Microeconomic Principles and Problems: A Pluralist Introduction
    Edition _
    Publisher _ Routledge
    ISBN-13 _
    Year _ 2024
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
13. Author(s) _ Stevenson, B. & Wolfers, J.
    Title _ Principles of Economics
    Edition _

Publisher _ Worth
ISBN-13 _
Year _ 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

14. Author(s) _ Tucker, I.B.
Title _ Economics for Today
Edition _
Publisher _ Cengage Learning
ISBN-13 _
Year _ 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

OER

1. Author(s) _ The CORE Econ Team.
Title _ The Economy 2.0
Edition _
Publisher _ CORE Econ
URL _
Year _
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
2. Author(s) _ Greenlaw, S., Shapiro, D., & MacDonald, D.
Title _ Principles of Economics 3e
Edition _
Publisher _ OpenStax
URL _
Year _
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

Other Learning Materials

1. Other _
These are representative texts. Texts used by individual institutions and even individual sections will vary. These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook.

Codes and Dates

Course Codes

Originator ~~Webster, Gina~~ Kutil, Craig

Origination Date

~~02~~ 04 / ~~14~~ 09 / ~~2022~~ 2025

Parent Course

ECON 1 - Principles of Microeconomics

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/18/2022~~

- State Approval

  ~~03/24/2023~~

- CC Approval

  ~~05/04/2022~~

Instructional Services

Effective Term ~~Fall 2023~~ Fall 2026

Implementation Date

~~03/25/2023~~

04/11/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Economics C2001
Principles of Microeconomics
Effective: Fall 2026

Catalog Description:

ECON C2001 - Principles of Microeconomics
3.00 Units

An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of government policies. Includes price theory, including supply and demand analysis, marginal utility, cost and revenue concepts, perfect and imperfect competition, international trade theory, pricing of the factors of production, poverty and income inequalities.
3 Units Lecture

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Economics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Perform and interpret microeconomic calculations.
B. Apply microeconomic models to analyze market outcomes, including market failures and government policies.
C. Model how consumers and firms make decisions under a variety of market structures.
D. Define scarcity and explain how it relates to choices that individuals face

E. Define comparative advantage and show how it facilitates gains from trade
F. Define a market and explain how market forces of supply and demand lead to an efficient allocation of goods, services, and factors of production
G. Define elasticity and show how it applies in market analysis

Course Content:

1. Fundamentals of economic thinking
    1. Scarcity / opportunity costs
    2. Factors of production / production possibilities
    3. Specialization and gains from trade
    4. Marginal analysis
    5. Rational behavior
    6. Economic models and research methodology
2. How markets operate
    1. Definition of a market
    2. Supply and demand model
    3. Producer / consumer surplus and efficiency
    4. Government intervention
3. Elasticity
4. Consumer theory / demand
5. Producer theory
    1. Production and costs
    2. Accounting / economic profit
    3. Short- and long-run production decisions
    4. Industry structure
6. Market structures
    1. Perfect competition
    2. Monopoly
    3. Monopolistic competition
    4. Oligopoly and game theory
7. Labor markets
8. Market failure and public policy
    1. Externalities
    2. Public goods
    3. Imperfect competition
    4. Efficiency vs. equity
9. Thinking like an Economist
    1. The Economist as scientist
    2. The Economist as policy advisor
    3. The Economist as scientist
10. Interdependence and the Gains from Trade
    1. Comparative advantage: the driving force of specialization
    2. Applications of comparative advantage

Methods of Instruction:

1. Lecture - Students are expected to actively participate in lectures and take notes
2. Classroom Activity - Students are expected to participate in classroom activities, including individual and group assignments
3. Research - Students are expected to conduct research, using print and online resources
4. Discussion - Students are expected to engage in discussions

Typical Assignments

A. Reading:
    1. Students are expected to read assigned sections of the textbook
B. Writing:
    1. Answer instructor's questions regarding the assigned reading material(s)
    2. Ask questions that clear up any gaps in the student's understanding of the assigned reading material(s)
    3. Answer other students' questions regarding the assigned reading material(s)
C. Research:
    1. Students are expected to research a microeconomic topic
        1. Conduct a search by subject for relevant articles, reports, and working papers, using print and online resources
        2. Note relevant information from acquired materials, analyze the information using basic microeconomic concepts, and synthesize the information into a paper or a presentation

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2 per term
B. Research Projects
    1. 1 per term
C. Class Work
    1. 1 per topic
D. Home Work
    1. 1 per topic
E. Assessments for this course will include both formative and summative assignments that may include some or all of the following: Exams and Quizzes containing one or more: • Multiple Choice questions • Short answers • Problem Solving • True/False • Essays Other Assessments: • Problem sets • Online or in-class discussions • Presentations • Group projects • Experiments • Current event analysis • Term papers Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements): • Current event analysis • Discussion boards • Essay questions on exams • Term papers Methods of evaluation are at the discretion of local faculty.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Define market and its failures and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production.
B. Define opportunity cost and marginal analysis and explain how they relate to choices of individuals in the economy.
C. Define different market structures and explain how firms optimize their fiscal objectives in these markets.

Textbooks (Typical):

OER:

1. The CORE Econ Team. *The Economy 2.0.*, CORE Econ. .
2. Greenlaw, S., Shapiro, D., & MacDonald, D. *Principles of Economics 3e.*, OpenStax. .

Textbook:

1. Arnold, R., Arnold, D., & Arnold, D. *Economics.*, Cengage, 2023.
2. Colander, D. *Economics.*, McGraw-Hill Irwin, 2019.
3. Coppock, L. & Mateer. *Principles of Economics.*, Norton, 2023.
4. Cowen, T., & Tabarrok, A. *Modern Principles of Economics.*, Worth, 2021.
5. Frank, R. H., & Bernanke, B. S. *Principles of Economics.*, McGraw-Hill Irwin, 2024.
6. Hubbard, R. G., & O'Brien, A. P. *Economics.*, Pearson, 2024.
7. Krugman, P. & Wells, R. *Economics.*, Worth, 2024.
8. Mankiw, N. G. *Principles of Economics.*, Cengage Learning, 2024.
9. McConnell, C. R., Brue, S. L., & Flynn, S. M. *Economics: Principles, Problems and Policies.*, McGraw-Hill Irwin.
10. Parkin, M. *Economics.*, Pearson, 2023.
11. Rittenberg, L., & Tregarthen, T. *Principles of Economics.*, Flat World Knowledge, 2021.
12. Schneider, G. *Microeconomic Principles and Problems: A Pluralist Introduction.*, Routledge, 2024.
13. Stevenson, B. & Wolfers, J. *Principles of Economics.*, Worth, 2023.
14. Tucker, I.B. *Economics for Today.*, Cengage Learning, 2023.

Other Learning Materials:

1. These are representative texts. Texts used by individual institutions and even individual sections will vary. These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook..

Other Materials Required of Students

Other Materials Required of Students:

1. #2 pencil for tests.
2. Scantron forms for tests.
3. Computer/Internet access may be required.

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: ECON C2002 - Principles of Macroeconomics

Course Modification: ECON C2002 - Principles of Macroeconomics (Launched - Implemented 04-11-2025)
compared with
ECON 2 - Principles of Macroeconomics (Active - Implemented 03-25-2023)

Cover

Course Number ~~2~~ C2002
Effective Term Fall ~~2023~~ 2026
Catalog Description
~~Economic~~ An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies. Includes analysis of the theory of income determination ~~, including national income analysis~~ , business cycles, the consumption function, the multiplier ~~, fiscal policy~~ , monetary policy, money and banking, the public debt, economic growth and development, comparative economic systems and international trade.

Course Equivalency

1. **Course** ~~ECN~~ ECON ~~2~~ C2002

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   Interpret and analyze domestic and international macroeconomic data
2. **Objective Text**
   Apply macroeconomic models to explain economic issues and outcomes
3. **Objective Text**
   Analyze the effects of macroeconomic policies
4. **Group Title** Define scarcity and explain how it relates to choices that societies face
5. **Group Title** Define comparative advantage and show how it facilitates gains from trade

6. **Group Title** Define a market economy and explain how market forces of supply and demand lead to an efficient allocation of resources
7. **Group Title** Describe an economy using a variety of quantitative measures
8. **Group Title** Describe the monetary system and explain the role of the Federal Reserve
9. **Group Title** Identify and analyze factors that contribute to economic growth
10. ~~**Group Title** - Apply basic macroeconomic concepts to past and current economic events~~

Course Content

Lecture Content

1. ~~Principles~~ Fundamentals of ~~Economics~~ economic thinking
    1. Scarcity / opportunity costs
    2. Factors of production
    3. Production possibilities
    4. Specialization and gains from trade
    5. Economic models and research methodology

2. How ~~people~~ markets ~~make~~ operate
    1. Definition ~~decisions~~ of a market
    2. ~~How~~ Supply ~~people~~ and ~~interact~~ demand model

3. ~~How~~ Measuring the ~~Economy~~ economy
    1. National ~~as~~ output ~~a~~ and ~~whole~~ productivity
    2. Economic ~~works~~ growth
    3. Price level (inflation)
    4. Business cycle
    5. Unemployment
    6. Inequality and Poverty

4. Aggregate Demand / Aggregate Supply model
5. Financial system
    1. Saving, investment, and interest rates
    2. Money creation and banking
    3. Role and function of central banks
    4. Monetary policy
6. The role of the government in the macro economy
    1. Government budget
    2. Fiscal policy
    3. Social policy
7. International economics
    1. Balance of payments
    2. Exchange rates
    3. International trade
8. Thinking like an Economist
    1. The Economist as scientist
    2. The Economist as policy advisor
    3. The Economist as scientist

9. ~~Interdependence and the Gains from Trade~~
    1. ~~Comparative advantage: the driving force of specialization~~
    2. ~~Applications of comparative advantage~~
10. ~~The Market Forces of Supply and Demand~~
    1. ~~Markets and competition~~
    2. ~~Demand~~
    3. ~~Supply~~
    4. ~~Supply and demand together~~
    5. ~~How prices allocate resources~~
11. ~~Measuring a Nation's Income~~
    1. ~~The measurement of Gross Domestic Product~~
    2. ~~The components of GDP~~
    3. ~~Real versus Nominal GDP~~
12. Measuring the Cost of Living
    1. The Consumer Price Index
    2. Correcting economic variables for the effects of inflation
13. ~~Production and Growth~~
    1. ~~Economic growth around the world~~
    2. ~~Productivity: its role and determinants~~
    3. ~~Economic growth and public policy~~

14. ~~Saving, Investment and the Financial System~~
    1. ~~Financial institutions in the U.S. economy~~
    2. ~~Saving and investment in the National Income Accounts~~
    3. ~~The market for loanable funds~~

15. ~~Unemployment~~
    1. ~~Identifying unemployment~~
    2. ~~Causes and types of unemployment~~

16. ~~The Monetary System~~
    1. ~~Types and functions of money~~
    2. ~~The Federal Reserve System~~
    3. ~~Banks and the money supply~~

17. ~~Money Growth and Inflation~~
    1. ~~The classic theory of inflation~~
    2. ~~The costs of inflation~~

18. ~~Aggregate Demand and Aggregate Supply~~
    1. ~~Three key facts about economic fluctuations~~
    2. ~~Explaining short-run economic fluctuations~~

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

1. Students are expected to read assigned sections of the textbook -

2. **Assignment Type** _ Writing
   Add Assignment _

   1. Answer instructor's questions regarding the assigned reading material(s)

   2. Ask questions that clear up any gaps in the student's understanding of the assigned reading material(s)

   3. Answer other students' questions regarding the assigned reading materials(s)

3. **Assignment Type** _ Research
   Add Assignment _

   1. Students are expected to research a macroeconomic topic

      1. Conduct a search by subject for relevant articles, reports, and working papers, using print and online resources

      2. Note relevant information from acquired materials, analyze the information using basic macroeconomic concepts, and synthesize the information into a paper or a presentation

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ECON 2, students will be able to define~~ Define market and explain how market forces of supply and demand lead to efficient allocation of
   _ goods, services and factors of production.
2. **Outcome Text**
   ~~Upon completion of ECON 2, students will be able to define~~ Define key economic indicators, including GDP, CPI, and Unemployment Rate, and use these
   _ quantitative measures to analyze the economy.
3. **Outcome Text**
   ~~Upon completion of ECON 2, students will be able to describe~~ Describe monetary and fiscal policies and explain how they affect short-term economic fluctuations.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** ~~Recommended Course Preparation~~ Prerequisite
   Comments ~~Intermediate~~ Placement ~~Algebra~~ as determined by the college's multiple measures assessment process or completion of a ~~higher~~ course taught at or above the level of ~~mathematics~~
   ~~**Requisite**~~ **elementary** ~~**Validation**~~ ~~-~~ ~~Advisory~~
2. ~~**Requisite Type**~~ ~~-~~ ~~Prerequisite~~
   ~~**Subject**~~ ~~-~~
   ~~**Requisite Course**~~ ~~-~~
   ~~**Non Course Requirements**~~ ~~-~~
   ~~**Min Grade**~~ ~~-~~
   ~~**Comments**~~ ~~-~~ ~~Elementary Algebra or a higher level of mathematics~~ algebra .
   Requisite Validation CCN/C-ID Requirement

Catalog View ~~**Recommended Course Preparation**~~ **Prerequisite :** ~~Intermediate~~ Placement ~~Algebra~~ as determined by the college's multiple measures assessment process or completion of a ~~higher~~ course taught at or above the level of ~~mathematics,~~ elementary ~~**Prerequisite:**~~ ~~Elementary Algebra or a higher level of mathematics~~ algebra .

Methods of Evaluation

Other ~~No~~ Yes
Please Explain
Assessments for this course will include both formative and summative assignments that may include some or all of the following:
Exams and Quizzes containing one or more:
• Multiple Choice questions
• Short answers
• Problem Solving
• True/False
• Essays
Other Assessments:
• Problem sets
• Online or in-class discussions
• Presentations
• Group projects
• Experiments
• Current event analysis
• Term papers
Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):
• Current event analysis
• Discussion boards
• Essay questions on exams
• Term papers
Methods of evaluation are at the discretion of local faculty

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. **Author(s)** ~~Gregory~~ Arnold, ~~Mankiw~~ R., Arnold, D., & Arnold, D.
   Title ~~Principles of Macroeconomics~~ Economics
   Edition ~~9th~~
   Publisher Cengage ~~Learning~~
   Year ~~2021~~ 2023

2. **Author(s)** ~~Dean Karlan~~ Colander , ~~Jonathan Morduch~~ D.
   Title ~~Macroeconomics~~ Economics
   Edition ~~3rd~~
   Publisher McGraw -Hill ~~Hill~~ Irwin
   Year ~~2020~~ 2019
3. **Author(s)** ~~Robert Frank~~ Coppock , ~~Ben~~ L. ~~Bernanke,~~ & ~~Kate Antonovics, Ori Heffetz~~ Mateer.
   Title Principles of ~~Macroeconomics~~ Economics
   Edition ~~8th~~
   Publisher ~~McGraw~~ Norton
   Year ~~Hill~~ 2023
4. **Author(s)** _ Cowen, T., & Tabarrok, A.
   Title _ Modern Principles of Economics.
   Edition _
   Publisher _ Worth
   ISBN-13 _
   Year 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
5. **Author(s)** _ Frank, R. H., & Bernanke, B. S.
   Title _ Principles of Economics
   Edition _
   Publisher _ McGraw-Hill Irwin
   ISBN-13 _
   Year _ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
6. **Author(s)** _ Hubbard, R. G., & O'Brien, A. P.
   Title _ Economics
   Edition _
   Publisher _ Pearson
   ISBN-13 _
   Year _ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
7. **Author(s)** _ Krugman, P. & Wells, R.
   Title _ Economics
   Edition _
   Publisher _ Worth
   ISBN-13 _
   Year _ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
8. **Author(s)** _ Mankiw, N. G.
   Title _ Principles of Economics
   Edition _

Publisher _ Cengage Learning
ISBN-13 _
Year _ 2024
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

9. **Author(s)** _ McConnell, C. R., Brue, S. L., & Flynn, S. M.
Title _ Economics: Principles, Problems and Policies
Edition _
Publisher _ McGraw-Hill Irwin
ISBN-13 _
Year _ 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
10. **Author(s)** _ Parkin, M.
Title _ Economics
Edition _
Publisher _ Pearson
ISBN-13 _
Year _ 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
11. **Author(s)** _ Rittenberg, L., & Tregarthen, T.
Title _ Principles of Economics
Edition _
Publisher _ Flat World Knowledge
ISBN-13 _
Year _ 2021
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
12. **Author(s)** _ Schneider, G.
Title _ Microeconomic Principles and Problems: A Pluralist Introduction
Edition _
Publisher _ Routledge
ISBN-13 _
Year _ 2024
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
13. **Author(s)** _ Stevenson, B. & Wolfers, J.
Title _ Principles of Economics
Edition _
Publisher _ Worth
ISBN-13 _
Year _ 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

14. **Author(s)** _ Tucker, I.B.
Title _ Economics for Today
Edition _
Publisher _ Cengage Learning
ISBN-13 _
Year _ 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

OER

1. **Author(s)** _ The CORE Econ Team.
Title _ The Economy 2.0
Edition _
Publisher _ CORE Econ.
URL _
Year _
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
2. **Author(s)** _ Greenlaw, S., Shapiro, D., & MacDonald, D.
Title _ Principles of Economics 3e
Edition _
Publisher _ OpenStax
URL _
Year _
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

Other Learning Materials

1. **Other** _
These are representative texts. Texts used by individual institutions and even individual sections will vary.
These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook.

Codes and Dates

Course Codes

Originator ~~Webster, Gina~~ Kutil, Craig

Origination Date

~~02~~ 04 / ~~14~~ 09 / ~~2022~~ 2025

Parent Course

ECON 2 - Principles of Macroeconomics

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/18/2022~~
- State Approval

  ~~03/24/2023~~
- CC Approval

  ~~05/04/2022~~

Instructional Services

Effective Term ~~Fall 2023~~ Fall 2026

Implementation Date

~~03/25/2023~~

04/11/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Economics C2002
Principles of Macroeconomics
Effective: Fall 2026

Catalog Description:

ECON C2002 - Principles of Macroeconomics
3.00 Units

An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies. Includes analysis of the theory of income determination, business cycles, the consumption function, the multiplier, monetary policy, money and banking, the public debt, economic growth and development, comparative economic systems and international trade.
3 Units Lecture

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Economics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Interpret and analyze domestic and international macroeconomic data
B. Apply macroeconomic models to explain economic issues and outcomes
C. Analyze the effects of macroeconomic policies
D. Define scarcity and explain how it relates to choices that societies face
E. Define comparative advantage and show how it facilitates gains from trade

F. Define a market economy and explain how market forces of supply and demand lead to an efficient allocation of resources
G. Describe an economy using a variety of quantitative measures
H. Describe the monetary system and explain the role of the Federal Reserve
I. Identify and analyze factors that contribute to economic growth

Course Content:

1. Fundamentals of economic thinking
    1. Scarcity / opportunity costs
    2. Factors of production
    3. Production possibilities
    4. Specialization and gains from trade
    5. Economic models and research methodology
2. How markets operate
    1. Definition of a market
    2. Supply and demand model
3. Measuring the economy
    1. National output and productivity
    2. Economic growth
    3. Price level (inflation)
    4. Business cycle
    5. Unemployment
    6. Inequality and Poverty
4. Aggregate Demand / Aggregate Supply model
5. Financial system
    1. Saving, investment, and interest rates
    2. Money creation and banking
    3. Role and function of central banks
    4. Monetary policy
6. The role of the government in the macro economy
    1. Government budget
    2. Fiscal policy
    3. Social policy
7. International economics
    1. Balance of payments
    2. Exchange rates
    3. International trade
8. Thinking like an Economist
    1. The Economist as scientist
    2. The Economist as policy advisor
    3. The Economist as scientist
9. Measuring the Cost of Living
    1. The Consumer Price Index
    2. Correcting economic variables for the effects of inflation

Methods of Instruction:

1. Lecture - Students are expected to actively participate in lectures and take notes
2. Classroom Activity - Students are expected to participate in classroom activities, including group assignments
3. Research - Students may be expected to conduct research, using print and online resources
4. Discussion - Students are expected to engage in discussions

Typical Assignments

A. Reading:
    1. Students are expected to read assigned sections of the textbook
B. Writing:
    1. Answer instructor's questions regarding the assigned reading material(s)
    2. Ask questions that clear up any gaps in the student’s understanding of the assigned reading material(s)
    3. Answer other students' questions regarding the assigned reading materials(s)
C. Research:
    1. Students are expected to research a macroeconomic topic
        1. Conduct a search by subject for relevant articles, reports, and working papers, using print and online resources
        2. Note relevant information from acquired materials, analyze the information using basic macroeconomic concepts, and synthesize the information into a paper or a presentation

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 2 per term
B. Research Projects
    1. 1 per term
C. Class Work
    1. 1 per topic
D. Home Work
    1. 1 per topic
E. Assessments for this course will include both formative and summative assignments that may include some or all of the following: Exams and Quizzes containing one or more: • Multiple Choice questions • Short answers • Problem Solving • True/False • Essays Other Assessments: • Problem sets • Online or in-class discussions • Presentations • Group projects • Experiments • Current event analysis • Term papers Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements): • Current event analysis • Discussion boards • Essay questions on exams • Term papers Methods of evaluation are at the discretion of local faculty

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Define market and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production.
B. Define key economic indicators, including GDP, CPI, and Unemployment Rate, and use these quantitative measures to analyze the economy.
C. Describe monetary and fiscal policies and explain how they affect short-term economic fluctuations.

Textbooks (Typical):

OER:

1. The CORE Econ Team. *The Economy 2.0.*, CORE Econ.. .
2. Greenlaw, S., Shapiro, D., & MacDonald, D. *Principles of Economics 3e.*, OpenStax. .

Textbook:

1. Arnold, R., Arnold, D., & Arnold, D. *Economics.*, Cengage, 2023.
2. Colander, D. *Economics.*, McGraw-Hill Irwin, 2019.
3. Coppock, L. & Mateer. *Principles of Economics.*, Norton, 2023.
4. Cowen, T., & Tabarrok, A. *Modern Principles of Economics..*, Worth, 2021.
5. Frank, R. H., & Bernanke, B. S. *Principles of Economics.*, McGraw-Hill Irwin, 2024.
6. Hubbard, R. G., & O'Brien, A. P. *Economics.*, Pearson, 2024.
7. Krugman, P. & Wells, R. *Economics.*, Worth, 2024.
8. Mankiw, N. G. *Principles of Economics.*, Cengage Learning, 2024.
9. McConnell, C. R., Brue, S. L., & Flynn, S. M. *Economics: Principles, Problems and Policies.*, McGraw-Hill Irwin, 2017.
10. Parkin, M. *Economics.*, Pearson, 2023.
11. Rittenberg, L., & Tregarthen, T. *Principles of Economics.*, Flat World Knowledge, 2021.
12. Schneider, G. *Microeconomic Principles and Problems: A Pluralist Introduction.*, Routledge, 2024.
13. Stevenson, B. & Wolfers, J. *Principles of Economics.*, Worth, 2023.
14. Tucker, I.B. *Economics for Today.*, Cengage Learning, 2023.

Other Learning Materials:

1. These are representative texts. Texts used by individual institutions and even individual sections will vary. These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook..

Other Materials Required of Students

Other Materials Required of Students:

1. #2 pencil for tests.
2. Scantron forms for tests.
3. Computer/Internet access may be required.

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: ENGR 44 - Introduction to Circuit Analysis

Course Modification: ENGR 44 - Introduction to Circuit Analysis (Launched - Implemented 04-15-2025)
compared with
ENGR 44 - Introduction to Circuit Analysis (Active - Implemented 03-23-2023)

Cover

Effective Term Fall ~~2023~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Charge and current
2. Voltage and power
3. Circuits, nodes and branches
4. Kirchhoff's voltage law
5. Kirchhoff's current law
6. Independent current and voltage sources
7. Dependent current adn voltage sources
8. Resistance
9. Capacitance
10. Inductance

11. Mutual coupling
12. Circuit analysis techniques
    1. Series circuit elements
    2. Parallel circuit elements
    3. Voltage dividers
    4. Current dividers
    5. Mesh-current method
    6. Node-voltage method
    7. Source transformations
    8. Superposition
    9. Thevenin equivalents
    10. Norton equivalents
13. Resistive circuit analysis
14. Power and energy relationships
15. Transient circuit analysis
16. Steady-state circuit analysis
17. First-order circuits
18. Second order circuits
19. Energy storage and its system implications
20. Power dissipation and its system implications

Lab Content

1. Introduction to Circuit Equipment and Components

2. Introduction to LTSpice
3. Circuit Design and Analysis
4. Design, Simulate and Build Voltage and Current Dividers
5. Thevenin Equivalent Circuits and Max Power
6. Introduction to the AD2
7. Exploring Inverting and Non-Inverting Op-Amps

Methods of Instruction

Check all that apply:

- Classroom Activity
  Comments
  Provide time to complete example problems individually or in teams and then go over together as a class.
- Demonstration
  Comments
  Instructor demonstrates how lab equipment is used.
- Discussion
  Comments
  ~~Review~~ Teams discuss the results of experiments and ~~discussion~~ draw ~~of~~ conclusions ~~lecture~~ based ~~topics~~ on what they are learning about designing and analyzing circuits.
- Lab
  Comments
  ~~Assemble~~ Design, Simulate and then assemble electrical circuits and measure electrical parameters .
- Lecture
  Comments
  Utilized slide decks to instruct on electrical engineering concepts
- Projects
  Comments
  Design, assemble and demonstrate projects in project teams

Other ~~Yes~~ No

Equity Based Curriculum

- Other Materials Required of Students
  ~~Explain~~ **Address**
  ~~Group~~ Calculators ~~problem~~ and ~~solving~~ safety glasses are readily available for students to borrow. LTSpice is an open source software similar to PSpice that is used in circuit analysis. LTSpice is also available on classroom computers.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
   Add Assignment
2. **Assignment Type** Other
   Add Assignment

    1. ~~Reading:~~ Homework Assignments - Typical 10 - 20 word problems per assignment practicing concepts learned in class.

3. **Assignment Type** Reading
   Add Assignment

    1. Read ~~and~~ textbook ~~study~~ on ~~chapter~~ material ~~8~~ to be taught during next lecture , ~~"Natural and Step Responses of RLC Circuits" Nilsson and Riedel. Be~~ so prepared to ~~participate~~ ask ~~in class discussion on finding the natural responses of various second order circuits~~ questions .

    1. ~~Problem solving:~~

        1. ~~Solve problems 7.1 7.5, 7.46 in "Electric Circuits" by Nilsson and Riedel. Show all work required to get to answers.~~

    2. ~~Laboratory performance:~~

        1. ~~Introduce students to RLC electronic components and explain how they function.~~

            1. ~~Build up circuit on breadboard.~~

            2. ~~Calculate the answer to the circuit problem, and verify with an ohm-meter, voltmeter, etc., the calculations performed for the circuit analysis.~~

3. ~~Simulate circuits to predict performance using PSpice and validate predictions with electricalmeasurements.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ENGR 44, the students will be able to analyze~~ Analyze a 1st-order RL or RC electrical circuit.
2. **Outcome Text**
   ~~Upon completion of ENGR 44, the students will be able to analyze~~ Analyze a 2nd-order RLC electrical circuit.
3. **Outcome Text**
   ~~Upon completion of ENGR 44, the students will be able to analyze~~ Analyze electrical circuits using circuit simulation software.
4. **Outcome Text**
   ~~Upon completion of ENGR 44, the students will be able to construct~~ Construct and analyze circuits on breadboards using standard electronic equipment.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  At least 2 midterms per semester and 1 final exam.
- Quizzes
  Frequency
  Weekly or biweekly.
- Projects
  Frequency
  At least 1 ~~2~~ per semester
- Class Participation
  Frequency
  Daily attendance and periodic in class assignments
- Home Work
  Frequency
  Weekly or biweekly.
- Lab Activities
  Frequency
  Weekly
- ~~Final~~ laboratory ~~Performance~~

~~Frequency~~ activities
~~Once~~ take place which may involve direct experimentation, computer simulations, theoretical calculations, recording of all relevant data for each lab on an individual laboratory worksheet and written professional lab reports.

Distance Education

Effective Term Fall 2026
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Other Materials Required of Students

v

1. **Enter Required Material**
   ~~Laptop~~ LTSpice ~~computer~~ - ~~with~~ Open ~~Word, Excel and Powerpoint and a~~ source version of PSpice - circuit analysis software
2. **Enter Required Material**
   Computer with word processing and spreadsheet capabilities.
3. **Enter Required Material**
   Scientific calculator capable of coordinate conversions

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date
~~10~~ 04 / ~~28~~ 13 / ~~2022~~ 2025

Parent Course
ENGR 44 - Introduction to Circuit Analysis
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/17/2023~~

- State Approval

  ~~04/06/2023~~
- CC Approval

  ~~11/21/2022~~

Instructional Services

Effective Term ~~Fall 2023~~ Fall 2026

Implementation Date

~~03/23/2023~~

04/15/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Engineering 44
Introduction to Circuit Analysis
Effective: Fall 2026

Catalog Description:

ENGR 44 - Introduction to Circuit Analysis
4.00 Units

Introduction to analysis methods for electrical circuits. Topics include general techniques for circuit analysis, simple resistive circuits, inductors, capacitors, mutual coupling, operational amplifier circuits, transient and steady-state analysis of first-order and second-order circuits. Lab topics include introduction to the use of electronic test equipment, designing, assembling, testing and simulating various resistive, LC, RC and operational amplifier circuits. Simulations are done with available circuit simulations codes such as PSpice.
3 Units Lecture 1 Units Lab

Prerequisite: PHYS 1A with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Discipline:

Engineering

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Analyze circuits using mesh current and node voltage simultaneous equations
B. Apply circuit theorems to simplify analysis of dc and ac circuits with independent and dependent sources
C. Determine the natural response of first and second order circuits

D. Determine the forced response of first and second order circuits
E. Analyze circuits with the appropriate diagnostic instruments, e.g. oscilloscope, DVM, etc.
F. Determine equivalent lumped magnitudes for r, l, c, y and z circuit combinations
G. Assemble physical circuits and measure voltages and currents using oscilloscopes, digital voltmeters etc.
H. Determine the steady-state response of R, RL, RC and RLC circuits
I. Utilize common circuit simulation programs, such has PSpice to analyze circuits and predict performance

Course Content:

Lab:

1. Introduction to Circuit Equipment and Components
2. Introduction to LTSpice
3. Circuit Design and Analysis
4. Design, Simulate and Build Voltage and Current Dividers
5. Thevenin Equivalent Circuits and Max Power
6. Introduction to the AD2
7. Exploring Inverting and Non-Inverting Op-Amps

Lecture:

1. Charge and current
2. Voltage and power
3. Circuits, nodes and branches
4. Kirchhoff's voltage law
5. Kirchhoff's current law
6. Independent current and voltage sources
7. Dependent current adn voltage sources
8. Resistance
9. Capacitance
10. Inductance
11. Mutual coupling
12. Circuit analysis techniques
    1. Series circuit elements
    2. Parallel circuit elements
    3. Voltage dividers
    4. Current dividers
    5. Mesh-current method
    6. Node-voltage method
    7. Source transformations
    8. Superposition
    9. Thevenin equivalents
    10. Norton equivalents
13. Resistive circuit analysis
14. Power and energy relationships

15. Transient circuit analysis
16. Steady-state circuit analysis
17. First-order circuits
18. Second order circuits
19. Energy storage and its system implications
20. Power dissipation and its system implications

Methods of Instruction:

1. Discussion - Teams discuss the results of experiments and draw conclusions based on what they are learning about designing and analyzing circuits.
2. Projects - Design, assemble and demonstrate projects in project teams
3. Lab - Design, Simulate and then assemble electrical circuits and measure electrical parameters.
4. Lecture - Utilized slide decks to instruct on electrical engineering concepts
5. Classroom Activity - Provide time to complete example problems individually or in teams and then go over together as a class.
6. Demonstration - Instructor demonstrates how lab equipment is used.

Typical Assignments

A. Laboratory:
B. Other:
    1. Homework Assignments - Typical 10 - 20 word problems per assignment practicing concepts learned in class.
C. Reading:
    1. Read textbook on material to be taught during next lecture, so prepared to ask questions.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At least 2 midterms per semester and 1 final exam.
B. Quizzes
    1. Weekly or biweekly.
C. Projects
    1. At least 1 per semester
D. Home Work
    1. Weekly or biweekly.
E. Lab Activities
    1. Weekly laboratory activities take place which may involve direct experimentation, computer simulations, theoretical calculations, recording of all relevant data for each lab on an individual laboratory worksheet and written professional lab reports.
F. Class Participation
    1. Daily attendance and periodic in class assignments

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Analyze a 1st-order RL or RC electrical circuit.
B. Analyze a 2nd-order RLC electrical circuit.
C. Analyze electrical circuits using circuit simulation software.
D. Construct and analyze circuits on breadboards using standard electronic equipment.

Textbooks (Typical):

Textbook:

1. Robert L Boylestad *Introductory Circuit Analysis.* 14th ed., Pearson, 2023.
2. James W. Nilsson, Susan Riedel *Electric Circuits.* 12th ed., Pearson, 2023.
3. William Hayt, Jack Kemmerly, Jamie Phillips, Steven Durbin *Engineering Circuit Analysis.* 9th ed., McGraw-Hill, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. LTSpice - Open source version of PSpice - circuit analysis software.
2. Computer with word processing and spreadsheet capabilities..
3. Scientific calculator capable of coordinate conversions.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: ENGR 46 - Materials of Engineering

Course Modification: ENGR 46 - Materials of Engineering (Launched - Implemented 04-14-2025)
compared with
ENGR 46 - Materials of Engineering (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Introduction to Materials of Engineering
    1. Five Basic Material Classes
    2. General understanding of relationship between
        1. Structure
        2. Properties
        3. Processing
        4. Performance
2. Structure of Materials

    1. Atomic Structure
    2. Interatomic Bonding
    3. Crystal Structure

3. Metals
    1. Metallic Crystall Structure Types
    2. Crystallography
    3. Linear and Planar Density
    4. Impurities and Imperfections
    5. Mechanical Properties and testing
    6. Elastic and plastic deformation in metals
    7. Stress-strain analysis
    8. Mechanical failure, fatigue, fracture and creep of Metals
    9. Strengthening, Toughening and Recovery Mechanisms

4. Atomic Diffusion
    1. Steady State
    2. Non-Steady State

5. Equilibrium Phase Diagram
    1. Binar Eutectic Phase Diagrams
        1. Number, Type, Composition of Phases Present

        2. Lever Rule to determine mass fraction of phases present
        3. Microstructure Development and Properties

    2. Steel (Fe-C) Phase Diagram Analysis

        1. Eutectoid Transition
        2. Steel Microstructure Development and Properties

6. Phase Transformation

    1. Nucleation and Growth of New Phases
    2. Rate of Phase Transformation
    3. TTT Diagrams
    4. Iron-Carbon (Steel) Phase Transformations

        1. Microstructure and Properties

7. Metals and Metal Alloys

    1. Forming and Fabrication
    2. Heat treatments

8. Ceramic Materials

    1. Crystal Structure
    2. Defects in Ceramics

3. Mechanical Properties

9. Polymer Materials

    1. Polymerization
    2. Molecular Weight Calculation
    3. Basic Polymer Structure
    4. Thermoset vs Thermoplastic
    5. Mechanical Properties

10. Composite Materials (including wood and concrete)

    1. Particle Reinforced Composites
    2. Fiber Reinforced Composites
    3. Structure Composites

11. Corrosion

    1. Electrochemical Reactions
    2. Galvanic Series
    3. Forms of Corrosion
    4. Corrosion Prevention

12. Thermal, electrical and magnetic properties

    1. Electron Energy Band Structures

2. Electron Resistivity
3. Conductors
4. Insulators

13. Semiconductors
    1. Intrinsic Semiconductors
    2. Extrinsic Semiconductors
        1. N-Type
        2. P-Type

14. Selection of materials in engineering design (optional)

Lab Content

1. Laboratory
    1. Manual vs Computerized Tensile Tests
    2. Hardness Test
    3. Impact Test
    4. Metallography
    5. Heat Treatment

~~**Lab Content**~~

Methods of Instruction

Check all that apply:

- ~~Demonstration~~ Classroom Activity
  Comments
  Provide time to complete example problems individually and then go over together as a class.
- Demonstration
  Comments
  Instructor demonstrates how lab equipment is used.
- Discussion
  Comments
  ~~Groups~~ Teams discuss the results of experiments and draw conclusions based on what they are learning about materials engineering.
- Field Trips
  Comments
  Visit local companies to see what materials engineering looks like in the "real world".
- Lab
  Comments
  Work in teams using specialized equipment to study various materials engineering test methods.
- Lecture
  Comments
  Utilized ~~Power~~ slide ~~Point slides~~ decks to instruct on materials engineering concepts
- Projects
  Comments
  Study a materials engineering related topic and present findings as a group to class.

Equity Based Curriculum

- Methods of Instruction
  Address
  Methods of Instruction will draw upon the diversity of learning styles by using multiple instructional formats, which may include traditional lecture, recording lectures for viewing later, creating activities for students to explore content and present findings to class, and providing additional resources (texts, videos, etc.) to aid those with different learning styles understand the content.
- Methods of Evaluation
  Address
  Methods of evaluation draw upon the diversity of learning and communication styles by using multiple assessment formats, which may include written and oral assignments, as well as exams with questions based on calculations, conceptual explanations, diagrams, and graphs.
- Other Materials Required of Students
  Address

Calculators and safety glasses are readily available for students to borrow.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. As a group, study a materials engineering related topic, conduct and present to class via an oral presentation utlizing a slide deck. Teams will submit an outline prior to their presentation for instructor feedback.

2. **Assignment Type** Laboratory
   Add Assignment

   1. ~~Textbook~~ Complete ~~Reading~~ a professional typed lab report on the Hardness Testing lab. The lab report should include all sections of a lab report including: Background, Procedure, Data and Results, Discussion and Conclusions.

   2. Lab reports should be graded based on the quality and completeness of the information provided in the following included sections: Background, Procedure, Data and Results, Discussion and Conclusions. Lab Report should also include professionally created tables and figures with appropriate table numbers and captions.

3. **Assignment Type** Laboratory
   Add Assignment

   Weekly laboratory activities take place which may involve direct experimentation and use of materials engineering related equipment. For each lab, students keep a laboratory notebook using industry standards to document each weekly lab experiment.

   Lab notebooks should be graded on including the following information for each lab: background and purpose of the experiment, procedure, data and results collected, required claculations, discussion of results and conclusions. Lab notebooks should also be graded on the level to which industry standard guidelines were followed throughout the lab notebook.

4. **Assignment Type** Other
   Add Assignment

   1. Homework Assignments - Typical 10 - 20 word problems per assignment practicing concepts learned in class.

5. **Assignment Type** Reading
   Add Assignment

   1. Read ~~text~~ textbook on material to be taught during next lecture, so prepared to ask questions.
   2. ~~Homework Assignments - Typical 10 - 20 word problems per assignment~~

   1. ~~Laboratory Assignments - Keep a laboratory notebook using industry standards to document lab experiements; Summarize results of in class experiement in a formal typed lab report; Use MS Excel (or Google Sheets) to create Stress-Strain curves from given sets of data and analyze the material's properties.~~

   2. ~~Oral Presentation - As a group, study a materials engineering related topic and present to class via an oral presentation, including Power Point slides (or similar)~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of ENGR 46, the students will be able to identify~~ Identify and explain the five different classes of engineering materials.
2. **Outcome Text**
   ~~Upon completion of ENGR 46, the students will be able to use~~ Use appropriate terminology related to material properties.
3. **Outcome Text**
   ~~Upon completion of ENGR 46, the students will be able to use~~ Use standard materials testing equipment to determine material properties.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Requisite Course PHYS 1A - General Physics I(~~Historical~~ Active)
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
   Skills Analysis
   Requisite Course Objective(s)

   - Construct vectors in three dimensions to model physical phenomena, and perform algebraic calculations with these vectors.
     Degree of Importance ~~Recommended~~ Not Necessary
   - Use algebra, trigonometry, geometry, and calculus to model physical phenomena and calculate relevant physical parameters.
     Degree of Importance ~~Recommended~~ Required
   - Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.

Degree of Importance ~~Recommended~~ Required

- Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
  Degree of Importance ~~Recommended~~ Required
- Write comprehensive laboratory reports that describe the scientific basis of the experiment, clearly explain the experimental procedure, present a complete mathematical analysis of data and uncertainties, and evaluate the effectiveness of the experiment based on calculated uncertainties.
  Degree of Importance ~~Recommended~~ Required

2. **Requisite Type** Prerequisite
   Requisite Course CHEM 1A - General College Chemistry I(~~Historical~~ Active)
   Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement
   Skills Analysis
   Requisite Course Objective(s)

   - Explain chemical and physical changes in terms of thermodynamics;
     Degree of Importance _ Not Necessary
   - _ Describe the nature of solids, liquids, gases and phase changes;
     ~~**Degree of Importance**~~ - ~~Recommended~~
   - Describe metallic bonding and semiconductors;
   - Describe network covalent bonding;
     Degree of Importance _ Recommended
   - Define concentrations of solutions in terms of molarity, molality, normality, percent composition, and ppm;
     ~~**Degree of Importance**~~ - ~~Not Necessary~~
   - Describe colligative properties of solutions;
   - Solve solution stoichiometry problems;
   - Determine the extent of molecular reactions through the study of equilibrium;
   - Solve simple problems involving gas phase equilibria;
   - Apply Le Châtelier's principle to equilibria;
   - Utilize library and Internet resources in Chemistry;
     Degree of Importance _ Not Necessary
   - Collect and analyze scientific data, using statistical and graphical methods;
     Degree of Importance Required
   - Perform volumetric analyses;
     ~~**Degree of Importance**~~ - ~~Not Necessary~~
   - Use a barometer;
   - Use a visible spectrophotometer;
   - Use an atomic absorption spectrometer
   - Perform gravimetric analysis
     Degree of Importance _ Not Necessary
   - Acquire and analyze data with a computer and appropriate software.
     Degree of Importance Recommended

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  ~~two~~ Two midterms that are short answer and problem solving based. One final exam that incudes matching, short answer and problem solving questions
- Quizzes
  Frequency
  ~~weekly~~ Weekly or bi-weekly quizzes .
- Oral Presentation
  Frequency
  ~~one group~~ One oral presentation
- Group Projects
  Frequency
  ~~one~~ One group oral presentation
- Class Participation
  Frequency
  ~~daily~~ Daily attendance and periodic in class assignments
- Home Work
  Frequency
  ~~weekly~~ Weekly or bi-weekly homework assignments
- Lab Activities
  Frequency
  ~~keep~~ Weekly ~~a~~ laboratory activities take place which may involve direct experimentation, theoretical calculations, recording of all relevant data for each lab in an individual laboratory notebook ~~using~~ and ~~industry~~ written ~~standards to document results on all lab related activities for 5-7 labs. Two group~~ professional lab reports .

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Textbooks/Materials

Textbook

1. **Title** Materials Science and Engineering, An Introduction

Edition ~~9th~~ 10th
Year ~~2014~~ 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
- This is the most recent edition of this classic textbook.

2. **Title** Foundation of Materials Science and Engineering
   Edition ~~6th~~ 7th
   Year ~~2019~~ 2022
3. ~~**Author(s)** - Donald R Askeland, Wendelin J. Wright~~
   ~~**Title** - Essentials of Materials Science and Engineering~~
   ~~**Edition** - 4th~~
   ~~**Publisher** - Cengage~~
   ~~**Year** - 2019~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
4. **Author(s)** James F Shackelford
   Title Introduction to Materials Science for Engineers
   Edition ~~8th~~ 9th
   Publisher Pearson
   Year ~~2014~~ 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Most recent edition
5. **Author(s)** _ William D. Callister Jr., David G. Rethwisch
   Title _ Fundamentals of Materials Science and Engineering: An Integrated Approach
   Edition _ 6th
   Publisher _ Wiley
   Year _ 2022

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID ENGR 140 B
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date
~~08/~~ 04/ ~~2021~~ 13/2025

Parent Course
ENGR 46 - Materials of Engineering
No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/19/2018~~
- State Approval

  ~~06/21/2018~~
- CC Approval

  ~~05/07/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2026

Implementation Date

~~01/01/2019~~

04/14/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Engineering 46
Materials of Engineering
Effective: Fall 2026

Catalog Description:

ENGR 46 - Materials of Engineering
4.00 Units

Application of principles of chemistry and physics to the properties of engineering materials; the relation of microstructure to mechanical, electrical, thermal and corrosion properties of metals; ceramics and polymers.
3 Units Lecture 1 Units Lab

Prerequisite: PHYS 1A with a minimum grade of C, CHEM 1A with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108
Outside of Class Hours	108

Discipline:

Engineering

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Describe the atomic structure of metals (including defect types) and analyze how it can affect their engineering properties
B. Describe the properties for various engineering materials (metals, ceramics, and polymers)
C. Select appropriate engineering materials for a particular application
D. Analyze a stress-strain curve and predict the mechanical properties of a metal
E. Use equilibrium binary phase diagrams to discuss microstructure development

F. Describe the most common types of phases found in steel, analyze how these phases form, and determine the microstructure and mechanical properties of each
G. Describe how the microstructure of materials affects their electrical conductivity
H. Explain the differences between intrinsic and extrinsic semiconductors
I. Execute some common materials engineering related processing, testing and characterization techniques
J. Compile background information, experiment methods and materials, data and analysis, discussion of results and conclusion in a laboratory notebook using industry standards
K. Write comprehensive laboratory reports that describes the background behind why an experiment is being done, clearly describes the experimental procedure, presents data collected in an organized format, discusses what the data means including why results might not be what was expected, and draws conclusions

Course Content:

Lab:

1. Laboratory
    1. Manual vs Computerized Tensile Tests
    2. Hardness Test
    3. Impact Test
    4. Metallography
    5. Heat Treatment

Lecture:

1. Introduction to Materials of Engineering
    1. Five Basic Material Classes
    2. General understanding of relationship between
        1. Structure
        2. Properties
        3. Processing
        4. Performance
2. Structure of Materials
    1. Atomic Structure
    2. Interatomic Bonding
    3. Crystal Structure
3. Metals
    1. Metallic Crystall Structure Types
    2. Crystallography
    3. Linear and Planar Density
    4. Impurities and Imperfections
    5. Mechanical Properties and testing
    6. Elastic and plastic deformation in metals
    7. Stress-strain analysis
    8. Mechanical failure, fatigue, fracture and creep of Metals
    9. Strengthening, Toughening and Recovery Mechanisms

4. Atomic Diffusion
    1. Steady State
    2. Non-Steady State
5. Equilibrium Phase Diagram
    1. Binar Eutectic Phase Diagrams
        1. Number, Type, Composition of Phases Present
        2. Lever Rule to determine mass fraction of phases present
        3. Microstructure Development and Properties
    2. Steel (Fe-C) Phase Diagram Analysis
        1. Eutectoid Transition
        2. Steel Microstructure Development and Properties
6. Phase Transformation
    1. Nucleation and Growth of New Phases
    2. Rate of Phase Transformation
    3. TTT Diagrams
    4. Iron-Carbon (Steel) Phase Transformations
        1. Microstructure and Properties
7. Metals and Metal Alloys
    1. Forming and Fabrication
    2. Heat treatments
8. Ceramic Materials
    1. Crystal Structure
    2. Defects in Ceramics
    3. Mechanical Properties
9. Polymer Materials
    1. Polymerization
    2. Molecular Weight Calculation
    3. Basic Polymer Structure
    4. Thermoset vs Thermoplastic
    5. Mechanical Properties
10. Composite Materials (including wood and concrete)
    1. Particle Reinforced Composites
    2. Fiber Reinforced Composites
    3. Structure Composites
11. Corrosion
    1. Electrochemical Reactions
    2. Galvanic Series
    3. Forms of Corrosion
    4. Corrosion Prevention
12. Thermal, electrical and magnetic properties
    1. Electron Energy Band Structures
    2. Electron Resistivity
    3. Conductors
    4. Insulators
13. Semiconductors

1. Intrinsic Semiconductors
2. Extrinsic Semiconductors
    1. N-Type
    2. P-Type
14. Selection of materials in engineering design (optional)

Methods of Instruction:

1. Lab - Work in teams using specialized equipment to study various materials engineering test methods.
2. Lecture - Utilized slide decks to instruct on materials engineering concepts
3. Demonstration - Instructor demonstrates how lab equipment is used.
4. Field Trips - Visit local companies to see what materials engineering looks like in the “real world”.
5. Discussion - Teams discuss the results of experiments and draw conclusions based on what they are learning about materials engineering.
6. Projects - Study a materials engineering related topic and present findings as a group to class.
7. Classroom Activity - Provide time to complete example problems individually and then go over together as a class.

Typical Assignments

A. Project:
    1. As a group, study a materials engineering related topic, conduct and present to class via an oral presentation utlizing a slide deck. Teams will submit an outline prior to their presentation for instructor feedback.

B. Laboratory:
    1. Complete a professional typed lab report on the Hardness Testing lab. The lab report should include all sections of a lab report including: Background, Procedure, Data and Results, Discussion and Conclusions.
    2. Lab reports should be graded based on the quality and completeness of the information provided in the following included sections: Background, Procedure, Data and Results, Discussion and Conclusions. Lab Report should also include professionally created tables and figures with appropriate table numbers and captions.

C. Laboratory:
Weekly laboratory activities take place which may involve direct experimentation and use of materials engineering related equipment. For each lab, students keep a laboratory notebook using industry standards to document each weekly lab experiment.

Lab notebooks should be graded on including the following information for each lab: background and purpose of the experiment, procedure, data and results collected, required claculations, discussion of results and conclusions. Lab notebooks should also be graded on the level to which industry standard guidelines were followed throughout the lab notebook.

D. Other:
    1. Homework Assignments - Typical 10 - 20 word problems per assignment practicing concepts learned in class.

E. Reading:

1. Read textbook on material to be taught during next lecture, so prepared to ask questions.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Two midterms that are short answer and problem solving based. One final exam that incudes matching, short answer and problem solving questions
B. Quizzes
    1. Weekly or bi-weekly quizzes.
C. Oral Presentation
    1. One oral presentation
D. Group Projects
    1. One group oral presentation
E. Class Participation
    1. Daily attendance and periodic in class assignments
F. Home Work
    1. Weekly or bi-weekly homework assignments
G. Lab Activities
    1. Weekly laboratory activities take place which may involve direct experimentation, theoretical calculations, recording of all relevant data for each lab in an individual laboratory notebook and written professional lab reports.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Identify and explain the five different classes of engineering materials.
B. Use appropriate terminology related to material properties.
C. Use standard materials testing equipment to determine material properties.

Textbooks (Typical):

Textbook:

1. William D. Callister Jr., David G. Rethwisch *Materials Science and Engineering, An Introduction.* 10th ed., Wiley, 2018.
2. William Smith, Javad Hashemi *Foundation of Materials Science and Engineering.* 7th ed., McGraw-Hill, 2022.
3. James F Shackelford *Introduction to Materials Science for Engineers.* 9th ed., Pearson, 2020.
4. William D. Callister Jr., David G. Rethwisch *Fundamentals of Materials Science and Engineering: An Integrated Approach.* 6th ed., Wiley, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety glasses.
2. Calculator.
3. Computer with access to Word and Excel (or similar).

4. Laboratory Notebook (without duplicate pages; composition notebook ok).
5. Computer file storage (e.g. USB Drive).

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: FLMS 7 - Introduction to Screenwriting

Course Modification: FLMS 7 - Introduction to Screenwriting (Launched - Implemented 08-16-2025)
compared with
New Course: FLMS 7 - Introduction to Screenwriting (Approved - Implemented 08-15-2025)

Cover

Effective Term Fall ~~2025~~ 2026
SAM Priority Code E - Non-Occupational
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Film Studies - Certificate of Achievement (16 to fewer than 30 units) (Approved) - Fall 2025
2. **Program** _ Film Studies - Associate of Arts Degree (Approved) - Fall 2025

Course Content

Lecture Content

1. Basics of scripts and screenplays:
    1. General history and development.
    2. The role of scripts and screenplays in film, TV, and video.
    3. The collaborative nature of script development and writing.
    4. Writing basics: clarity, economy, grammar, and style.
2. Basics of film and video types:
    1. Narrative short.
    2. Narrative feature.

    3. Documentary.
    4. Television.
    5. Informational or advertising.
    6. Outlines, log lines, scenes, sequences, and acts.

3. Essentials of visual storytelling:
    1. Structures: the Hero's Journey, Harmon's Story Circles, 3-act and 5-act structures, and anthology structures.
    2. Episodic structures for TV scripts.
    3. World-building and mise-en-scene in scripts.
    4. Character development.
    5. Plot, conflict, and theme.
    6. Representation: race/ethnicity, gender, class, sexual orientation, and ability in scripts.
    7. AI issues related to script creation and screenwriting.
4. Approaches to dialogue writing.
5. Basics of scriptwriting for specific genres.
6. Story and script critical analysis.
    1. Read and critique peer scripts as well as professional scripts.
    2. Watch and critique narrative shorts, feature films, and documentaries.
7. Basics of screenplays.
    1. Screenwriting formatting, grammar, and software.

2. Storyboards, shooting scripts, and shot lists.
3. Copywriting.
4. Proposing and pitching a script.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Films and videos will be used extensively throughout instruction as course materials for examples and discussion.
- Classroom Activity
  Comments
  Viewing/reading and then analysis of both example and student-produced scripts and screenplays.
- Critique
  Comments
  Peer and instructor critiques of student screenplays.
- Demonstration
  Comments
  Demonstration of screenplay formatting and creation.
- Discussion
  Comments
  Discussion of course materials, readings, and films, and discussion of both example and student-produced scripts and screenplays.
- Lecture
  Comments
- Lectures ~~Projects~~
  ~~Comments~~ on
  course content.
- Student Presentations
  Comments
  At least one per semester.
- Written Exercises
  Comments
  Frequent short and occasional longer assignments analyzing and/or creating scripts and screenplays.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment
   1. Character Creation and Dialogue.
      1. Objective: To develop complex characters and demonstrate their personalities through dialogue.
      2. Students will create two original characters and write a 5-page script of a dialogue-driven scene between them. The scene should reveal key aspects of each character's personality, background, and motivations without resorting to exposition.
   2. Story Structure and Plot Development.
      1. Objective: To understand the basic structure of a screenplay and develop a compelling plot.
      2. Students will outline a short film (5-10 pages) using the three-act structure: Setup, Confrontation, and Resolution. The outline should include major plot points, character arcs, and the climax.
   3. Genre Writing.
      1. Objective: To explore genre conventions and adapt writing style to fit a chosen genre.
      2. Students will write a 5-page script in a genre of their choice (e.g., comedy, horror, sci-fi). The script should adhere to genre conventions while offering a fresh perspective or twist.
   4. Visual Storytelling.
      1. Objective: To master the art of showing, not telling, through screenwriting.
      2. Students will write a 5-page script for a scene that relies on visual storytelling. The script should minimize dialogue, using action and visual cues to convey the story.
   5. Feedback and Revision.
      1. Objective: To develop editing skills and responsiveness to feedback.
      2. Students will select one of their previous scripts from the course, incorporate feedback from the instructor and peers, and revise it. Alongside the revised script, they will submit a one-page reflection on the revision process and the feedback incorporated.
   6. Analyzing Screenwriting Essay.
      1. Objective: To demonstrate knowledge of the history of script and screenplay development and the various theoretical approaches to developing and analyzing screenplays over time.
      2. Students will write a 3-page essay in which they either compare a screenplay to its finished film, or compare the technical qualities and story development seen in two different screenplays.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Pitch short film and video scripts and create screenplays using the required formatting of professional screenwriting.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Understand Artistic Expression : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

- **Chained Combo Program**
  Film Studies (Approved) -- Upon completion of this program, students are able to create a short film, incorporating general knowledge of film production (e.g. narrative, mise-en-scene, cinematography, acting, editing, and film sound).

2. **Outcome Text**
   Analyze screenplays for their formal and technical characteristics, as well as their story structures and themes.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Identify Values : Identify and evaluate aesthetic and cultural values from diverse disciplines;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Understand Artistic Expression : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Interpret Influences : Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Identify Contributions : Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

- Chained Combo Program
  Film Studies (Approved) -- Upon completion of this program, students are able to analyze film form and content using the major approaches of film criticism.

3. **Outcome Text**
   Demonstrate the process of narrative script development for both fiction and non-fiction films, referencing the essentials of visual storytelling.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Understand Artistic Expression : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Interpret Influences : Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Respond appropriately : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Use appropriate technology to acquire, organize, analyze, and communicate

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

- Chained Combo Program
  Film Studies (Approved) -- Upon completion of this program, students are able to create a short film, incorporating general knowledge of film production (e.g. narrative, mise-en-scene, cinematography, acting, editing, and film sound).

4. **Outcome Text**
   Describe the history and role of scripts and screenplays in the film, television, and video industries.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Identify Values : Identify and evaluate aesthetic and cultural values from diverse disciplines;

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Interpret Influences : Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Identify Contributions : Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Subject ENGL (English)
   Requisite Course ENGL C1000 - Academic Reading and Writing(Approved)
   Non Course Requirements
   Min Grade C
   Comments
   Requisite Validation UC TCA Requirement

Catalog View **Prerequisite:** ENGL C1000 with a minimum grade of C.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Group Projects
  Frequency
  At least one group project per semester.

Distance Education

Effective Term Fall 2026
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here

represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

General Education/Transfer Request

- Transfers to UC

  Comments

  Updated to include ENGL C1000 as a prerequisite to satisfy UC Transfer requirements

  New Request ~~No~~ Yes

C-ID FTVE 115

Already approved unsubstantial change Yes

- _ 3 - Arts and Humanities

  Comments _

  New Request _ No

  Already approved substantial change _ No

  Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Origination Date

~~03~~ 04 / ~~23~~ 11 / ~~2024~~ 2025

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

FLMS 7 - Introduction to Screenwriting

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~07/16/2024~~

- State Approval

  ~~07/18/2024~~

- CC Approval

  ~~04/30/2024~~

Instructional Services

Effective Term ~~Fall 2025~~ Fall 2026

Implementation Date

~~08/15/2025~~

-

08/16/2025

Course CB Codes

CB09: SAM Code

E - Non-Occupational

LAS POSITAS COLLEGE

Course Outline for Film Studies 7
Introduction to Screenwriting
Effective: Fall 2026

Catalog Description:

FLMS 7 - Introduction to Screenwriting
3.00 Units

This course introduces students to the development of scripts and screenplays for narrative film and video, both fictional and non-fictional. Students will learn the essentials of story creation, narrative screenplay structure, characterization, pacing, conflict, and tension, as well as technical screenplay formatting. Students will analyze influential films and screenplays to better understand various successful approaches.
3 Units Lecture

Prerequisite: ENGL C1000 with a minimum grade of C.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Film Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Assess and evaluate the fundamental principles of narrative script development for film and video.
B. Analyze screenplay structure, character development, plot, and conflict, as well as themes in influential screenplays.
C. Identify the major similarities and differences between fiction and non-fiction narrative script development.
D. Recognize and implement the technical and aesthetic elements of script development and screenwriting.

E. Develop and write clear and concise short fictional and non-fictional short film and video scripts.
F. Apply precise formatting used in professional screenwriting using current screenwriting software or programs.
G. Demonstrate how to pitch story and script ideas, as well as present completed short film and video screenplays.

Course Content:

1. Basics of scripts and screenplays:
    1. General history and development.
    2. The role of scripts and screenplays in film, TV, and video.
    3. The collaborative nature of script development and writing.
    4. Writing basics: clarity, economy, grammar, and style.
2. Basics of film and video types:
    1. Narrative short.
    2. Narrative feature.
    3. Documentary.
    4. Television.
    5. Informational or advertising.
    6. Outlines, log lines, scenes, sequences, and acts.
3. Essentials of visual storytelling:
    1. Structures: the Hero's Journey, Harmon's Story Circles, 3-act and 5-act structures, and anthology structures.
    2. Episodic structures for TV scripts.
    3. World-building and mise-en-scene in scripts.
    4. Character development.
    5. Plot, conflict, and theme.
    6. Representation: race/ethnicity, gender, class, sexual orientation, and ability in scripts.
    7. AI issues related to script creation and screenwriting.
4. Approaches to dialogue writing.
5. Basics of scriptwriting for specific genres.
6. Story and script critical analysis.
    1. Read and critique peer scripts as well as professional scripts.
    2. Watch and critique narrative shorts, feature films, and documentaries.
7. Basics of screenplays.
    1. Screenwriting formatting, grammar, and software.
    2. Storyboards, shooting scripts, and shot lists.
    3. Copywriting.
    4. Proposing and pitching a script.

Methods of Instruction:

1. Audio-visual Activity - Films and videos will be used extensively throughout instruction as course materials for examples and discussion.

2. Classroom Activity - Viewing/reading and then analysis of both example and student-produced scripts and screenplays.
3. Critique - Peer and instructor critiques of student screenplays.
4. Discussion - Discussion of course materials, readings, and films, and discussion of both example and student-produced scripts and screenplays.
5. Lecture - Lectures on course content.
6. Student Presentations - At least one per semester.
7. Written Exercises - Frequent short and occasional longer assignments analyzing and/or creating scripts and screenplays.
8. Demonstration - Demonstration of screenplay formatting and creation.

Typical Assignments

A. Writing:
    1. Character Creation and Dialogue.
        1. Objective: To develop complex characters and demonstrate their personalities through dialogue.
        2. Students will create two original characters and write a 5-page script of a dialogue-driven scene between them. The scene should reveal key aspects of each character's personality, background, and motivations without resorting to exposition.
    2. Story Structure and Plot Development.
        1. Objective: To understand the basic structure of a screenplay and develop a compelling plot.
        2. Students will outline a short film (5-10 pages) using the three-act structure: Setup, Confrontation, and Resolution. The outline should include major plot points, character arcs, and the climax.
    3. Genre Writing.
        1. Objective: To explore genre conventions and adapt writing style to fit a chosen genre.
        2. Students will write a 5-page script in a genre of their choice (e.g., comedy, horror, sci-fi). The script should adhere to genre conventions while offering a fresh perspective or twist.
    4. Visual Storytelling.
        1. Objective: To master the art of showing, not telling, through screenwriting.
        2. Students will write a 5-page script for a scene that relies on visual storytelling. The script should minimize dialogue, using action and visual cues to convey the story.
    5. Feedback and Revision.
        1. Objective: To develop editing skills and responsiveness to feedback.
        2. Students will select one of their previous scripts from the course, incorporate feedback from the instructor and peers, and revise it. Alongside the revised script, they will submit a one-page reflection on the revision process and the feedback incorporated.
    6. Analyzing Screenwriting Essay.
        1. Objective: To demonstrate knowledge of the history of script and screenplay development and the various theoretical approaches to developing and analyzing screenplays over time.

2. Students will write a 3-page essay in which they either compare a screenplay to its finished film, or compare the technical qualities and story development seen in two different screenplays.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At least two tests per semester.
B. Quizzes
    1. At least two quizzes per semester.
C. Papers
    1. At least one 2-3 page essay per semester.
D. Projects
    1. At least 3 scripts and/or screenplays per semester.
E. Group Projects
    1. At least one group project per semester.
F. Class Participation
    1. Weekly.
G. Class Work
    1. Weekly.
H. Home Work
    1. Weekly.
I. Oral and written critiques by classmates and instructor.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Describe the history and role of scripts and screenplays in the film, television, and video industries.
B. Demonstrate the process of narrative script development for both fiction and non-fiction films, referencing the essentials of visual storytelling.
C. Analyze screenplays for their formal and technical characteristics, as well as their story structures and themes.
D. Pitch short film and video scripts and create screenplays using the required formatting of professional screenwriting.

Textbooks (Typical):

Textbook:

1. Blake Snyder *Save the Cat: The Last Book on Screenwriting You'll Ever Need.* 1st ed., Michael Wiese Productions, 2013.
2. Syd Field *Screenplay: The Foundations of Screenwriting.* 1st ed., Delta Publishing, 2005.
3. David Trottier *The Screenwriter's Bible.* 7th ed., Silman-James Press, 2019.
4. Paul A Wing Guyot *Kill the Dog: The First Book on Screenwriting to Tell You the Truth.* 1st ed., Domestique, Inc., 2023.
5. Scott Myers *The Protagonist's Journey: An Introduction to Character-Driven Screenwriting and Storytelling.* 1st ed., Palgrave Macmillan, 2022.

6. Naomi A Wing Beaty *The Screenplay Outline Workbook*. 1st ed., Write + Co, 2022.
7. Christopher Riley *The Hollywood Standard: The Complete and Authoritative Guide to Script Format and Style*. 3rd ed., Michael Wiese Productions, 2023.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: HEA 1 - Introduction to Personal Health

Course Modification: HEA 1 - Introduction to Personal Health (Launched - Implemented 03-03-2025)
compared with
HEA 1 - Introduction to Personal Health (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026
Catalog Description
An exploration of major health issues and behaviors in the various dimensions of health (physical, emotional, intellectual/mental, social, spiritual, and environmental). ~~Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors.~~ Topics include psychological health, mental health, stress management , sleep , nutrition, exercise, weight management, chronic and infectious diseases, healthy relationships, sexual and reproductive health, ~~drug~~ substance use and ~~misuse~~ abuse , aging, and the health care system . Emphasis is placed on individual responsibility and the knowledge and skills that support informed, positive health behaviors and contribute to health and well-being .
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Public Health - Associate in Science Degree for Transfer (Approved) - Fall 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** ~~Evaluate personal health status; and develop and implement personal strategies (as appropriate) for psychological well-being, physical fitness, nutrition and healthy eating patterns, reduction of chronic disease risk, and prevention of infection diseases;~~
2. ~~**Group Title** - Distringuish~~ Distinguish between personal health and public health;
3. **Group Title** Identify methods for maintaining psychological health;
4. **Group Title** Describe the physiological effects of stress and its role in disease risk and progression;
5. **Group Title** Apply fitness principles to improve cardiorespiratory endurance, muscular stength, muscular endurance, flexibility, and body composition;

6. **Group Title** Apply dietary recommendations to making ~~healthy~~ nutrition choices throughout the lifecycle, and in the promotion of health and wellness ;
7. **Objective Text** Discuss disordered eating, eating disorders and body image, and the societal conditions that contribute to them;
8. **Group Title** Examine the consequences associated with alcohol, tobacco, and other drug use , misuse, and addiction ; ~~incluidng~~ including impact on individual and society;
9. ~~Group~~ **Objective** ~~Title~~ **Text** ~~Assess~~ Identify ~~ways~~ conditions ~~of~~ that ~~preventing~~ contribute to intentional and unintentional injuries ~~;~~ ~~violent~~ on ~~situations;~~ a personal and ~~victimization;~~ community level and strategies that would reduce their occurrences.
10. **Group Title** Describe the U.S. health care delivery system including types of insurance, the structure of the system, and issues concerning ~~cost~~ access and equity;
11. **Group Title** Evaluate personal health status; and develop and implement personal strategies (as appropriate) for psychological well-being , ~~quality~~ physical fitness, nutrition and healthy eating patterns, reduction of chronic disease risk , and ~~access~~ prevention of infection diseases ;
12. **Group Title** Critically evaluate various sources of health information;
13. **Objective Text** Interpret and evaluate health and medical information from general and subject-specific sources.
14. **Group Title** ~~Communiate~~ Communicate effectively orally and in writing utilizing health-specific discipline language;
15. **Group Title** Analyze ~~his/her~~ their lifestyle from a wellness perspective. In response, identify areas for personal behavior change, and then plan and implement health enhancing behaviors as appropriate.

Course Content

Lecture Content

1. Definition of health
    1. Health viewed as a state of wellness influenced by the six dimensions of health: physical, emotional, intellectual/mental, social, environmental and spiritual behaviors
    2. ~~Distincition~~ Distinction between personal health and public health
2. Healthy behaviors
    1. Epidemiology of modern illness and disease
    2. Behaviors that lead to health and wellness
    3. Theories of behavior change
    4. Strategies for successful health behavior change

5. Family health history
6. Modifiable and unmodifiable risk factors for health

3. Conventional, Complementary, and Integrative approaches to health and health care
    1. Differences in approaches
    2. Medical care delivery system – insurance, HMOs, fee-for-service
    3. Patient rights and responsibilities

4. Psychological and Mental Health
    1. Foundations of psychological health
    2. Interaction of intellectual/mental, emotional, social and spiritual health
    3. ~~Recognizing psychological issues including suicide, depression, anxiety, sleep patterns~~
    4. Concept of psychoneuroimmunology
    5. Positive psychology and mindset
        1. Resiliency, flexibility, and learned optimism
    6. Mental health ~~challenges~~ conditions including ~~Major~~ Depression, Generalized Anxiety Disorder, Panic Disorders, and Post Traumatic Stress Disorder (PTSD), nonsuicidal self-injury, and suicide.
    7. ~~Definition~~ Dual Diagnosis/Co-Occuring mental health and substance use disorders

5. Stress
    1. Definitions of stress, ~~including~~ eustress, ~~physiological~~ distress
    2. Physiological ~~responses~~ reponses to stress ~~;~~

3. The Stress Reponse and ~~physical~~ the General Adaptation Syndrome
    1. Sympathetic and parasympathetic nervous system
4. Physical effects of chronic stress
5. Coping ~~on~~ with ~~body~~
6. ~~Stress~~ life's ~~management~~

6. ~~Healthy Relationships~~ challenges and ~~Communication~~ stress management
7. Coping strategies, techniques, and skills

- Sleep
    1. Stages
    2. Mechanisms
    3. Recommendations
    4. Sleep debt, deficiency, and deprivation
    5. Sleep disorders
    6. Sleep hygiene

- Drugs and Drug Use/Abuse
    1. Alcohol
    2. Tobacco
    3. Marijuana

4. Vaping
5. Other drugs
6. Medications - OTC and Prescription
7. Substance use, misuse, abuse, and addiction
8. Dual diagnosis / Co-occurring disorders
    1. mental health and substance use

- Physical Fitness

1. Physical activity and principles of fitness
2. Components of fitness
    1. cardiorespiratory endurance
    2. muscle strength and edurance
    3. flexibility
    4. body composition
3. Recommended frequency, intensity, duration, and mode for components of fitness
4. Target Heart Rate and other methods of measuring exercise intensity

- Nutrition and Eating Patterns

1. Basic nutrient needs
2. Caloric needs

3. Tools for making healthy nutrition choices throughout the lifescyle

- Diet culture, eating disorders, and body image
- Healthy Body Weight

1. Principles of weight management
2. Fat distribution and disease risk
3. Links between body weight, body fat, ~~and~~ obesity; and chronic diseases ~~:~~
4. Healthy weight gain and loss

- Disease prevention
- Causes and prevention of Cardiovascular Disease

1. Definition of cardiovascular disease, atherosclerosis, stroke, hypertension
2. Risk reduction strategies

- Causes and prevention of other Chronic Diseases

1. Cancer, including causes and unregulated proliferation of cells
2. Diabetes
3. Risk reduction strategies

- Infectious Diseases

1. Modes of transmission
2. ~~Definitions~~ Types ~~and~~ of pathogenic agents

3. Common infectious diseases
4. Common Sexually ~~transmitted~~ Transmitted ~~infections~~ Infections (STIs)
5. ~~HIV/AIDS~~
6. ~~Prophylaxis,~~ Prevention and treatment ~~, immunizations~~
7. Immunizations
8. Risk reduction strategies

- Healthy Relationships and Communication
  1. Types of relationships
     1. family
     2. platonic / friendships
     3. romantic
     4. sexual
     5. work
  2. Fostering healthy relationships
  3. Communication skills
  4. Consent

- Sexual and Reproductive Health
  1. ~~Biology of reproductive system~~
  2. ~~Fertility management~~

3. ~~STI reduction strategies~~

- ~~Drugs~~ Sex and ~~Drug~~ gender
- Sexual ~~Use/Abuse~~ orientation
- Reproductive system anatomy
- Consent
- The sexual response
- Conception
- Contraception, family planning
- Pregancy
- Childbirth
- Abortion care

1. ~~Alcohol~~

- ~~Tobacco~~
- ~~Illegal drugs~~
- ~~Medications~~
- ~~Substance use and addiction~~
- Environmental Impact on Health

1. Land, water, and air pollution
2. ~~Global climate~~ Climate change
3. Personal behaviors that impact the environment

- Unintentional Injuries
    1. Most common types of injuries by age group
    2. Risk reduction

- Intentional Injuries including violence
    1. Types of intentional injuries
        1. self-directed
            1. including self harm, suicide
        2. interpersonal
            1. including harrassment, Intimate Partner Violence , ~~prevention~~ sexual assault, rape,
        3. Prevalence and risk factors
        4. Strategies to reduce risk
    2. Life Transitions
        1. ~~Biology~~ Physical ~~of~~ changes associated with aging ~~;~~
        2. Mental ~~ageism~~ changes
        3. Sexual changes
        4. Ageism , successful aging, ~~stages~~
        5. Stages of dying

6. ~~Grief~~ ; grief and loss

3. Health ~~Care Consumerism~~ Literacy
    1. Consumer awareness
    2. Evaluating the credibility of health information – written, verbal, web
    3. Accessing health care
    4. ~~Health care delivery system – insurance, HMOs, fee-for-service~~
    5. ~~Alternative/ Complementary care~~
    6. ~~Patient rights and responsibilities~~

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Watch "A Walk Through the Stages of Sleep" (4:47 minutes) embedded in the "Understanding Sleep" text/lecture of the Module title Sleep.
- Discussion
  Comments
  Discuss with your classmates whether you get 7 hours of sleep per night, sleep disrupters that lead to sleep debt, and ideas you have about how to improve your sleep.
- Lecture
  Comments
  Participate in the lecture/discussion on Sleep.
- Projects
  Comments
  Students will complete a health improvement project, which guides them through improving/changing a specific health behavior of their choice.

Equity Based Curriculum

- Typical Texts
  Address
  Zero Cost Textbook (ZTC) materials have been created for this course making education more accessible and affordable. The Health Department diligently curated and created materials in an effort to meet the needs of all students, including diversity of sex, gender, age, ethnicities, and cultures. Many links to additional optional information are provided within the text. All videos provided in the text have closed captioning and a transcript available.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   In the course module titled Stress, read the following:

   - What is Stress?
   - How Stress Affects Our Body
   - What is Stress Management?
   - Coping with Stress
   - Change your Mindset
   - Technostress
   - 5 Things you Need to Know about Stress

2. **Assignment Type** Writing
   Add Assignment

   After reading the materials in the Module titled Stress, complete the Managing Stress Assignment

3. **Assignment Type** Other
   Add Assignment

   1. ~~Participate~~ Discussion: ~~in~~ With ~~lecture/discussions~~

1. ~~Students~~ other ~~work in small groups to diagram biology of the reproductive system to review previous lecture and check for understanding~~

2. ~~Reading~~

1. ~~Read chapter on Nutrition and Healthy Eating~~ students in the ~~text~~ class, discuss one specific action that people can take to reduce stress and/or anxiety. Discuss whether you have tried, not tried, might try the specific stress reduction actions/strategies discussed.

2. Skill-building: Utilize the MyPlate.gov online tool/app to find your specific food intake recommendations. Compare and contrast your dietary intake with the recommended pattern and Dietary Guidelines for Americans, and make suggestions for improvement.

3. ~~Skill-building~~

4. **Assignment** ~~**exercises**~~ **Type** ~~and~~ Project
Add ~~**projects**~~ **Assignment**

Students will complete a health improvement project in which they assess their personal health behaviors, identify a behavior to modify, research the behavior and behavior change strategies, implement changes, and reflect on their own health agency. Example behaviors include: vaping/smoking cessation, practicing a relaxation method, improving nutritional intake, increasing physical activity.

5. **Assignment Type** Research
Add Assignment

Students will find credible sources of health information that will directly support their health improvement project behavior change efforts. Students will produce an annotated bibliography of at least 4 sources of information that meet the project requirements.

1. ~~Practice meditation for 10 minutes per day for 6 consecutive days. Write an assessment of the experience.~~

2. ~~Research the nutrient content of your favorite fast food meal and provide an analysis of its nutritional value using the federal standards as a guideline.~~

3. ~~Keep a two-day food diary and compare your food consumption patterns to the USDA recommendations.~~

4. ~~Written assessment of the credibility of an health information source: Weigh factors to assess credibility of an health-related article.~~

5. ~~Course Project~~

1. ~~Develop, implement, and assess a project for changing a personal health behavior (i.e., smoking cessation, learn a relaxation method, improve nutritional intake, increase physical activity).~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of Health 1, students will be able to identify~~ Identify their modifiable and non-modifiable risk factors for personal health.
2. **Outcome Text**
   ~~Upon completion of Health 1, students will be able to locate~~ Locate health information related to their individual behavior change process and evaluate the credibility of those sources.
3. **Outcome Text**
   ~~Upon completion of Health 1, students will be able to integrate~~ Integrate and apply scientific research into their individual behavior change process.
4. **Outcome Text**
   ~~Upon completion of Health 1, students will feel~~ Feel empowered to implement positive health behaviors.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Research Projects
  Frequency
  Minimum of one research assignment, including requirement to utilize sources from relevant Library periodical ~~database~~ databases and other credible sources of information.
- Oral Presentation
  Frequency
  ~~A~~ Students ~~final~~ will ~~examination,~~ prepare ~~course~~ several ~~presentation,~~ presentations ~~or~~ throughout ~~course~~ the ~~project~~ term on specific health topics and present them to the class .
- Projects
  Frequency
  A ~~final~~ Health ~~examination,~~ Improvement ~~course~~ Project ~~presentation,~~ will ~~or~~ be ~~course~~ completed ~~project~~ during the term .
- Group Projects
  Frequency
  ~~A~~ Students ~~final~~ will ~~examination,~~ work ~~course~~ with ~~presentation,~~ other ~~or~~ students ~~course~~ in ~~project~~ the class to prepare presentations on specific health topics and present them as a

group to the class .

- Home Work
  Frequency
  ~~as deemed appropriate by instructor.~~ weekly/regular

Please Explain

~~Behavior~~ Health ~~Change~~ Improvement Project in which students develop, implement and evaluate strategies for effective health-related behavior change over the course of the semester.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

~~**Emergency Delivery Methods**~~
~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers .
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations .

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

  Frequency

  Instructor use email to initiate interaction with students to determine that they are both accessing and comprehending course material and to monitor students' regular participation in the activities of the course.

Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Announcements will be posted to the class regularly. Announcements might include information on when assignments
  _ are due, changes in the syllabus, and exam schedules. They can also include class-wide feedback on assignments.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  The instructor may use webconferencing to interact with students in real-time, over the Internet and with an audio connection. The
  _ instructor may use webconferencing to conduct virtual office hours and to deliver content live to students.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Assignments ~~can~~ will include posting weekly to the class discussion board, answering questions posed by the instructor. Students will also reply to each others' postings.
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  Written ~~papers may~~ assignments be assigned each week to assess students' understanding of course content.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  Students ~~may~~ will be asked to perform internet research, including utilizing specific resources through the library website, for ~~this~~ a ~~type~~ course ~~of~~ Health ~~assignment~~ Improvement Project .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Quizzes or tests/exams ~~can~~ will be utilized by the instructor to assess student learning of course content . There will be at least 2 quizzes/tests/exams .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency

~~Mini~~ Lecture content, which includes text and mini - ~~lectures~~ videos will be provided by the instructor ~~can~~ weekly to delivery course content in an easy-to-access ~~digital~~ online format for students to view.

- **~~Simulations~~ Video :** ~~*Simulations*~~ *Video will be used* ~~*by*~~ *to demonstrate procedures and to help students* ~~*so*~~ *visualize* ~~*they can participate in and learn from processes*~~ *concepts* .
  Frequency
  ~~Simulations~~ Mini-videos ~~may~~ will be ~~used~~ utilized ~~so~~ in ~~students~~ most ~~can~~ weekly modules to delivery course content in easy-to-access online format. Videos will be closed captioned.
- **Projects:** *Students will complete projects that demonstrate* ~~*specific*~~ *their* ~~*skills*~~ *mastery* ~~*and*~~ *of* ~~*competencies*~~ *outcomes* ~~*in*~~ *of the course* .
  Frequency ~~content~~
  Students will complete a Health Improvement Project, which extends multiple weeks in duration .
- **Other:**
  Frequency
  ~~Videos: The instructor may create short video clips to initiate private and public interaction with students. Video will can also be used to also provide feedback on assignment submissions.~~
  Telephone: The telephone can be used to interact with students individually to answer questions, review student work, etc.
  Face to face meetings: Students can come to campus during face-to-face office hours to discuss any facet of the course.

Textbooks/Materials

Other ~~No~~ Yes
Textbook

1. **Title** An Invitation to Health
   Edition ~~17th~~ 20th
   Year ~~2017~~ 2023
2. **Title** Access to Health
   Edition ~~15th~~ 16th
   Year ~~2018~~ 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent edition
3. **Title** Connect Core Concepts in Health
   Edition ~~14th~~
   Year ~~2016~~ 2025

Other Learning Materials

1. **Other**
   Centers for Disease Control and Prevention
2. ~~**Author(s)**~~ **Other** ~~Karen~~
   National ~~Vail-Smith,~~ Cancer ~~Jerome Kotecki~~ Institute
3. ~~**Title**~~ **Other** ~~Choosing~~
   American ~~Health~~ Heart Association

4. ~~Edition~~ Other ~~3rd~~
   National Health, Lung, Blood Institute
5. ~~Publisher~~ Other ~~Pearson~~
   National ~~Education~~ Alliance ~~Inc~~ on Mental Illness
6. ~~ISBN-13~~ -
   ~~Year~~ - ~~2018~~
   ~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ Other
   National Institute of Mental Health
   ~~Or Equivalent~~ - ~~No~~

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID PH 101

- _ 8 - Health
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Originator ~~Kutil, Craig~~ Everett, Lisa

Origination Date

~~05~~ 02 / ~~01~~ 24 / ~~2019~~ 2025

Proposal Type

~~Technical~~ Course ~~Revision~~ Modification

Parent Course

HEA 1 - Introduction to Personal Health

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/21/2020~~
- State Approval
  ~~08/07/2019~~
- CC Approval

~~03/18/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2026

Implementation Date

~~08/15/2020~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Health 1
Introduction to Personal Health
Effective: Fall 2026

Catalog Description:

HEA 1 - Introduction to Personal Health
3.00 Units

An exploration of major health issues and behaviors in the various dimensions of health (physical, emotional, intellectual/mental, social, spiritual, and environmental). Topics include psychological health, mental health, stress management, sleep, nutrition, exercise, weight management, chronic and infectious diseases, healthy relationships, sexual and reproductive health, substance use and abuse, aging, and the health care system. Emphasis is placed on individual responsibility and the knowledge and skills that support informed, positive health behaviors and contribute to health and well-being.

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Health

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Describe the dimensions of health;
B. Distinguish between personal health and public health;
C. Identify methods for maintaining psychological health;
D. Describe the physiological effects of stress and its role in disease risk and progression;
E. Apply fitness principles to improve cardiorespiratory endurance, muscular stength, muscular endurance, flexibility, and body composition;

F. Apply dietary recommendations to making nutrition choices throughout the lifecycle, and in the promotion of health and wellness;
G. Discuss disordered eating, eating disorders and body image, and the societal conditions that contribute to them;
H. Describe risk factors and risk reduction strategies for chronic conditions including cancer, diabetes, cardiovascular disease, and other diseases;
I. Examine the consequences associated with alcohol, tobacco, and other drug use, misuse, and addiction; including impact on individual and society;
J. Illustrate strategies for effective communication in healthy relationships;
K. Discuss the roles of intimacy and sexualty in healthy relationships;
L. Discuss risk reduction strategies for sexually transmitted infections (STIs) and other infectious diseases;
M. Identify conditions that contribute to intentional and unintentional injuries on a personal and community level and strategies that would reduce their occurrences.
N. Describe environmental health risks communities face, and the inter-relationship between humans and their environment;
O. Explain aging including the physiological, emotional, psychological, and sexual aspects;
P. Describe the U.S. health care delivery system including types of insurance, the structure of the system, and issues concerning access and equity;
Q. Evaluate personal health status; and develop and implement personal strategies (as appropriate) for psychological well-being, physical fitness, nutrition and healthy eating patterns, reduction of chronic disease risk, and prevention of infection diseases;
R. Critically evaluate various sources of health information;
S. Interpret and evaluate health and medical information from general and subject-specific sources.
T. Communicate effectively orally and in writing utilizing health-specific discipline language;
U. Analyze their lifestyle from a wellness perspective. In response, identify areas for personal behavior change, and then plan and implement health enhancing behaviors as appropriate.

Course Content:

1. Definition of health
    1. Health viewed as a state of wellness influenced by the six dimensions of health: physical, emotional, intellectual/mental, social, environmental and spiritual behaviors
    2. Distinction between personal health and public health
2. Healthy behaviors
    1. Epidemiology of modern illness and disease
    2. Behaviors that lead to health and wellness
    3. Theories of behavior change
    4. Strategies for successful health behavior change
    5. Family health history
    6. Modifiable and unmodifiable risk factors for health
3. Conventional, Complementary, and Integrative approaches to health and health care
    1. Differences in approaches
    2. Medical care delivery system – insurance, HMOs, fee-for-service
    3. Patient rights and responsibilities
4. Psychological and Mental Health

    1. Foundations of psychological health
    2. Interaction of intellectual/mental, emotional, social and spiritual health
    3. Concept of psychoneuroimmunology
    4. Positive psychology and mindset
        1. Resiliency, flexibility, and learned optimism
    5. Mental health conditions including Depression, Generalized Anxiety Disorder, Panic Disorders, and Post Traumatic Stress Disorder (PTSD), nonsuicidal self-injury, and suicide.
    6. Dual Diagnosis/Co-Occuring mental health and substance use disorders
5. Stress
    1. Definitions of stress, eustress, distress
    2. Physiological reponses to stress
    3. The Stress Reponse and the General Adaptation Syndrome
        1. Sympathetic and parasympathetic nervous system
    4. Physical effects of chronic stress
    5. Coping with life's challenges and stress management
    6. Coping strategies, techniques, and skills
6. Sleep
    1. Stages
    2. Mechanisms
    3. Recommendations
    4. Sleep debt, deficiency, and deprivation
    5. Sleep disorders
    6. Sleep hygiene
7. Drugs and Drug Use/Abuse
    1. Alcohol
    2. Tobacco
    3. Marijuana
    4. Vaping
    5. Other drugs
    6. Medications - OTC and Prescription
    7. Substance use, misuse, abuse, and addiction
    8. Dual diagnosis / Co-occurring disorders
        1. mental health and substance use
8. Physical Fitness
    1. Physical activity and principles of fitness
    2. Components of fitness
        1. cardiorespiratory endurance
        2. muscle strength and edurance
        3. flexibility
        4. body composition
    3. Recommended frequency, intensity, duration, and mode for components of fitness
    4. Target Heart Rate and other methods of measuring exercise intensity
9. Nutrition and Eating Patterns
    1. Basic nutrient needs
    2. Caloric needs

3. Tools for making healthy nutrition choices throughout the lifescyle
4. Diet culture, eating disorders, and body image
5. Healthy Body Weight
    1. Principles of weight management
    2. Fat distribution and disease risk
    3. Links between body weight, body fat, obesity; and chronic diseases
    4. Healthy weight gain and loss
6. Disease prevention

10. Causes and prevention of Cardiovascular Disease
    1. Definition of cardiovascular disease, atherosclerosis, stroke, hypertension
    2. Risk reduction strategies
11. Causes and prevention of other Chronic Diseases
    1. Cancer, including causes and unregulated proliferation of cells
    2. Diabetes
    3. Risk reduction strategies
12. Infectious Diseases
    1. Modes of transmission
    2. Types of pathogenic agents
    3. Common infectious diseases
    4. Common Sexually Transmitted Infections (STIs)
    5. Prevention and treatment
    6. Immunizations
    7. Risk reduction strategies
13. Healthy Relationships and Communication
    1. Types of relationships
        1. family
        2. platonic / friendships
        3. romantic
        4. sexual
        5. work
    2. Fostering healthy relationships
    3. Communication skills
    4. Consent
14. Sexual and Reproductive Health
    1. Sex and gender
    2. Sexual orientation
    3. Reproductive system anatomy
    4. Consent
    5. The sexual response
    6. Conception
    7. Contraception, family planning
    8. Pregancy
    9. Childbirth
    10. Abortion care
15. Environmental Impact on Health

1. Land, water, and air pollution
2. Climate change
3. Personal behaviors that impact the environment

16. Unintentional Injuries
    1. Most common types of injuries by age group
    2. Risk reduction
17. Intentional Injuries including violence
    1. Types of intentional injuries
        1. self-directed
            1. including self harm, suicide
        2. interpersonal
            1. including harrassment, Intimate Partner Violence, sexual assault, rape,
    2. Prevalence and risk factors
    3. Strategies to reduce risk
18. Life Transitions
    1. Physical changes associated with aging
    2. Mental changes
    3. Sexual changes
    4. Ageism, successful aging,
    5. Stages of dying; grief and loss
19. Health Literacy
    1. Consumer awareness
    2. Evaluating the credibility of health information – written, verbal, web
    3. Accessing health care

Methods of Instruction:

1. Lecture - Participate in the lecture/discussion on Sleep.
2. Audio-visual Activity - Watch "A Walk Through the Stages of Sleep" (4:47 minutes) embedded in the "Understanding Sleep" text/lecture of the Module title Sleep.
3. Discussion - Discuss with your classmates whether you get 7 hours of sleep per night, sleep disrupters that lead to sleep debt, and ideas you have about how to improve your sleep.
4. Projects - Students will complete a health improvement project, which guides them through improving/changing a specific health behavior of their choice.
5. Large and small group discussions
6. Individual and group skill building exercises and activities
7. Assigned readings

Typical Assignments

A. Reading:
In the course module titled Stress, read the following:

- What is Stress?
- How Stress Affects Our Body
- What is Stress Management?

- Coping with Stress
- Change your Mindset
- Technostress
- 5 Things you Need to Know about Stress

B. Writing:
After reading the materials in the Module titled Stress, complete the Managing Stress Assignment

C. Other:
1. Discussion: With other students in the class, discuss one specific action that people can take to reduce stress and/or anxiety. Discuss whether you have tried, not tried, might try the specific stress reduction actions/strategies discussed.
2. Skill-building: Utilize the MyPlate.gov online tool/app to find your specific food intake recommendations. Compare and contrast your dietary intake with the recommended pattern and Dietary Guidelines for Americans, and make suggestions for improvement.

D. Project:
Students will complete a health improvement project in which they assess their personal health behaviors, identify a behavior to modify, research the behavior and behavior change strategies, implement changes, and reflect on their own health agency. Example behaviors include: vaping/smoking cessation, practicing a relaxation method, improving nutritional intake, increasing physical activity.

E. Research:
Students will find credible sources of health information that will directly support their health improvement project behavior change efforts. Students will produce an annotated bibliography of at least 4 sources of information that meet the project requirements.

Methods of Evaluating Student Progress

A. Exams/Tests
1. Minimum of two exams/tests/quizzes.

B. Quizzes
1. Minimum of two exams/tests/quizzes.

C. Research Projects
1. Minimum of one research assignment, including requirement to utilize sources from relevant Library periodical databases and other credible sources of information.

D. Papers
1. as deemed appropriate by instructor

E. Oral Presentation
1. Students will prepare several presentations throughout the term on specific health topics and present them to the class.

F. Projects
1. A Health Improvement Project will be completed during the term.

G. Group Projects
1. Students will work with other students in the class to prepare presentations on specific health topics and present them as a group to the class.

H. Class Participation

1. Weekly/regular

I. Class Work
    1. as deemed appropriate by instructor.
J. Home Work
    1. weekly/regular
K. Health Improvement Project in which students develop, implement and evaluate strategies for effective health-related behavior change over the course of the semester.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Identify their modifiable and non-modifiable risk factors for personal health.
B. Locate health information related to their individual behavior change process and evaluate the credibility of those sources.
C. Integrate and apply scientific research into their individual behavior change process.
D. Feel empowered to implement positive health behaviors.

Textbooks (Typical):

Textbook:

1. Dianne Hales *An Invitation to Health.* 20th ed., Cengage, 2023.
2. Rebecca J Donatelle *Access to Health.* 16th ed., Pearson Education, Inc, 2020.
3. Paul M Insel, Walton T Rich *Connect Core Concepts in Health.*, McGraw-Hill Education, 2025.

Other Learning Materials:

1. Centers for Disease Control and Prevention.
2. National Cancer Institute.
3. American Heart Association.
4. National Health, Lung, Blood Institute.
5. National Alliance on Mental Illness.
6. National Institute of Mental Health.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet access.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: HEA 11 - Health and Social Justice

Course Modification: HEA 11 - Health and Social Justice (Launched - Implemented 08-16-2025)
compared with
Technical Course Revision: HEA 11 - Health and Social Justice (Approved - Implemented 08-15-2025)

Cover

Effective Term Fall ~~2025~~ 2026
Catalog Description
This course provides an introduction to ~~the~~ health inequities specifically within the United States that stem from ~~the~~ underlying ~~unequal distribution of power, wealth, education,~~ social and ~~services~~ economic factors . ~~-~~ _ Students will explore how the social ~~determinants~~ drivers of health including socioeconomic status, income and poverty, ~~racism~~ education , ~~violence~~ race , gender, and other societal and living conditions shape health outcomes . ~~Agency~~ Fundamental approaches to public health including policy development , advocacy, community organizing, and ~~policy development~~ agency will be included. _
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Public Health - Associate in Science Degree for Transfer (Approved) - Fall 2025

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Group Title** Describe disparities in health outcomes in the United States by race, socioeconomic status, and gender ~~:~~
2. **Group Title** Compare and contrast paradigms that seek to explain health disparities (individual ~~approach~~ drivers/behaviors , community drivers/public health)
3. **Group Title** _ Analyze the contribution of social and environmental conditions on disparate health outcomes
4. **Objective Text** _ Describe the connection between environmental justice and disparate health outcomes based on income, race, class, and gender
5. **Group Title** _ Analyze case studies of prevalent health conditions to compare individual behavior change approaches to public health ~~model, health capability paradigm)~~ approaches .
6. **Group Title** Review recent public health literature detailing ways that the unequal distribution of power, wealth and education, as well as race and gender become embodied in disparate health

outcomes :

7. **Group Title** Contrast United States policy on access to health insurance, providers, and services, to that of other developed countries, and analyze health care policies such as the Affordable Care Act :
8. ~~**Group Title** - Analyze the contribution of environmental conditions to disparate health outcomes using case studies.~~
9. ~~**Group Title** - Analyze case studies of prevalent health conditions to compare individual behavior change approaches, public health approaches, and the shared health governance approach.~~
10. **Group Title** Describe strategies to improve health outcomes such as policy development, agency, advocacy, and community organizing ~~, and/or policy development.~~
11. **Group Title** Demonstrate an advocacy skill such as preparing a policy brief, giving public testimony, community outreach, writing to an editor and/or contacting a politician :
12. **Group Title** Identify, assess, and utilize credible sources of public/community health information :
13. **Group Title** Communicate ~~orally and in writing~~ effectively utilizing public health specific discipline language :

Course Content

Lecture Content

1. ~~Socioeconomic~~ Factors ~~Status,~~ in ~~Educational~~ unequal ~~Level,~~ health outcomes
    1. Individual drivers of health and ~~Poverty~~ individual ~~as~~ behaviors
    2. The Ecological Model and social drivers of health
    3. Social Determinants of Health (SDOH)

2. Overview of Public Health
    1. What is public health?
    2. 3 core functions of public health
    3. 10 Essential Servies of Public Health
    4. Health outcomes, health equity, health disparities

3. Social Determinants of Health (SDOH)
    1. healthcare access and quality
    2. education access and quality

3. social and community context
4. economic stability
5. neighborhood and built environment

4. Socioeconomic Status
    1. The health/wealth gradient
        1. Brief overview of social gradient in health outcomes between countries :
    2. Income, low income
    3. Distribution of educational levels, income, and wealth in the United States
        1. Policy proposals to address poverty and inequities.

5. Educational Level
    1. health literacy
    2. school suspensions
    3. school to prison pipeline

6. Race ~~and Gender~~ as ~~Factors~~ a Factor in Unequal Health Outcomes
    1. Historic origins of race in the United States
    2. ~~Research on race~~ Race as a social construct ~~versus~~ rather than a biological category
    3. Policy proposals to reduce racial health disparties

4. Groups that have often suffered discrimination or been excluded or marginalized from society and health-promoting ~~gender~~ resources. ~~gaps~~ Examples of historically excluded/marginalized or disadvantaged groups may include—but are not limited to—people of color; people living in poverty (particularly across generations); religious minorities; people with physical or mental disabilities; LGBTQ persons; and women.

7. Gender as a Factor in Unequal Health Outcomes
    1. Gender
    2. Women's health
    3. Infant and maternal mortality
    4. Reproductive health care
    5. LGBTQI+ health

8. Neighborhoods
    1. Place matters
    2. History of redlining
    3. Pollution and toxic sources in low income communities
    4. Inadequate resources in low income communities

9. Environmental Justice and Health
    1. The "built environment" and "healthy communities"
    2. Environmental justice strategies

10. Housing, housing instability, and unhoused
    1. Access, affordability, and quality

2. Exposure to poor housing and effects on health
3. How health impacts housing stability
4. How housing instability impacts health

11. Access to Health Care, Preventative Services, and Health Insurance
    1. Types of healthcare and health insurance
        1. Affordable Care Act
        2. Comparative analysis of health insurance across the United States and Internationally.
    2. ~~Environmental Justice and Health~~
        1. ~~The "built environment" and "healthy communities"~~
        2. ~~Toxic sources in low income communities~~
        3. ~~Inadequate resources in low income communities~~
        4. ~~Environmental equity strategies~~
    3. Infectious Diseases and Chronic ~~Diseases~~ Conditions and their Social Determinants
        1. Differences in the incidence, prevalence , morbidity , mortality, and burden of diseases and other health conditions among specific population groups ~~:~~
        2. Social policies and programs to reduce disease ~~:~~
        3. ~~Information~~ Data sources
        4. Local, state, and ~~significant organizations including WHO and~~ federal public health agencies ~~:~~ ; nongovernmental organizations; and philanthropies dedicated to specific infectious diseases and/or chronic conditions

4. Case Studies of health disparities, health inequities, and/or social determinants of health on topics such as:

    1. Violence
    2. Nutrition, exercise and obesity
    3. ~~Drugs~~ Drug use, abuse
    4. Sex and gender
    5. Sexual orientation
    6. Disability
    7. Race and ethnicity

5. Strategies, Tactics, and Skills to Influence Health Policies and Health Outcomes

    1. Agency and individual responsibility
    2. Advocacy and community organizing
    3. Coalition building
    4. ~~Good~~ Health ~~policy~~ in ~~for~~ all ~~Health~~ policies

Equity Based Curriculum

- ~~DE~~ Course ~~Interaction~~ Content
  Address
  Course content is focused on equities in health outcomes and access across various factors including race, ethnicity, gender, sexuality, socio-economic status, and disability.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading

Add Assignment

1. Read "What is Health Equity? And What Difference Does a Definition Make" Executive Summary published by University of California San Francisco and the Robert Wood Johnson Foundation in the course module.

2. **Assignment Type** _ Writing
   Add Assignment _

   1. Define health equity, health disparities; describe how health equity can be viewed as both a process and an outcome; and explain which groups have often suffered discrimination or been excluded or marginalized from society and health-promoting resources.

3. **Assignment Type** _ Research
   Add Assignment _

   1. Research a health outcome (such as high blood pressure or asthma) and disaggregate the data to see if health dispartities exist among specific groups.

4. **Assignment Type** _ Other
   Add Assignment _

   1. Participate in ~~lecture~~ lectures /discussions

      1. ~~Students will - work~~ Identify ~~in~~ one ~~small~~ key ~~groups~~ concept ~~to~~ from ~~summarize~~ lecture and the ~~health~~ RWJF ~~disparities~~ executive ~~presented~~ summary ~~in a case study~~

   2. ~~Reading~~

      1. ~~Read Chapter 3 -~~ " What ~~We Mean by Social Determinants of~~ is Health ~~by~~ Equity?" ~~V.~~ that ~~Navarro~~ resonated ~~in~~ with ~~Donohoe.~~

      2. ~~Read Chapter 6 - Homelessness~~ you in the ~~United~~ definition ~~States:~~ of ~~History,~~ health ~~Epidemiology, Health Issues, Women~~ equity , and ~~Public~~ discuss ~~Policy~~ why this concept resonated with you, why you think this concept needed to be explained/described in ~~Donohoe~~ the summary.

3. Audio/Visual - Listen to the podcast "Racism is Literally Bad for Your Health" (5:19 minutes) .

3. ~~Written assignment supported by credible source of information highlighting a health disparity~~

4. ~~Course Project~~

1. ~~Working individually or in a small group, research health outcomes for a vulnerable population such as maternal/infant/early life and identify health disparities. Present finding in a research paper or presentation.~~

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Research Projects
  Frequency
  Minimum of one research assignment, ~~inlcuding~~ including requirement to utilize credible sources
- Group Projects
  Frequency
  A final examination, course presentation, or course project that can be completed individually or in small groups .

Distance Education

Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

DE approval for this course already obtained.
All course objectives can be met fully online.
All course content and typical assignments can be delivered fully online.
All methods of evaluation can be completed fully online.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers .
- _ Exploratory links.
- _ Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity .

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  ~~tudents~~ Students ~~will~~ may work in teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. The rest of the class will then review, reply, and critique another group's work.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  Students will ~~peer-edit~~ critique another student's work. They will edit another student's ~~paper~~ written work and give feedback.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Most modules will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the ~~textbook~~ text material , online presentations, web sites, etc. An example assignment is - Having students research, compose, and then post whether they support strengthening, repealing, or replacing the Affordable Care Act; students will then reply to another student's post agreeing or rebutting with arguments.
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  Students will be expected to complete class readings and online activities and regularly , ~~write~~ and ~~short~~ comlete ~~papers~~ written assignments addressing specific instructor posed writing prompts.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency

Students will use the Internet at least once per semester to research questions, problems, events, public health data, and public health policies. This information will be integrated into assignments.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Quizzes may be used throughout the course to make sure students completed the assigned reading and understood it. These quizzes will be "open-book", "open-note", but the questions may be randomized so different students get different questions . Minimum of two exams/tests/quizzes .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Lecture material may be divided into short, readable online lectures with links to subsequent pages or outside/online resources as appropriate. For example, on line lectures may be posted on the topic of - What does "health disparities" and "health equity" ~~Mean~~ mean ? Alternatively, Powerpoint presentations—with or without audio narration— may be used. Material will be chunked into sub topics, to facilitate learning.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  Students will "attend" virtual field trips to places on web sites that are either too far away or too costly to visit in person. These field trips will be followed by activities, such as discussions, written assignments, group work, or other. Example of virtual field trips would be visiting the ~~apha~~ minorityhealth . ~~org~~ hhs.gov website to research health disparities . ~~found with the Health Outcomes Data database.~~ Another example would be visiting a local, State, and/or federal public health agency website and collecting data on a specific environmental health concern such as water, air, or radon, to identify how some neighborhoods may be marginalized increasing negative health outcomes.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  At least once per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  At least once per semester, students will analyze specific case studies and post solutions/interventions in line with the Public Health Approach.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  Students will prepare and present at least one presentation to the class.

Textbooks/Materials

Manuals/Periodicals ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. **Author(s)** K. Bryant Smalley
   Title Health Equity: A Solutions-Based Approach
   Edition 2nd
   Publisher Springer

Year _ 2024

2. **Author(s)** _ Nicole Fabricant
   Title _ Fighting to Breathe: Race, Toxicity, and the Rise of Youth Activism in Baltimore
   Edition _
   Publisher _ University of California Press
   Year _ 2022
3. **Author(s)** Patti R. Rose
   Title Achieving Health ~~Disparities, Diversity, And Inclusion~~ Equity : Context, Controversies, and ~~Solutions~~ Remedies
   Edition ~~1st~~ 3rd
   Publisher Jones & Bartlett Learning
   Year ~~2018~~
4. ~~**Author(s)** - Grace Budrys~~
   ~~**Title** - Unequal Health: How Inequality Contributes to Health or Illness~~
   ~~**Edition** - 3rd~~
   ~~**Publisher** - Rowman & Littlefield~~
   ~~**Year** - 2017~~
5. ~~**Author(s)** - Jennifer P Ruger~~
   ~~**Title** - Health and Social Justice~~
   ~~**Edition** - 1st~~
   ~~**Publisher** - Oxford University Press~~
   ~~**Year** - 2010~~ 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Jennifer~~
6. **Author(s)** ~~Prah~~ David ~~Ruger~~ A. ~~is~~ Ansell
   Title ~~one~~ The Death Gap: How Inequality Kills
   Edition _
   Publisher _ University of ~~a~~ Chicago ~~handful~~ Press
   Year ~~of~~ 2021
   Rationale ~~scholars~~ for ~~who~~ textbook ~~have~~ older ~~been~~ than ~~steadfast~~ 5 ~~in defending the right to health and the imperative of reducing unconscionable health inequalities around the globe~~ years . ~~Her~~ (Most ~~latest~~ recent ~~book~~ edition , ~~Health~~ considered ~~and social justice~~ classic , ~~stands,~~ etc.)
   ~~by far, as her most systematic and vital contribution. In this seminal work, Ruger presents a theory of health and social justice, which she calls the "health capability paradigm" – whereby she says that all people should have access to the means to avoid premature death and preventable morbidity. Hers is a vision that incorporates the philosophical, economic and political to make a compelling case that all societies can design and build effective institutions and systems to achieve health capabilities. She focuses on the provision of medical care.~~
7. **Author(s)** Richard Hofrichter
   Title Health and Social Justice: Politics, Ideology, and Inequalities in the Distribution of Disease
   ~~**Edition** - 1st~~
   ~~**Publisher** - Jossey Bass - Wiley~~
   Year 2003
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Sample textbook on C-ID descriptor.

8. **Author(s)** Martin Donahoe
   Title Public Health and Social Justice - A Jossey Bass Reader
   Edition _ 1st
   Publisher _ Jossey Bass - Wiley
   Year 2013
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Sample text on C-ID descriptor. (yes, it's a 2013!)

Manual

1. **Author(s)** ~~Michael Marmot, Richard Wilkinson~~ Various
   Title ~~Social~~ Reproductive ~~Determinants~~ Justice: ~~of~~ A ~~Health~~ New Vision for the 21st Century
   Edition ~~2nd~~ Series
   ISBN-13 _
   Publisher ~~Oxford~~ University ~~University~~ of California Press
   Year ~~2008~~ 2024
   Rationale for ~~textbook~~ **older** ~~than 5 years. (Most recent edition, considered classic, etc.)~~ **manual** ~~An~~
   Or ~~overview~~ **Equivalent** _ No

Other Learning Materials

1. **Other** _
   Centers for Disease Control and Prevention. Social Determinants of ~~the~~ Health. ~~social~~ Accessed at: https://www.cdc.gov/about/priorities/why-is-addressing-sdoh-important.html
2. **Other** _
   Office of Disease Prevention and ~~economic~~ Health ~~factors~~ Promotion. ~~which~~ Healthy ~~are~~ People ~~known~~ 2030. ~~to~~ Accessed ~~be~~ at: ~~powerful determinants of public~~ https://odphp. health. gov/healthypeople
3. **Other** ~~Provides~~
   Digital ~~accessible~~ Scholarship ~~summaries~~ Lab ~~of~~ (DSL). ~~scientific~~ The ~~research~~ Lines that Shape Our Cities . Esri story map. Accessed at: https://storymaps.arcgis.com/stories/0f58d49c566b486482b3e64e9e5f7ac9
4. **Other** _
   California News Reel. Unnatural Causes

Other Materials Required of Students

v

1. **Enter Required Material**
   ~~Internet~~ Access to a computer/laptop with internet access ~~:~~

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID PH 102
Already approved unsubstantial change ~~No~~ Yes
Las Positas College GE Yes

- 4 - Social and Behavioral Sciences
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- 8 - Health
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Kutil, Craig~~ Everett, Lisa

Origination Date

~~11~~ 03 /05/ ~~2024~~ 2025

Proposal Type

~~Technical~~ Course ~~Revision~~ Modification

Entry of Special Dates

-
-

Instructional Services

Effective Term ~~Fall 2025~~ Fall 2026

Implementation Date

~~11/05/2024~~

08/16/2025

LAS POSITAS COLLEGE

Course Outline for Health 11
Health and Social Justice
Effective: Fall 2026

Catalog Description:

HEA 11 - Health and Social Justice
3.00 Units

This course provides an introduction to health inequities specifically within the United States that stem from underlying social and economic factors. Students will explore how the social drivers of health including socioeconomic status, income and poverty, education, race, gender, and other societal and living conditions shape health outcomes. Fundamental approaches to public health including policy development, advocacy, community organizing, and agency will be included.
3 Units Lecture

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Health

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Describe disparities in health outcomes in the United States by race, socioeconomic status, and gender
B. Compare and contrast paradigms that seek to explain health disparities (individual drivers/behaviors, community drivers/public health)
C. Analyze the contribution of social and environmental conditions on disparate health outcomes
D. Describe the connection between environmental justice and disparate health outcomes based on income, race, class, and gender

E. Analyze case studies of prevalent health conditions to compare individual behavior change approaches to public health approaches.
F. Review recent public health literature detailing ways that the unequal distribution of power, wealth and education, as well as race and gender become embodied in disparate health outcomes
G. Contrast United States policy on access to health insurance, providers, and services, to that of other developed countries, and analyze health care policies such as the Affordable Care Act
H. Describe strategies to improve health outcomes such as policy development, agency, advocacy, and community organizing
I. Demonstrate an advocacy skill such as preparing a policy brief, giving public testimony, community outreach, writing to an editor and/or contacting a politician
J. Identify, assess, and utilize credible sources of public/community health information
K. Communicate effectively utilizing public health specific discipline language

Course Content:

1. Factors in unequal health outcomes
    1. Individual drivers of health and individual behaviors
    2. The Ecological Model and social drivers of health
    3. Social Determinants of Health (SDOH)
2. Overview of Public Health
    1. What is public health?
    2. 3 core functions of public health
    3. 10 Essential Servies of Public Health
    4. Health outcomes, health equity, health disparities
3. Social Determinants of Health (SDOH)
    1. healthcare access and quality
    2. education access and quality
    3. social and community context
    4. economic stability
    5. neighborhood and built environment
4. Socioeconomic Status
    1. The health/wealth gradient
        1. Brief overview of social gradient in health outcomes between countries
    2. Income, low income
    3. Distribution of educational levels, income, and wealth in the United States
        1. Policy proposals to address poverty and inequities.
5. Educational Level
    1. health literacy
    2. school suspensions
    3. school to prison pipeline
6. Race as a Factor in Unequal Health Outcomes
    1. Historic origins of race in the United States
    2. Race as a social construct rather than a biological category
    3. Policy proposals to reduce racial health disparties

    4. Groups that have often suffered discrimination or been excluded or marginalized from society and health-promoting resources. Examples of historically excluded/marginalized or disadvantaged groups may include—but are not limited to—people of color; people living in poverty (particularly across generations); religious minorities; people with physical or mental disabilities; LGBTQ persons; and women.
7. Gender as a Factor in Unequal Health Outcomes
    1. Gender
    2. Women's health
    3. Infant and maternal mortality
    4. Reproductive health care
    5. LGBTQI+ health
8. Neighborhoods
    1. Place matters
    2. History of redlining
    3. Pollution and toxic sources in low income communities
    4. Inadequate resources in low income communities
9. Environmental Justice and Health
    1. The "built environment" and "healthy communities"
    2. Environmental justice strategies
10. Housing, housing instability, and unhoused
    1. Access, affordability, and quality
    2. Exposure to poor housing and effects on health
    3. How health impacts housing stability
    4. How housing instability impacts health
11. Access to Health Care, Preventative Services, and Health Insurance
    1. Types of healthcare and health insurance
    2. Affordable Care Act
    3. Comparative analysis of health insurance across the United States and Internationally.
12. Infectious Diseases and Chronic Conditions and their Social Determinants
    1. Differences in the incidence, prevalence, morbidity, mortality, and burden of diseases and other health conditions among specific population groups
    2. Social policies and programs to reduce disease
    3. Data sources
    4. Local, state, and federal public health agencies; nongovernmental organizations; and philanthropies dedicated to specific infectious diseases and/or chronic conditions
13. Case Studies of health disparities, health inequities, and/or social determinants of health on topics such as:
    1. Violence
    2. Nutrition, exercise and obesity
    3. Drug use, abuse
    4. Sex and gender
    5. Sexual orientation
    6. Disability
    7. Race and ethnicity
14. Strategies, Tactics, and Skills to Influence Health Policies and Health Outcomes

1. Agency and individual responsibility
2. Advocacy and community organizing
3. Coalition building
4. Health in all policies

Methods of Instruction:

1. Audio-visual Activity -
2. Lecture -
3. Discussion -
4. Research -
5. Student Presentations -
6. Projects -

Typical Assignments

A. Reading:
    1. Read "What is Health Equity? And What Difference Does a Definition Make" Executive Summary published by University of California San Francisco and the Robert Wood Johnson Foundation in the course module.
B. Writing:
    1. Define health equity, health disparities; describe how health equity can be viewed as both a process and an outcome; and explain which groups have often suffered discrimination or been excluded or marginalized from society and health-promoting resources.
C. Research:
    1. Research a health outcome (such as high blood pressure or asthma) and disaggregate the data to see if health dispartities exist among specific groups.
D. Other:
    1. Participate in lectures/discussions - Identify one key concept from lecture and the RWJF executive summary "What is Health Equity?" that resonated with you in the definition of health equity, and discuss why this concept resonated with you, why you think this concept needed to be explained/described in the summary.
    2. Audio/Visual - Listen to the podcast "Racism is Literally Bad for Your Health" (5:19 minutes).

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Minimum of two exams/tests/quizzes
B. Quizzes
    1. Minimum of two exams/tests/quizzes
C. Research Projects
    1. Minimum of one research assignment, including requirement to utilize credible sources
D. Papers
    1. as deemed appropriate by instructor
E. Oral Presentation
    1. A final examination, course presentation, or course project.

F. Projects
    1. A final examination, course presentation, or course project.
G. Group Projects
    1. A final examination, course presentation, or course project that can be completed individually or in small groups.
H. Class Participation
    1. Regular/weekly
I. Class Work
    1. Regular/weekly
J. Home Work
    1. Regular/weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Discuss disparities in health outcomes in the United States.
B. Recognize the impacts of the unequal distribution of power, wealth and education, as well as race, socioeconomic status, and gender on health outcomes.
C. Utilize credible sources of health data and information, and communicate that information to a wide range of audiences through an array of media.

Textbooks (Typical):

Textbook:

1. K. Bryant Smalley *Health Equity: A Solutions-Based Approach*. 2nd ed., Springer, 2024.
2. Nicole Fabricant *Fighting to Breathe: Race, Toxicity, and the Rise of Youth Activism in Baltimore.*, University of California Press, 2022.
3. Patti R. Rose *Achieving Health Equity: Context, Controversies, and Remedies*. 3rd ed., Jones & Bartlett Learning, 2025.
4. David A. Ansell *The Death Gap: How Inequality Kills.*, University of Chicago Press, 2021.
5. Richard Hofrichter *Health and Social Justice: Politics, Ideology, and Inequalities in the Distribution of Disease*. 1st ed., Jossey Bass - Wiley, 2003.
6. Martin Donahoe *Public Health and Social Justice - A Jossey Bass Reader*. 1st ed., Jossey Bass - Wiley, 2013.

Manual:

1. Various. Reproductive Justice: A New Vision for the 21st Century. University of California Press, 2024.

Other Learning Materials:

1. Centers for Disease Control and Prevention. Social Determinants of Health. Accessed at: https://www.cdc.gov/about/priorities/why-is-addressing-sdoh-important.html.
2. Office of Disease Prevention and Health Promotion. Healthy People 2030. Accessed at: https://odphp.health.gov/healthypeople.
3. Digital Scholarship Lab (DSL). The Lines that Shape Our Cities. Esri story map. Accessed at: https://storymaps.arcgis.com/stories/0f58d49c566b486482b3e64e9e5f7ac9.
4. California News Reel. Unnatural Causes.

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer/laptop with internet access.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: HIST C1001 - United States History to 1877

Course Modification: HIST C1001 - United States History to 1877 (Launched)
compared with
Course Modification: HIST 7 - US History Through Reconstruction (Approved - Implemented 08-15-2026)

Cover

Course Number ~~7~~ C1001
Course Title ~~US~~ United States History ~~Through~~ to ~~Reconstruction~~ 1877
Catalog Description
~~A~~ This course is a historical survey of the United States ~~history~~ , from ~~its~~ Indigenous ~~pre-colonial,~~ North ~~indigenous~~ America ~~origins through~~ to the end of Reconstruction. ~~–~~ The course also introduces students to historical reasoning skills. Emphasis on ~~(1)~~ distinctively American patterns of political, economic, social, intellectual, and geographic developments, ~~(2)~~ the interaction amongst and the experiences of diverse racial, ethnic and socioeconomic groups in American History, and ~~(3)~~ the evolution of American institutions and ideals including the U.S. Constitution, ~~–~~ the operations of the U.S. government, and the rights and obligations of U.S. citizens under the Constitution.

Course Equivalency

1. **Course** ~~HIS~~ HIST ~~7~~ C1001

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. ~~Group~~ **Objective** ~~Title~~ **Text** ~~Identify~~ Demonstrate ~~and~~ the ~~correctly~~ ability ~~use~~ to ~~basic historical terminology, and distinguish between~~ interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. **Objective Text** Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.
3. **Objective Text** Analyze economic, political, and cultural developments as well as social movements and assess their historical ~~evidence~~ significance .
4. **Objective Text**

Analyze the relevance of Early American History to the present day.

5. **Group Title** Analyze multiple causes for an historical event, and properly evaluate why that event happened.
6. **Group Title** Identify various interpretations used by historians to explain United States history up through Reconstruction.
7. **Group Title** Identify the major time periods and relevant geography of ~~the United States history up through Reconstruction.~~
8. ~~**Group Title** - Analyze and evaluate the major economic, social, political, and cultural developments in the United States history up through Reconstruction.~~
9. ~~**Group Title** - Analyze and evaluate the experiences and conflicts of diverse groups of people, including common people, in~~ the United States history up through Reconstruction.
10. **Group Title** Analyze, describe, and explain the motives, settlement and organization of Europen colonies in North America, and the impact on the Native American environment and cultures.
11. **Group Title** Trace the development of racial slavery in America, explain the reasons for its institutionalization, and analyze the influence of Africans and African culture on American society and institutions.
12. **Group Title** Analyze the events of the American Revolution and the creation of the United States, including state and national Constitutions, and explain the rationale behind these developments.
13. **Group Title** Make historical generalizations about United States history up through Reconstruction based on understanding of the historical evidence.
14. **Group Title** Identify and analyze the successes and failures of Reconstruction.

Course Content

Lecture Content

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. ~~Native American civilizations prior~~ Introduction to ~~European~~ basic ~~conquest~~ methods of historical research and ~~colonization;~~ analysis
2. Indigenous peoples, cultures, and lands
3. European colonization
    1. Europe and Africa in the age of exploration and colonialism ~~;~~
4. Indentured servitude, chattel slavery, and the evolution of colonial labor systems
    1. Atlantic slave trade
    2. Economics and cultural bases of slavery
    3. African American culture in slavery

5. Establishment and maturation of diverse colonial settlements and populations

    1. Spanish, French, and Dutch conquest and settlement in North America, 1500-1700 ;

    2. Early English settlement of North America: Virginia, New England, Pennsylvania; impact on Native American people ;

6. ~~Origins~~ Colonial policies and ~~development~~ imperial ~~of African slavery~~ rivalries in ~~the~~ North ~~Americas; Atlantic slave trade; economics~~ America and ~~cultural~~ their ~~bases~~ implication ~~of~~ for ~~slavery; African American culture in slavery;~~
   settlements
7. ~~Regional colonial development, 1700-1750; northern colonies, middle colonies, southern colonies.~~

    1. Social and political impact of the Enlightenment and Great Awakening;

    2. ~~Crisis of empire:~~ French and Indian War ~~; taxes~~

    3. Taxes and protests ;

8. The American Revolution ;

    1. Declaration of Independnece; military aspects of war; social, political, and economic impact of war; impact of revolution on African Americans, Native Americans, and women;

9. ~~Politics~~ The ~~and government~~ formation of the United States ; ~~1777-91;~~ government ~~political~~ from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights

    1. Political philosophies of the framers ~~; Articles of Confederation; drafting and ratification of the Constitution; operations~~

    2. Operations of the U.S. government ~~; rights~~

    3. Rights and obligations of citizens under the Constitution ;

10. The ~~Bill~~ Early Republic including the meanings of ~~Rights~~ democracy ;

11. ~~Early republic from Federalist era through War of 1812; rise of~~ political parties; economic and territorial expansion

    1. Federalists and Jeffersonian Republicans ~~; early~~
    2. Early westward expansion and Native American responses ~~; diplomatic~~
    3. Diplomatic crises and conflict with Great Britain and France ~~;~~

12. ~~Market~~ Sectionalism, expansion of slavery, and ~~early~~ the ~~industrial~~ Market ~~revolutions;~~ Revolution ~~changes~~ in Antebellum America

    1. Changes in urban north ~~; growth~~
    2. Growth of slavery and cotton cultivation in southern states ~~; culture~~
    3. Culture of slavery for blacks and whites in the south ~~;~~

13. ~~The Jacksonian era; new political parties and realities; Age of Reform and Second Great Awakening; abolition, temperance, and women's rights movements; Native American removal;~~

14. ~~Westward expansion and~~ Manifest Destiny, ~~1820-1850;~~ the War with Mexico and its aftermath, and Indigenous policy

    1. Missouri Compromise ~~;~~
    2. American advance to the Pacific ~~; conflict~~
    3. Conflict with Great Britain ~~; acquisition~~
    4. Acquisition of Texas ~~; war with Mexico;~~
    5. California Gold Rush ~~; impact~~
    6. Impact on Native American societies and Hispanic peoples of southwest and west ~~; the~~
    7. The Chinese immigrant experience ~~;~~

15. ~~Sectional~~ Second ~~crisis~~ Great Awakening , ~~1850-1860;~~ Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms

    1. The Jacksonian era

2. New political parties and realities
3. Native American removal

16. Crisis of the 1850s and the coming of the Civil War
    1. Compromise of 1850 ~~; escalation~~
    2. Escalation of sectional conflict ~~; political~~
    3. Political party realignment ~~; path~~
    4. Path toward southern secession ~~;~~

17. The Civil War ~~; 1861-1865; causes~~
    1. Causes of war, both immediate and long-term ~~; military~~
    2. Military , social, political, and economic aspects of war ~~;~~
    3. African American experience and role during war ~~;~~

18. Reconstruction ~~; 1865-1877;~~
    1. African American experience ~~; constitutional~~
    2. Constitutional amendments ~~; expansion~~
    3. Expansion of federal government and its evolving relationship to state governments ~~; legacy~~
    4. Legacy of failures and successes of Reconstruction ~~.~~

Methods of Evaluation

Other ~~No~~ Yes
Please Explain
Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research.

Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Distance Education

Explain why this course should be offered in Distance Education mode.

To give a flexible method of instruction to serve a diverse body of students.

Explain how the decision was made to offer this course in a Distance Education mode.

~~previously~~ Discussions ~~approved~~ between Discipline Faculty and their Dean resulted in the decision to offer the course through Distance Education.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Textbooks/Materials

Other ~~No~~ Yes

Textbook

1. **Author(s)** Carnes, Mark C. and John A. Garraty
   Title The American Nation
   Edition
   Publisher Pearson
   ISBN-13
   Year 2021
2. **Author(s)** Faragher, John Mack, Mari Jo Buhle, et al.
   Title Out of Many: A History of the American People
   Edition
   Publisher Pearson
   Year 2021
3. **Author(s)** Foner, Eric ~~Foner~~ , Kathleen DuVal, and Lisa McGirr
   Title Give Me Liberty! ~~An American History, Vol 1~~
   Edition ~~7th~~
   Publisher W. ~~-~~ W. Norton Company
   ISBN-13 ~~978-1-324-04101-6~~
   Year 2022

4. **Author(s)** ~~Boyer~~ Goldfield , ~~P~~ David, Carol Abbott, et ~~:~~ al.
   Title The ~~Enduring~~ American ~~Vision, Vol. 1: to 1877~~ Journey
   Edition ~~9th~~
   ~~**Publisher** - Cengage Learning~~
   ~~**Year** - 2018~~
5. ~~**Author(s)** - Faragher, John Mack et. al.~~
   ~~**Title** - Out of Many: A History of the American People, Vol. 1~~
   ~~**Edition** - 9th~~
   Publisher Pearson
   ISBN-13
   Year ~~9780135233375~~ 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
6. **Author(s)** _ Kamensky, Jane, Carol Sheriff, et al.
   Title _ A People and a Nation: A History of the United States
   Edition _
   Publisher _ Cengage
   ISBN-13 _
   Year _ 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
7. **Author(s)** _ Kennedy, David M. and Lizabeth Cohen
   Title _ The American Pageant
   Edition _
   Publisher _ Cengage Learning
   ISBN-13 _
   Year _ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
8. **Author(s)** _ Murrin, John, Pekka Hämäläinen, et al.
   Title _ Liberty, Equality, Power
   Edition _
   Publisher _ Cengage Learning
   ISBN-13 _
   Year _ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   CCN
   Or Equivalent _ No
9. **Author(s)** _ Nash, Gary, Julie Roy, et al.
   Title _ The American People: Creating a Nation and a Society
   Edition _
   Publisher _ Pearson
   ISBN-13 _
   Year _ 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

10. **Author(s)** _ Roark, James L., Michael P. Johnson, et al.
    Title _ The American Promise
    Edition _
    Publisher _ Bedford/St. Martin's
    ISBN-13 _
    Year _ 2022
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
11. **Author(s)** _ Tindall, George Brown and David E. Shi
    Title _ America: A Narrative History
    Edition _
    Publisher _ W.W. Norton & Company
    ISBN-13 _
    Year _ 2022
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
12. **Author(s)** _ Supplemental Options
    Title _
    Edition _
    Publisher _
    ISBN-13 _
    Year _
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
13. **Author(s)** _ Calloway, Colin G.
    Title _ First Peoples: A Documentary Survey of Native American History
    Edition _
    Publisher _ Bedford/St. Martin's
    ISBN-13 _
    Year _ 2024
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
14. **Author(s)** _ Brown, Leslie, Jacqueline Castledine, et al.
    Title _ U.S. Women's History: Untangling the Threads of Sisterhood
    Edition _
    Publisher _ Rutgers University Press
    ISBN-13 _
    Year _ 2017
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    CCN
    Or Equivalent _ No
15. **Author(s)** _ DuBois, Ellen and Lynn Dumenil
    Title _ Through Women's Eyes, Combined Volume: An American History with Documents
    Edition _

Publisher _ Macmillan Learning
ISBN-13 _
Year _ 2024
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

16. **Author(s)** _ White, Deborah Gray, Mia Bay, et al.
Title _ Freedom on My Mind: A History of African Americans, with Documents
Edition _
Publisher _ Macmillan Learning
ISBN-13 _
Year 2020
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
CCN
Or Equivalent _ No

17. **Author(s)** _ Kendi, Ibram X. Christopher Dontrell Piper, et al.
Title _ Stamped from the Beginning: The Definitive History of Racist Ideas in America
Edition _
Publisher _ Bold Type Books
ISBN-13 _
Year _ 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
CCN
Or Equivalent _ No

18. **Author(s)** _ Choy, Catherine Ceniza, Cindy Kay, et al.
Title _ Asian American Histories of the United States
Edition _
Publisher _ Beacon Press
ISBN-13 _
Year _ 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

19. **Author(s)** _ Ling, Huping
Title _ Asian American History
Edition _
Publisher _ Rutgers University Press
ISBN-13 _
Year _ 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

20. **Author(s)** _ Gonzales, Manuel G.
Title _ Third Edition: A History of Mexicans in the United States
Edition _
Publisher _ Indiana University Press
ISBN-13 _
Year _ 2019

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
CCN
Or Equivalent _ No

OER

1. Author(s) _ Corbett, P. Scott, Janssen Volker, John Lund
   Title _ U.S. History OpenStax Free Textbooks Online
   Publisher
   URL
   Year _ 2024
2. Author(s) Joseph Locke and Ben Wright
   Title The American Yawp
   Edition
   Publisher ~~Stanford University Press~~
   URL www.Americanyawp.com
   Year ~~2018~~
   Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)
   Or Equivalent _ No

Other Learning Materials

1. Other
   Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.
2. Other
   Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph.

Other Materials Required of Students

v

1. Enter Required Material
   Access to the World Wide Web with any major Web browser ~~.~~

Codes and Dates

Course Codes

Originator ~~Rosen, John~~ Kutil, Craig

Origination Date

~~09~~ 04 / ~~20~~ 10 / ~~2024~~ 2025

Entry of Special Dates

-
-

Instructional Services

Implementation Date

~~02/07/2025~~

LAS POSITAS COLLEGE

Course Outline for History C1001
United States History to 1877
Effective: Fall 2026

Catalog Description:

HIST C1001 - United States History to 1877
3.00 Units

This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. Emphasis on distinctively American patterns of political, economic, social, intellectual, and geographic developments, the interaction amongst and the experiences of diverse racial, ethnic and socioeconomic groups in American History, and the evolution of American institutions and ideals including the U.S. Constitution, the operations of the U.S. government, and the rights and obligations of U.S. citizens under the Constitution.
3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
B. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.
C. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.

D. Analyze the relevance of Early American History to the present day.
E. Analyze multiple causes for an historical event, and properly evaluate why that event happened.
F. Identify various interpretations used by historians to explain United States history up through Reconstruction.
G. Identify the major time periods and relevant geography of the United States history up through Reconstruction.
H. Analyze, describe, and explain the motives, settlement and organization of Europen colonies in North America, and the impact on the Native American environment and cultures.
I. Trace the development of racial slavery in America, explain the reasons for its institutionalization, and analyze the influence of Africans and African culture on American society and institutions.
J. Analyze the events of the American Revolution and the creation of the United States, including state and national Constitutions, and explain the rationale behind these developments.
K. Make historical generalizations about United States history up through Reconstruction based on understanding of the historical evidence.
L. Identify and analyze the successes and failures of Reconstruction.

Course Content:

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis
2. Indigenous peoples, cultures, and lands
3. European colonization
    1. Europe and Africa in the age of exploration and colonialism
4. Indentured servitude, chattel slavery, and the evolution of colonial labor systems
    1. Atlantic slave trade
    2. Economics and cultural bases of slavery
    3. African American culture in slavery
5. Establishment and maturation of diverse colonial settlements and populations
    1. Spanish, French, and Dutch conquest and settlement in North America, 1500-1700
    2. Early English settlement of North America: Virginia, New England, Pennsylvania; impact on Native American people
6. Colonial policies and imperial rivalries in North America and their implication for settlements
    1. Social and political impact of the Enlightenment and Great Awakening;
    2. French and Indian War
    3. Taxes and protests
7. The American Revolution
    1. Declaration of Independnece; military aspects of war; social, political, and economic impact of war; impact of revolution on African Americans, Native Americans, and women;
8. The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights
    1. Political philosophies of the framers
    2. Operations of the U.S. government
    3. Rights and obligations of citizens under the Constitution

9. The Early Republic including the meanings of democracy; political parties; economic and territorial expansion
    1. Federalists and Jeffersonian Republicans
    2. Early westward expansion and Native American responses
    3. Diplomatic crises and conflict with Great Britain and France
10. Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America
    1. Changes in urban north
    2. Growth of slavery and cotton cultivation in southern states
    3. Culture of slavery for blacks and whites in the south
11. Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy
    1. Missouri Compromise
    2. American advance to the Pacific
    3. Conflict with Great Britain
    4. Acquisition of Texas
    5. California Gold Rush
    6. Impact on Native American societies and Hispanic peoples of southwest and west
    7. The Chinese immigrant experience
12. Second Great Awakening, Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms
    1. The Jacksonian era
    2. New political parties and realities
    3. Native American removal
13. Crisis of the 1850s and the coming of the Civil War
    1. Compromise of 1850
    2. Escalation of sectional conflict
    3. Political party realignment
    4. Path toward southern secession
14. The Civil War
    1. Causes of war, both immediate and long-term
    2. Military, social, political, and economic aspects of war
    3. African American experience and role during war
15. Reconstruction
    1. African American experience
    2. Constitutional amendments
    3. Expansion of federal government and its evolving relationship to state governments
    4. Legacy of failures and successes of Reconstruction

Methods of Instruction:

1. Audio-visual Activity - supplemental material to address various learning styles.
2. Lecture - on major themes, events, and personalities
3. Discussion - Discussion of readings, historiography; contemporary relevance of historical topics
4. Classroom Activity - In-class document analysis; debates; small group activities
5. Simulations - Reacting to the Past and other simulation activities
6. Sometimes class use of historical sties that relate to a lesson

7. In-class use of primary sources (i.e., letters, speeches, broadsides, paintings, photos, political cartoons, literature)
8. Use of Canvas to provide supplemental material, announcements, study guides, handouts, slide presentations

Typical Assignments

A. Reading:
    1. Canvas quizzes or in-class quiz on assigned reading
    2. Journal writing on an assigned reading
    3. Response to in-class reading
    4. Use of annotation programs, such Hypothes.is
B. Writing:
    1. Primary source analysis assignments
    2. Secondary source analysis assigments
    3. Essays and positions papers in which students need to articulate and support a historical thesis/argument using primary sources
    4. Research papers/poster presentations on a specific historical question/problem

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At least once per semester.
B. Quizzes
    1. Once per unit/module
C. Papers
    1. At least once per semester
D. Oral Presentation
    1. Once per semester
E. Class Participation
    1. On a weekly basis
F. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Explain the major social, cultural, economic, demographic, technological, and diplomatic developments in United States History through Reconstruction, their causes and effects, and their historical significance.
B. Describe the development of, and debates concerning, democracy and citizenship in the United States from its founding through Reconstruction.
C. Describe the origins, nature, development, and significance of slavery in the British colonies and the United States.

D. Describe the experiences of indigenous peoples of North America through Reconstruction.
E. Analyze and interpret primary and secondary sources.
F. Construct an argument using historical evidence.

Textbooks (Typical):

OER:

1. Corbett, P. Scott, Janssen Volker, John Lund *U.S. History OpenStax Free Textbooks Online.*, 2024. .
2. Joseph Locke and Ben Wright *The American Yawp.*. www.Americanyawp.com.

Textbook:

1. Carnes, Mark C. and John A. Garraty *The American Nation.*, Pearson, 2021.
2. Faragher, John Mack, Mari Jo Buhle, et al. *Out of Many: A History of the American People.*, Pearson, 2021.
3. Foner, Eric, Kathleen DuVal, and Lisa McGirr *Give Me Liberty!.*, W.W. Norton Company, 2022.
4. Goldfield, David, Carol Abbott, et al. *The American Journey.*, Pearson, 2021.
5. Kamensky, Jane, Carol Sheriff, et al. *A People and a Nation: A History of the United States.*, Cengage, 2017.
6. Kennedy, David M. and Lizabeth Cohen *The American Pageant.*, Cengage Learning, 2024.
7. Murrin, John, Pekka Hämäläinen, et al. *Liberty, Equality, Power.*, Cengage Learning, 2019.
8. Nash, Gary, Julie Roy, et al. *The American People: Creating a Nation and a Society.*, Pearson, 2023.
9. Roark, James L., Michael P. Johnson, et al. *The American Promise.*, Bedford/St. Martin's, 2022.
10. Tindall, George Brown and David E. Shi *America: A Narrative History.*, W.W. Norton & Company, 2022.
11. Supplemental Options.
12. Calloway, Colin G. *First Peoples: A Documentary Survey of Native American History.*, Bedford/St. Martin's, 2024.
13. Brown, Leslie, Jacqueline Castledine, et al. *U.S. Women's History: Untangling the Threads of Sisterhood.*, Rutgers University Press, 2017.
14. DuBois, Ellen and Lynn Dumenil *Through Women's Eyes, Combined Volume: An American History with Documents.*, Macmillan Learning, 2024.
15. White, Deborah Gray, Mia Bay, et al. *Freedom on My Mind: A History of African Americans, with Documents.*, Macmillan Learning, 2020.
16. Kendi, Ibram X. Christopher Dontrell Piper, et al. *Stamped from the Beginning: The Definitive History of Racist Ideas in America.*, Bold Type Books, 2017.
17. Choy, Catherine Ceniza, Cindy Kay, et al. *Asian American Histories of the United States.*, Beacon Press, 2023.
18. Ling, Huping *Asian American History.*, Rutgers University Press, 2023.
19. Gonzales, Manuel G. *Third Edition: A History of Mexicans in the United States.*, Indiana University Press, 2019.

Other Learning Materials:

1. Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history. .
2. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph..

Other Materials Required of Students

Other Materials Required of Students:

1. Outline notes, study guides prepared by instructors and sold in the campus bookstore Examination books, scantrons .
2. Access to the World Wide Web with any major Web browser.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: HIST C1002 - United States History since 1865

Course Modification: HIST C1002 - United States History since 1865 (Launched)
compared with
HIST 8 - US History Post-Reconstruction (Active - Implemented 08-15-2022)

Cover

Course Number ~~8~~ C1002
Course Title ~~US~~ United States History ~~Post-Reconstruction~~ since 1865
Effective Term Fall ~~2022~~ 2026
Catalog Description
~~History~~ This course is a historical survey of the United States from the ~~post-~~ end of the Civil War ~~period~~ to the present. The course also introduces students to historical reasoning skills. Emphasis on ~~(1)~~ distinctively American patterns of political, economic, social, intellectual and geographic developments, ~~(2)~~ the framework of California state and local government, and the relationship between state/local government and the federal government.

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. ~~Group~~ **Objective** ~~Title~~ **Text**
   Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence
2. **Objective Text**
   Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity
3. **Objective Text**
   Analyze economic, political, and cultural developments as well as social movements and assess their historical significance
4. **Objective Text**
   Analyze the relevance of Modern American History to the present day
5. **Objective Text**
   Discuss and explain the history of the United States from 1877 to the present

Objective Text
Analyze the rise and expansion of industrial capitalism and the economic transformations of the 20th and early 21st centuries

~~**Objective Text** -~~
~~Evaluate the impact of economic developments on women, gender roles, class relations, racial and ethnic minority groups, and U.S. foreign affairs~~

~~**Group Title** - Define and critically evaluate the impact of cultural, economic, and social change on United States and California political institutions, laws, and electoral politics~~

1. **Objective Text**
   Discuss the political philosphies of the framers of the U.S. Constitution and the role of these ideas in modern American politics
2. **Objective Text**
   Explain the ways in which economic, social, and political developments affected different geographic regions of the United States

~~**Group Title** - Identify and discuss the contributions and experiences of women and different racial and ethnic minority populations to the political, economic, social and intellectual development of the United States~~

1. **Objective Text**
   ~~Identify and explain the interactions, collaborations, and conflicts among these groups~~

~~**Group Title** - Distinguish between primary and secondary sources in the construction of the historical narrative~~

1. ~~**Objective Text** -~~
   ~~Explain and critically evaluate the role of ideology in historical interpretation~~

~~**Group Title** -~~ Trace the development and nature of United States foreign policy from the Gilded Age through the era of Globalization and identify its economic and ideological roots and significant features, including change and continuity

Objective Text
Discuss and explain post-Civil War U.S. expansionism, wars, and geo-political influence; evaluate the impact of U.S. foreign policy both domestically and internationally

~~**Group**~~ Objective ~~**Title**~~ Text
Identify and analyze the nature and context of post-Civil War and 20th century amendments to the United States and California State constitutions

Objective Text
Discuss and evaluate the ways in which ~~these~~ 20th century amendments, as well as key federal court decisions of the era, addressed the rights and obligations of citizens under the U.S. Constitution

~~**Group**~~ Objective ~~**Title**~~ Text
Discuss and explain the impact of California state legislation, court decisions, and political ideology on national and state political and social developments

Objective Text
Define and cricially evaluate the nature and processes of California state and local government
Objective Text
Identify and discuss the relationships between and among state, local, and federal government

Course Content

Lecture Content

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. ~~The~~ Introduction ~~Rise~~ to basic methods of ~~Modern~~ historical ~~America,~~ research ~~1877-1900~~ and analysis.

2. Reconstruction and the New South

    1. Reconstruction constitutional amendments and their legacy ~~; from~~

        1. From classical to modern liberalism ~~; federal~~

        2. Federal power over state's rights ~~;~~

    2. The post-Reconstruction South ~~;~~

        1. African American disfranchisement and Jim Crow policies ~~; the~~

        2. The "New South ~~:~~ "

3. Immigration, industrialization, and urbanization in the Gilded Age

    1. California Constitution of 1879 ~~; anti~~

        1. Anti -Chinese movement and Exclusion Act ~~:~~

        2. ~~Native American resistance in the West.~~

    2. Industrial capitalism and corporate America ~~; age~~

        1. Age of the "Robber Barons" ~~; experiences~~

        2. Experiences of industrial working class ~~; plight~~

3. Plight of the farmers ~~, class~~
4. Class conflict ~~;~~
5. Populist revolt ~~:~~

3. Immigration ~~: experiences~~
    1. Experiences and contributions of diverse European groups ~~:~~

4. Rise of the city ~~: national~~
    1. National urban culture and machine politics ~~:~~

4. ~~U.S.~~ Closing ~~imperialism;~~ of ~~Spanish-American-Cuban-Filipino~~ the ~~War;~~ frontier ~~anti-imerialist~~ and ~~movement.~~ Resistance of Indigenous Peoples

- ~~The~~ Progressive Era ~~;~~ ~~1900-1920~~
Reform Movements
    1. Progressive reformers and reforms ~~, government~~
        1. Government regulations ~~, women~~
        2. Women 's suffrage movement ~~;~~
        3. California and Progressive politics, city and state ~~;~~
        4. California and U.S. Constitutional Amendments ~~;~~

    2. Movements for racial and class justice ~~:~~
        1. African American civil rights and NAACP ~~;~~

2. Socialist Party and the IWW ~~;~~

- Imperialist expansion and emergence of the United States as a world power
  1. Spanish-American-Cuban-Filipino War
  2. Anti-imerialist movement

- World War I ~~abroad and at home;~~
  1. Woodrow Wilson and 14 Points ~~;~~

- Post-War ~~postwar Red Scare;~~
- ~~The 1920s~~ America and the 1920s
  1. Postwar Red Scare

- The Great Depression ~~;~~ ~~1920-1939~~ and the New Deal
  1. Consumer culture and "Roaring" Twenties ~~; the~~
     1. The "New Woman" ~~;~~
  2. African American Great Migration and Harlem Renaissance ~~;~~
  3. Immigration reform ~~; xenophobia~~
     1. Xenophobia and KKK ~~; clash~~

2. Clash of cultures ~~;~~

4. Stock market mania and Great Crash of 1929;
5. Onset of Great Depression ~~; unemployment~~
    1. Unemployment and dislocation ~~;~~
    2. Dust Bowl migration to California ~~;~~
    3. Bonus Army ~~; election~~
    4. Election of FDR ~~;~~
6. The New Deal and its challengers ~~:~~
    1. Communist Party ~~;~~
    2. Upton Sinclair's gubernatorial campaign in California ~~;~~
    3. Huey Long ~~; business~~
    4. Business opposition ~~;~~
7. Rise of Imperial Japan and Nazi Germany ~~; isolationism~~
    1. Isolationism in America ~~;~~

- World War II and ~~Early~~ Its ~~Cold War, 1940-1953~~ Aftermath
    1. Arsenal of Democracy; mobilizing for war;
    2. U.S. in a two-theater war ~~: the~~
        1. The war in Europe and the war in the Pacific;

3. The war at home ~~: federal~~
    1. Federal government power ~~, migration, economic~~
        1. Migration
        2. Economic change ~~;~~
    2. California and defense industries ~~; experiences~~
    3. Experiences of women and racial/ethnic minorities in the war and the homefront ~~:~~
        1. Japanese internment ~~;~~
        2. Bracero program ~~;~~
        3. Double-V campaign ~~;~~
4. Planning a postwar world ~~:~~
    1. United Nations ~~;~~
    2. Bretton Woods ~~;~~
    3. Yalta Conference ~~;~~
5. Atomic bombs, peace, and division of Europe and Asia ~~:~~
6. Containment policy and interventionism abroad, anti-Communism at home ~~;~~

- Cold War Era
    1. Cold War mobilization and Korean War ~~; military~~

1. Military -industrial complex ;

2. ~~Post-World War II America, 1953-1974~~

    1. ~~Social and cultural trends: economic growth and consumerism, baby boom, sububurnization, conformity; California~~ Kennedy and the ~~sunbelt~~ Cold ~~migration;~~ War

        1. Cuban revolution and missile crisis

3. Civil Rights Movements

    1. African American civil rights movement :

        1. Brown v. Board ;
        2. 1964 Civil Rights Act ~~; persistent~~
        3. Persistent inequality and rise of black power and black nationalism ;

    2. ~~Kennedy~~ Second-wave feminism

        1. "Feminine mystique"
        2. "The personal is political"
        3. Griswold v. Connecticut

    3. Cesar Chavez and the ~~Cold~~ farm ~~War:~~ workers ~~Cuban~~ movement
    4. Chicano ~~revolution~~ movement
    5. Native American movement
    6. AIM

7. Alacatraz occupation
8. Gay rights movement
9. Asian American movement
10. Attica riot and ~~missile~~ prisoner's ~~crisis~~ rights
11. Environmental movement

4. Vietnam, the Great Society, and the Transformation of America
    1. Social and cultural trends
        1. Economic growth and consumerism
            1. Baby boom
            2. Sububurnization
            3. Conformity
        2. California and the sunbelt migration
    2. The Vietnam war and anti-war movement ~~;~~
        1. the New Left ~~; the~~
        2. The counter culture ~~;~~
    3. Johnson and the Great Society ~~;~~

5. ~~Second-wave~~ From ~~feminism,~~ Nixon ~~"feminine~~ to ~~mystique," "the personal is political"; Griswold v. Connecticut;~~

6. ~~Cesar Chavez and the farm workers movement; Chicano movement;~~

7. ~~Native American movement; AIM; Alacatraz occupation;~~

8. ~~Gay rights movement; Asian American movement; Attica riot and prisoner's rights; environmental movement;~~

Reagan

1. The Nixon presidency ~~: detente~~
    1. Detente , relations with China ~~; end~~
    2. End of Vietnam War ~~;~~
    3. Watergate

2. ~~1970s and 1980s~~
    1. New economic realities ~~; deindustrialization, energy~~
        1. Deindustrialization
        2. Energy crises ~~, decline~~
        3. Decline of unions ~~, widening~~
        4. Widening gap between rich and poor ~~;~~
    2. Tax revolt and new conservatism ~~:~~
        1. California's Proposition 13 ~~, anti~~
        2. Anti -ERA ~~and rise~~
        3. Rise of religious right ~~;~~
    3. Carter presidency and foreign affairs ~~:~~

1. Iran hostage crisis ;
2. Olympic Games politics ;
3. Soviet invasion of Afghanistan ;

4. The Reagan "Revolution" :
    1. "Reaganomics," neo-conservatism , and revival of Cold War ;
    2. Iran-Contra scandal ; end
    3. End of Cold War ;

3. Post-Cold Entering War the America, New 1990-present Millennium
    1. Persian Gulf War ;
    2. Clinton presidency : globalization
        1. Globalization , the tech boom , and the "new economy" ; impeachment
        2. Impeachment crisis ; rise
        3. Rise of terrorism at home and abroad ;

4. Twenty-first century and the recent past
    1. Election of 2000 ;
        1. 9/11 and the "War on Terror" ; wars
        2. Wars in Iraq and Afghanistan ;

2. America's increasing racial and ethnic diversity ~~;~~

    1. " ~~culture~~ Culture wars" in academia and society ~~; the~~

    2. The advance of LGBT rights in California and the nation ~~;~~

3. The Great Recession ~~;~~

4. The Obama presidency ~~:~~

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

    1. ~~Reading:~~

        1. "America's Rise to Globalism." After reading this chapter, identify the factors that led to United States imperialism. Explain the response of the American people and other nations to this development.

        2. Primary source readings including John Marshall Harlan, Dissent in Plessy v. Ferguson; Bartolomeo Vanzetti's Last Statement in Court; Allen Ginsberg, "*Howl*;" The National Organization for Women 1966 Statement of Purpose.

2. **Assignment Type** Writing
   Add Assignment

    1. ~~Small-group discussion of written assignments and lectures:~~

        1. ~~Students will discuss Ronald Reagan's campaign for governor of California in 1966 and how his focus on "the mess at Berkeley" (the Free Speech and anti-Vietnam War movements) helped to shape a new cultural conservatism in late-20th century American political discourse.~~

2. ~~Writing, problem-solving, or performance:~~

    1. Research and write an essay/paper (five to seven pages) pertaining to one of the areas discussed in this course (e.g. the effect of the Roosevelt Corollary on American foreign policy, the decision to drop the Atomic Bomb, the end of the Cold War, California's historic role in shaping national politics). Cite your references in proper MLA or APA format.

3. **Assignment Type** _ Other
   Add Assignment _

    1. Small-group discussion of written assignments and lectures:

        1. Students will discuss Ronald Reagan's campaign for governor of California in 1966 and how his focus on "the mess at Berkeley" (the Free Speech and anti-Vietnam War movements) helped to shape a new cultural conservatism in late-20th century American political discourse.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of HIST 8, students will be able to analyze~~ Analyze major political trends, attitudes, conflicts, and events - including both mainstream and reform efforts - and to explain their historical significance.
2. **Outcome Text**
   ~~Upon completion of HIST 8, students will be able to explain~~ Explain America's growth in a global context.
3. **Outcome Text**
   ~~Upon completion of HIST 8, students will be able to explain~~ Explain the major social, cultural, economic, and technological developments in United States History _ since Reconstruction, their causes and effects, and their historical significance.
4. **Outcome Text**
   ~~Upon completion of HIST 8, students will be able to explain~~ Explain U.S. History through analytical categories of race, class, gender, and ethnicity.
5. **Outcome Text**
   ~~Upon completion of HIST 8, students will be able to interpret~~ Interpret primary and secondary sources and to compose an argument which uses them, as _ appropriate, for support.

Methods of Evaluation

Other ~~No~~ Yes
Please Explain
Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research.
Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Syllabus
Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. Author(s) ~~Eric~~ Carnes, ~~Foner~~ Mark C. and John A. Garraty
   Title ~~Give Me Liberty! An~~ The American ~~History, Vol. 2~~ Nation
   Edition ~~6th~~
   Publisher ~~W. W. Norton~~ Pearson
   Year ~~2019~~ 2021
2. Author(s) ~~Boyer~~ Faragher , ~~P.~~ John Mack, Mari Jo Buhle , et ~~:~~ al.
   Title ~~The~~ Out ~~Enduring~~ of ~~Vision, Vol. 2~~ Many : ~~Since~~ A ~~1865~~ History of the American People
   Edition ~~9th~~
   Publisher ~~Cengage Learning~~ Pearson
   Year ~~2018~~ 2021
3. Author(s) ~~Howard~~ Foner, ~~Zinn~~ Eric, Kathleen DuVal, and Lisa McGirr
   Title ~~A~~ Give ~~People's~~ Me ~~History of the United States, 1492-Present~~ Liberty!
   Edition ~~Updated~~
   Publisher ~~Harper~~ W.W. ~~Collins~~ Norton Company
   Year ~~2005~~ 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Excellent interpretive coverage~~
4. Author(s) ~~Griffin~~ Goldfield , ~~JH~~ David , Carol Abbott, et al.
   Title ~~Black~~ The ~~Like~~ American ~~Me~~ Journey
   Publisher ~~Penguin Group~~ Pearson
   Year ~~2010~~ 2021
5. Author(s) ~~Edgar~~ Kamensky, ~~Kaskla~~ Jane, Carol Sheriff, et al.
   Title ~~California~~ A ~~Politics~~ People and a Nation : A History of the ~~Fault~~ United ~~Lines of Power, Wealth, and Diversity~~ States
   Edition ~~New~~
   Publisher ~~Congressional Quarterly, Inc.~~ Cengage
   Year ~~2007~~ 2017
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Good, brief coverage of many issues involving California politics and government; relationship between state, local, and federal governments.~~ CCN
6. Author(s) ~~Jane~~ Kennedy, ~~Dailey~~ David M. and Lizabeth Cohen
   Title ~~Building the~~ The American ~~Republic, Vol. 2~~ Pageant
   Edition ~~First~~
   Publisher ~~University~~ Cengage ~~of Chicago Press~~ Learning
   Year ~~2018~~ 2024
7. Author(s) _ Murrin, John, Pekka Hämäläinen, et al.
   Title _ Liberty, Equality, Power
   Edition _
   Publisher _ Cengage Learning
   ISBN-13 _
   Year _ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

CCN
Or Equivalent _ No

8. **Author(s)** _ Nash, Gary, Julie Roy, et al.
   Title _ The American People: Creating a Nation and a Society
   Edition _
   Publisher _ Pearson
   ISBN-13 _
   Year _ 2023
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
9. **Author(s)** _ Roark, James L., Michael P. Johnson, et al.
   Title _ The American Promise
   Edition _
   Publisher _ Bedford/St. Martin's
   ISBN-13 _
   Year _ 2022
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Or Equivalent _ No
10. **Author(s)** _ Tindall, George Brown and David E. Shi
    Title _ America: A Narrative History
    Edition _
    Publisher _ W.W. Norton & Company
    ISBN-13 _
    Year _ 2022
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
11. **Author(s)** _ Supplemental Options
    Title _
    Edition _
    Publisher _
    ISBN-13 _
    Year _
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
12. **Author(s)** _ Calloway, Colin G.
    Title _ First Peoples: A Documentary Survey of Native American History
    Edition _
    Publisher _ Bedford/St. Martin's
    ISBN-13 _
    Year _ 2024
    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
    Or Equivalent _ No
13. **Author(s)** _ Brown, Leslie, Jacqueline Castledine, et al.
    Title _ U.S. Women's History: Untangling the Threads of Sisterhood
    Edition _

Publisher _ Rutgers University Press
ISBN-13 _
Year _ 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _ CCN
Or Equivalent _ No

14. **Author(s)** _ DuBois, Ellen and Lynn Dumenil
Title _ Through Women's Eyes, Combined Volume: An American History with Documents
Edition _
Publisher _ Macmillan Learning
ISBN-13 _
Year _ 2024
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

15. **Author(s)** _ White, Deborah Gray, Mia Bay, et al.
Title _ Freedom on My Mind: A History of African Americans, with Documents
Edition _
Publisher _ Macmillan Learning
ISBN-13 _
Year _ 2020
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

16. **Author(s)** _ Kendi, Ibram X. Christopher Dontrell Piper, et al.
Title _ Stamped from the Beginning: The Definitive History of Racist Ideas in America
Edition _
Publisher _ Bold Type Books
ISBN-13 _
Year _ 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _ CCN
Or Equivalent _ No

17. **Author(s)** _ Choy, Catherine Ceniza, Cindy Kay, et al.
Title _ Asian American Histories of the United States
Edition _
Publisher _ Beacon Press
ISBN-13 _
Year _ 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

18. **Author(s)** _ Ling, Huping
Title _ Asian American History
Edition _
Publisher _ Rutgers University Press
ISBN-13 _
Year _ 2023

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

19. Author(s) _ Gonzales, Manuel G
Title _ Mexicanos, Third Edition: A History of Mexicans in the United States
Edition _
Publisher _ Indiana University Press
ISBN-13 _
Year _ 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
CCN
Or Equivalent _ No

OER

1. Author(s) _ Joseph Locke and Ben Wright
Title _ The American Yawp
Edition _
Publisher _ Stanford University Press
URL _
Year _
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
2. Author(s) _ Corbett, P. Scott, Janssen Volker, John Lund
Title _ U.S. History OpenStax Free Textbooks Online
Edition _
Publisher _
URL _
Year _ 2024
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

Other Learning Materials

1. Other _
Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.
2. Other _
Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes

Cal-GETC Yes

- _ 3B - Humanities
Comments _

New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes

- _ 4 - Social and Behavioral Sciences
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID HIST 140
Already approved unsubstantial change Yes

- _ 3 - Arts and Humanities
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes
- _ 4 - Social and Behavioral Sciences
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

- US1 - American History
  Already approved unsubstantial change ~~No~~ Yes
- US3 - California State and Local Government
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Rosen, John~~ Kutil, Craig

Origination Date

~~08~~ 04 / ~~13~~ 10 / ~~2021~~ 2025

Parent Course

HIST 8 - US History Post-Reconstruction

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~10/19/2021~~
- State Approval
  ~~11/03/2021~~
- CC Approval

~~09/20/2021~~

Instructional Services

Effective Term ~~Fall 2022~~ Fall 2026

Implementation Date

~~08/15/2022~~

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for History C1002
United States History since 1865
Effective: Fall 2026

Catalog Description:

HIST C1002 - United States History since 1865
3.00 Units

This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. Emphasis on distinctively American patterns of political, economic, social, intellectual and geographic developments, the framework of California state and local government, and the relationship between state/local government and the federal government.
3 Units Lecture

Course Grading: Letter Grade Only

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence
B. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity
C. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance
D. Analyze the relevance of Modern American History to the present day
E. Discuss and explain the history of the United States from 1877 to the present

F. Analyze the rise and expansion of industrial capitalism and the economic transformations of the 20th and early 21st centuries
G. Discuss the political philosphies of the framers of the U.S. Constitution and the role of these ideas in modern American politics
H. Explain the ways in which economic, social, and political developments affected different geographic regions of the United States
I. Trace the development and nature of United States foreign policy from the Gilded Age through the era of Globalization and identify its economic and ideological roots and significant features, including change and continuity
J. Discuss and explain post-Civil War U.S. expansionism, wars, and geo-political influence; evaluate the impact of U.S. foreign policy both domestically and internationally
K. Identify and analyze the nature and context of post-Civil War and 20th century amendments to the United States and California State constitutions
L. Discuss and evaluate the ways in which 20th century amendments, as well as key federal court decisions of the era, addressed the rights and obligations of citizens under the U.S. Constitution
M. Discuss and explain the impact of California state legislation, court decisions, and political ideology on national and state political and social developments
N. Define and cricially evaluate the nature and processes of California state and local government
O. Identify and discuss the relationships between and among state, local, and federal government

Course Content:

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South
    1. Reconstruction constitutional amendments and their legacy
        1. From classical to modern liberalism
        2. Federal power over state's rights
    2. The post-Reconstruction South
        1. African American disfranchisement and Jim Crow policies
        2. The "New South"
3. Immigration, industrialization, and urbanization in the Gilded Age
    1. California Constitution of 1879
        1. Anti-Chinese movement and Exclusion Act
    2. Industrial capitalism and corporate America
        1. Age of the "Robber Barons"
        2. Experiences of industrial working class
        3. Plight of the farmers
        4. Class conflict
        5. Populist revolt
    3. Immigration
        1. Experiences and contributions of diverse European groups
    4. Rise of the city

        1. National urban culture and machine politics
4. Closing of the frontier and Resistance of Indigenous Peoples
5. Progressive Era Reform Movements
    1. Progressive reformers and reforms
        1. Government regulations
        2. Women's suffrage movement
        3. California and Progressive politics, city and state
        4. California and U.S. Constitutional Amendments
    2. Movements for racial and class justice
        1. African American civil rights and NAACP
        2. Socialist Party and the IWW
6. Imperialist expansion and emergence of the United States as a world power
    1. Spanish-American-Cuban-Filipino War
    2. Anti-imerialist movement
7. World War I
    1. Woodrow Wilson and 14 Points
8. Post-War America and the 1920s
    1. Postwar Red Scare
9. The Great Depression and the New Deal
    1. Consumer culture and "Roaring" Twenties
        1. The "New Woman"
    2. African American Great Migration and Harlem Renaissance
    3. Immigration reform
        1. Xenophobia and KKK
        2. Clash of cultures
    4. Stock market mania and Great Crash of 1929;
    5. Onset of Great Depression
        1. Unemployment and dislocation
        2. Dust Bowl migration to California
        3. Bonus Army
        4. Election of FDR
    6. The New Deal and its challengers
        1. Communist Party
        2. Upton Sinclair's gubernatorial campaign in California
        3. Huey Long
        4. Business opposition
    7. Rise of Imperial Japan and Nazi Germany
        1. Isolationism in America
10. World War II and Its Aftermath
    1. Arsenal of Democracy; mobilizing for war;
    2. U.S. in a two-theater war
        1. The war in Europe and the war in the Pacific;
    3. The war at home
        1. Federal government power
            1. Migration

        2. Economic change
    2. California and defense industries
    3. Experiences of women and racial/ethnic minorities in the war and the homefront
        1. Japanese internment
        2. Bracero program
        3. Double-V campaign
4. Planning a postwar world
    1. United Nations
    2. Bretton Woods
    3. Yalta Conference
5. Atomic bombs, peace, and division of Europe and Asia
6. Containment policy and interventionism abroad, anti-Communism at home

11. Cold War Era
    1. Cold War mobilization and Korean War
        1. Military-industrial complex
    2. Kennedy and the Cold War
        1. Cuban revolution and missile crisis
12. Civil Rights Movements
    1. African American civil rights movement
        1. Brown v. Board
        2. 1964 Civil Rights Act
        3. Persistent inequality and rise of black power and black nationalism
    2. Second-wave feminism
        1. "Feminine mystique"
        2. "The personal is political"
        3. Griswold v. Connecticut
    3. Cesar Chavez and the farm workers movement
    4. Chicano movement
    5. Native American movement
    6. AIM
    7. Alacatraz occupation
    8. Gay rights movement
    9. Asian American movement
    10. Attica riot and prisoner's rights
    11. Environmental movement
13. Vietnam, the Great Society, and the Transformation of America
    1. Social and cultural trends
        1. Economic growth and consumerism
            1. Baby boom
            2. Sububurnization
            3. Conformity
        2. California and the sunbelt migration
    2. The Vietnam war and anti-war movement
        1. the New Left
        2. The counter culture

3. Johnson and the Great Society

14. From Nixon to Reagan
    1. The Nixon presidency
        1. Detente, relations with China
        2. End of Vietnam War
        3. Watergate
    2. New economic realities
        1. Deindustrialization
        2. Energy crises
        3. Decline of unions
        4. Widening gap between rich and poor
    3. Tax revolt and new conservatism
        1. California's Proposition 13
        2. Anti-ERA
        3. Rise of religious right
    4. Carter presidency and foreign affairs
        1. Iran hostage crisis
        2. Olympic Games politics
        3. Soviet invasion of Afghanistan
    5. The Reagan "Revolution"
        1. "Reaganomics," neo-conservatism, and revival of Cold War
        2. Iran-Contra scandal
        3. End of Cold War
15. Entering the New Millennium
    1. Persian Gulf War
    2. Clinton presidency
        1. Globalization, the tech boom, and the "new economy"
        2. Impeachment crisis
        3. Rise of terrorism at home and abroad
16. Twenty-first century and the recent past
    1. Election of 2000
        1. 9/11 and the "War on Terror"
        2. Wars in Iraq and Afghanistan
    2. America's increasing racial and ethnic diversity
        1. "Culture wars" in academia and society
        2. The advance of LGBT rights in California and the nation
    3. The Great Recession
    4. The Obama presidency

Methods of Instruction:

1. Lecture - on major themes, events, and personalities
2. Discussion - of significant issues, especially those of contemporary relevance
3. Audio-visual Activity - In-class and home use of appropriate audio-visual materials

4. Classroom Activity - may include, but are not limited to, similations, role-playing, and debates on major historical issues/problems and turning points
5. Readings from the text or supplementary materials on reserve in the library
6. Written assignments

Typical Assignments

A. Reading:
    1. "America's Rise to Globalism." After reading this chapter, identify the factors that led to United States imperialism. Explain the response of the American people and other nations to this development.
    2. Primary source readings including John Marshall Harlan, Dissent in Plessy v. Ferguson; Bartolomeo Vanzetti's Last Statement in Court; Allen Ginsberg, "*Howl*;" The National Organization for Women 1966 Statement of Purpose.
B. Writing:
    1. Research and write an essay/paper (five to seven pages) pertaining to one of the areas discussed in this course (e.g. the effect of the Roosevelt Corollary on American foreign policy, the decision to drop the Atomic Bomb, the end of the Cold War, California's historic role in shaping national politics). Cite your references in proper MLA or APA format.
C. Other:
    1. Small-group discussion of written assignments and lectures:
        1. Students will discuss Ronald Reagan's campaign for governor of California in 1966 and how his focus on "the mess at Berkeley" (the Free Speech and anti-Vietnam War movements) helped to shape a new cultural conservatism in late-20th century American political discourse.

Methods of Evaluating Student Progress

A. Class Participation
    1. weekly
B. Home Work
    1. weekly or bi-weekly
C. Exams/Tests
    1. 2-3 exams including essay questions and short answer/multiple choice questions
D. Quizzes
    1. Weekly or bi-weekly quizzes of reading/lecture material
E. Research Projects
    1. Once - if not assigning shorter written assignments
F. Papers
    1. Essays: twice per semester for essays of 4-7 pages in length; 4-5 for shorter essay assignments
G. Oral Presentation
    1. Once per term if assigned
H. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of

evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Analyze major political trends, attitudes, conflicts, and events - including both mainstream and reform efforts - and to explain their historical significance.
B. Explain America's growth in a global context.
C. Explain the major social, cultural, economic, and technological developments in United States History since Reconstruction, their causes and effects, and their historical significance.
D. Explain U.S. History through analytical categories of race, class, gender, and ethnicity.
E. Interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.

Textbooks (Typical):

OER:

1. Joseph Locke and Ben Wright *The American Yawp.*, Stanford University Press. .
2. Corbett, P. Scott, Janssen Volker, John Lund *U.S. History OpenStax Free Textbooks Online.*, 2024. .

Textbook:

1. Carnes, Mark C. and John A. Garraty *The American Nation.*, Pearson, 2021.
2. Faragher, John Mack, Mari Jo Buhle, et al. *Out of Many: A History of the American People.*, Pearson, 2021.
3. Foner, Eric, Kathleen DuVal, and Lisa McGirr *Give Me Liberty!.*, W.W. Norton Company, 2022.
4. Goldfield, David, Carol Abbott, et al. *The American Journey.*, Pearson, 2021.
5. Kamensky, Jane, Carol Sheriff, et al. *A People and a Nation: A History of the United States.*, Cengage, 2017.
6. Kennedy, David M. and Lizabeth Cohen *The American Pageant.*, Cengage Learning, 2024.
7. Murrin, John, Pekka Hämäläinen, et al. *Liberty, Equality, Power.*, Cengage Learning, 2019.
8. Nash, Gary, Julie Roy, et al. *The American People: Creating a Nation and a Society.*, Pearson, 2023.
9. Roark, James L., Michael P. Johnson, et al. *The American Promise.*, Bedford/St. Martin’s, 2022.
10. Tindall, George Brown and David E. Shi *America: A Narrative History.*, W.W. Norton & Company, 2022.
11. Supplemental Options.
12. Calloway, Colin G. *First Peoples: A Documentary Survey of Native American History.*, Bedford/St. Martin's, 2024.
13. Brown, Leslie, Jacqueline Castledine, et al. *U.S. Women’s History: Untangling the Threads of Sisterhood.*, Rutgers University Press, 2017.
14. DuBois, Ellen and Lynn Dumenil *Through Women’s Eyes, Combined Volume: An American History with Documents.*, Macmillan Learning, 2024.
15. White, Deborah Gray, Mia Bay, et al. *Freedom on My Mind: A History of African Americans, with Documents.*, Macmillan Learning, 2020.
16. Kendi, Ibram X. Christopher Dontrell Piper, et al. *Stamped from the Beginning: The Definitive History of Racist Ideas in America.*, Bold Type Books, 2017.
17. Choy, Catherine Ceniza, Cindy Kay, et al. *Asian American Histories of the United States.*, Beacon Press, 2023.

18. Ling, Huping *Asian American History.*, Rutgers University Press, 2023.
19. Gonzales, Manuel G *Mexicanos, Third Edition: A History of Mexicans in the United States.*, Indiana University Press, 2019.

Other Learning Materials:

1. Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history..
2. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph.

Other Materials Required of Students

Other Materials Required of Students:

1. Required readings also include a variety of supplemental materials, including primary source documents. .

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: HUMN 4 - Global Cinemas

Course Modification: HUMN 4 - Global Cinemas (Launched)
compared with
HUMN 4 - Global Cinemas (Active - Implemented 08-15-2024)

Cover

Effective Term Fall ~~2025~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Course Grading ~~Letter Grade Only~~ Optional

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Film Studies
   Condition _ or
2. **Minimum Qualification** _ Humanities
   Interdisciplinary _
   Condition

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

    1. ~~Out-of-class assignments include:~~

        1. Short written film analysis essays: for example, students may be asked to analyze a film for its exploration of gender and sexuality in the context of that particular film tradition, or to compare two films in terms of formal or thematic elements.

2. **Assignment Type** _ Reading

Add Assignment

1. Weekly reading and notes on assigned readings.
2. ~~Preparation for at least one group presentation: for example, students may be asked to prepare a group prestentation in which they summarize, expand on, and generate discussion on a section of a chapter from the textbook or for a national film tradition.~~

3. Assignment Type Project
   Add Assignment

   Preparation for at least one group presentation: for example, students may be asked to prepare a group prestentation in which they summarize, expand on, and generate discussion on a section of a chapter from the textbook or for a national film tradition.

4. Assignment Type Other
   Add Assignment

   1. In-class assignments include:

      1. Frequent small group discussions: for example, after reading about and discussing the evolution of the film industry in India, students may be asked to get in small groups to compare Indian cinema to Latin American cinema, or another previously explored global film tradition.
      2. Weekly notes on films screenings.
      3. Frequent oral or written responses to films and required readings.
      4. At least two quizzes and at least two exams covering the material read in the textbook, class lectures, group presentations, and film screenings.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of HUMN 4, the student should be able to analyze~~ Analyze films in terms of both formal aspects and narrative or thematic content.
2. **Outcome Text**
   ~~Upon completion of HUMN 4, the student should be able to compare~~ Compare and contrast characteristics of major global film styles and traditions.

3. **Outcome Text**
   ~~Upon completion of HUMN 4, the student should be able to identify~~ Identify major developments in global film history in terms of how they relate to important historical and cultural contexts.

Distance Education

Does (or will) this course have a DE component? Yes
Effective Term Fall 2026
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.
Based on our emergency need to convert this course to a DE mode during the Covid-19 pandemic, we know that this course can be successfully taught synchronously and/or asynchronously. The materials - the textbook and other readings and video essays, the assignments, and the films themselves can all be easily accessed and completed online. Our library databases provide students with easy access to 1000s of films, many of which would be assigned in HUMN 4.
Explain how the decision was made to offer this course in a Distance Education mode.
This decision was made in consultation with the A & H dean and in discussion with other Film Studies and Humanities faculty.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Closed captioning for videos.
- _ Transcription for audio.
- _ Alt-text/ tags for images.
- _ Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- _ Formatting and coding to make tables accessible for screen readers.
- _ Exploratory links.
- _ Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  At least three times per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Weekly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Bi-weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  At least three times per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  During Zoom office hours each week.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency

At least once per semester for a group project.

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Weekly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  At least once per semester.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Weekly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  At least once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  At least twice per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  At least twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  At least two tests and two quizzes per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency

At least once per semester.

- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  At least once per semester.

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3A - Arts
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- 3B - Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

- Transfers to UC
  Already approved unsubstantial change Yes

- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

~~09~~ 03 / ~~02~~ 31 / ~~2022~~ 2025

Parent Course

HUMN 4 - Global Cinemas

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~07/16/2024~~
- State Approval

~~07/23/2024~~

- CC Approval

~~04/30/2024~~

Instructional Services

Effective Term ~~Fall 2025~~ Fall 2026

Implementation Date

~~08/15/2024~~

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Humanities 4
Global Cinemas
Effective: Fall 2026

Catalog Description:

HUMN 4 - Global Cinemas
3.00 Units

Global cinema traditions analyzed through historical, political, cultural, commercial, and artistic perspectives. Screenings and interpretation of representative films from a variety of national and cultural film traditions from around the world, including films from Latin American, U.S., Asian, European, African, and Middle Eastern contexts.
2.5 Units Lecture 0.5 Units Lab

Course Grading: Optional

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Discipline:

Film Studies, or Humanities

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Identify the major developments in global film history.
B. Use formal film analysis terms to discuss films for their narrative structure, genre conventions, mise-en-scene, camera angles and lighting in cinematography, common editing techniques, use of sound and music, etc.
C. Distinguish and compare the development of various global film traditions, with attention to influential film movements and directors, as well as characteristic trends in each.

D. Analyze films from various global cinemas for their treatment of important historical and cultural issues and major course themes.
E. Articulate a sense of personal aesthetic taste by evaluating films from diverse global film traditions according to their own taste and preference and supported by an informed perspective.

Course Content:

Lab:

1. Weekly film screenings of representative films from the various global cinema traditions explored in the course.
    1. Introduction to primary film.
    2. Screening of film.
    3. Follow-up Q and A.
    4. Analysis and/or reflection discussion.

Lecture:

1. Introduction
    1. Overview of film history.
    2. How to analyze films both formally and in terms of content, theme, and context.
    3. How to talk and write about films in a global context.
    4. The relationship between the U.S. film industry and film industries outside the U.S.
    5. Explore how films represent such issues as the formation of national and cultural identities, diaspora and displacement, cultural assimilation, (anti) colonialism and (anti) imperialism, national history, gender identity and sexuality, family, wealth and poverty, among other major issues and themes.
2. Exploration of representative national and cultural film traditions through study of primary examples of films from chosen traditions.
    1. Study will include theoretical, cultural, and historical readings as well as screenings of films in lab.
    2. An overview of the history of each nation or region, along with information, clips, video essays on major film movements, styles, and directors.
    3. Films will be chosen from a variety of traditions with an aim to cover diverse global offerings of movies produced outside of the U.S.
3. A chronological, geographic, or thematic approach may be taken to the selection of primary films, as long as a variety of traditions is covered. For example, the following suggested list is divided geographically and culturally:
        1. Latin American film traditions
            1. Brazilian cinema
            2. Argentinian cinema
            3. Mexican cinema
            4. Cuban cinema
        2. Asian film traditions
            1. Indian cinema
            2. Chinese, Taiwanese, and Hong Kong cinemas
            3. South Korean cinema

        4. Japanese cinema
    3. African and Middle Eastern film traditons
        1. Senegalese cinema
        2. Nigerian cinema
        3. South African cinema
        4. Iranian cinema
        5. Egyptian cinema
    4. European film traditions
        1. French cinema
        2. Italian cinema
        3. British cinema
        4. Spanish cinema
        5. German cinema
        6. Scandinavian cinema
        7. Russian cinema
    5. North American film traditions
        1. United States cinema
        2. Native American cinema
        3. Canadian cinema

Methods of Instruction:

1. Lecture - Lectures will complement readings that students are required to do outside of class and the primary films screened during lab, as well as provide new information.
2. Student Presentations - Students will present on selected global film traditions or selected course films.
3. Discussion - Weekly in-class discussion of the readings and lecture content, as well as screening and discussion of parts of the assigned films.
4. Audio-visual Activity - Screenings of assigned films during lab, screenings of video essays, clips, trailers, and documentaries during class time.
5. Written Exercises - Weekly written responses to the course material and assigned films.

Typical Assignments

A. Writing:
    1. Short written film analysis essays: for example, students may be asked to analyze a film for its exploration of gender and sexuality in the context of that particular film tradition, or to compare two films in terms of formal or thematic elements.
B. Reading:
    1. Weekly reading and notes on assigned readings.
C. Project:
    Preparation for at least one group presentation: for example, students may be asked to prepare a group prestentation in which they summarize, expand on, and generate discussion on a section of a chapter from the textbook or for a national film tradition.

D. Other:
    1. In-class assignments include:

1. Frequent small group discussions: for example, after reading about and discussing the evolution of the film industry in India, students may be asked to get in small groups to compare Indian cinema to Latin American cinema, or another previously explored global film tradition.
2. Weekly notes on films screenings.
3. Frequent oral or written responses to films and required readings.
4. At least two quizzes and at least two exams covering the material read in the textbook, class lectures, group presentations, and film screenings.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly.
B. Class Work
    1. Weekly.
C. Home Work
    1. Weekly.
D. Lab Activities
    1. Weekly film screenings and discussions.
E. Group Projects
    1. At least one.
F. Exams/Tests
    1. At least two.
G. Quizzes
    1. At least two.
H. Oral Presentation
    1. At least one.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Analyze films in terms of both formal aspects and narrative or thematic content.
B. Compare and contrast characteristics of major global film styles and traditions.
C. Identify major developments in global film history in terms of how they relate to important historical and cultural contexts.

Textbooks (Typical):

Textbook:

1. Martha P. Nochimson *World on Film.* 1st ed., Wiley-Blackwell, 2010.
2. Roy Stafford *The Global Film Book* . 1st ed., Routledge, 2014.
3. William Costanzo *World Cinema Through Global Genres.* 1st ed., Wiley-Blackwell, 2014.
4. Shekhar Deshpande, Meta Mazaj *World Cinema: A Critical Introduction.* 1st ed., Routledge, 2018.
5. Elena Gorfinkel, Tami Williams *Global Cinema Networks.* 1st ed., Rutgers UP, 2018.
6. Sarah Attfield *Class on Screen: The Global Working Class in Contemporary Cinema.* 1st ed., Palgrave Macmillan, 2020.

7. Steven Rawle *Transnational Cinema: An Introduction*. 1st ed., Red Globe Press, 2018.
8. Jon Towlson *Global Horror Cinema Today*. 1st ed., McFarland, 2021.
9. Ingrid Lewis, Laura Canning *European Cinema in the Twenty-First Century*. 1st ed., Palgrave Macmillan, 2020.
10. Olivia Khoo *Asian Cinema: A Regional View*. 1st ed., Edinburgh University Press, 2022.
11. Marvin D'Lugo, Ana Lopez *The Routledge Companion to Latin American Cinema*. 1st ed., Routledge, 2020.
12. Kenneth Harrow *African Cinema in a Global Age*. 1st ed., Routledge, 2024.
13. Neepa Majumdar, Ranjani Mazumdar *A Companion to Indian Cinema*. 1st ed., Wiley Blackwell, 2022.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: HUMN 10 - American Arts and Ideas

Course Modification: HUMN 10 - American Arts and Ideas (Launched)
compared with
HUMN 10 - American Arts and Ideas (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026
Catalog Description
Humanities of the United States explored through major works of literature, painting, sculpture, architecture, film, music, philosophy, technology, religion, political and social institutions that reflect the values and meanings of the American cultural experience. Particular attention paid to the experience and contributions of various culture groups (African Americans,
Asian-Americans, European-Americans, American Indians, and Latino Americans).
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Humanities - Associate of Arts Degree (Active) - Fall 2020
2. **Program** _ Humanities - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2020

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text** _
   Explore the varieties of complexities of "American" identity and "American" values.
2. **Group Title** Demonstrate how historical changes have influenced value shifts displayed in American arts and ideas .
3. **Group Title** _ Assess what is “American” about the students' culture(s) and compare/contrast students' values with what are seen to be major American values.
4. **Group Title** _ Compare and contrast American regional similarities and differences.
5. **Group Title** Recognize how American literary and visual artists have portrayed American values throughout the nation ' ' s history .
6. **Group Title** Analyze significant philosophical, religious, and political texts

7. ~~**Group Title** - Evaluate the roles~~ of ~~philosophy and religion in~~ American culture .
8. **Group Title** Examine the role of technology in American culture
9. ~~**Group Title** - Compare and contrast American regional similarities and differences~~
10. ~~**Group Title** - Assess what is "American" in his/her culture and compare/contrast his/her values with what are seen to be major American values~~ .
11. **Group Title** Evaluate contributions made to American culture ~~(arts and ideas)~~ by at least three of the following culture groups: African Americans, - _ Asian-Americans, European-Americans, American Indians, and/or Latino Americans .
12. **Group Title** Recognize the ways in which diversity and positive relationships among ethnic groups are critical to American society .

Course Content

Lecture Content

1. Introduction to ~~American~~ the ~~humanities,~~ approach ~~cultural~~ of ~~studies,~~ Humanities and ~~general~~ Cultural ~~history,~~ Studies ~~along~~ for ~~with~~ studying American ~~a discussion~~ culture.

2. Discussion of American identity (students consider their own "American" identities).

3. ~~Introduction~~ Overview ~~to~~ of ~~the basic structure~~ issues and ~~confines of this course, as well as to the usual approach of Humanities courses.~~

4. ~~Issues~~ themes covered in this course ~~(with examples from all of the fields of arts and ideas to demonstrate and generate discussion/analysis - see below from D to F)~~ : new beginnings, ethnicity and immigration, slavery and modern African American identities, religion, regionalism, city vs. country, gender and sexuality, childhood and youth in America, freedoms, globalization and the spread of American culture.

5. Pre-industrial America: Frontier and Agrarian to 1977. - ~~Materials~~ Discussion ~~selected~~ of materials from at least 5 of the following areas :

    1. Music

        1. Pima Indian Emergence Song

        2. Hymns from the Bay Psalm Book

        3. Folk songs, e.g., The Erie Canal, Casey Jones, Home on the Range, Freight Train, Shenandoah

        4. Spirituals, e.g., Swing Low, Sweet Chariot, Deep River

    2. Poetry

        1. Winnebago, This Newly Created World

2. Anne Bradstreet, The Flesh and the Spirit
3. Phillis Wheatley, On Being Brought from Africa to America
4. Walt Whitman, Song of Myself

3. Diaries/letters, autobiographies
    1. Christopher Columbus, from Journal of the First Voyage to America
    2. Mary Rowlandson, Captivity Narrative
    3. Juan Nepomuceno Sequin, from Personal Memoirs
    4. Sarah Grimke, The Condition of Women in the United States

4. Novels
    1. Joseph Bruchac (Abenaki), Dawn Land
    2. James Fenimore Cooper, The Pioneers
    3. Louisa May Alcott, Little Women
    4. Nathaniel Hawthorne, The Scarlet Letter

5. Visual arts
    1. Native American decorative art, e.g., paintings on buffalo robes, shields, pottery
    2. Gilbert Stuart, George Washington
    3. George Caleb Bingham, Fur Traders Descending the Missouri, 1845
    4. Mathew Brady, Civil War photographs

6. Architecture
    1. The tipi, the longhouse, the pueblo
    2. The log cabin, New England clapboard
    3. Monticello
    4. The White House

7. Political texts
    1. Speech of Chief Seattle
    2. John Winthrop, from A Model of Christian Charity
    3. Thomas Jefferson, A Declaration by the Representatives of the United States of America, in General Congress Assembled
    4. Abraham Lincoln, Second Inaugural Address

8. Religion and philosophy
    1. History of the Miraculous Apparition of the Virgin of Guadalupe in 1531
    2. Jonathan Edwards, Sinners in the Hands of an Angry God
    3. Ralph Waldo Emerson, Circles
    4. Samson Occom (Mohegan), A Sermon

9. Science and technology
    1. Early agricultural methods
    2. Transportation
    3. Inventors and inventions

4. Communication

6. Industrial America: Business and Industry 1977-1945. - ~~Materials~~ Discussion ~~Selected~~ of mateirals from at least 5 of the following areas :

    1. Music

        1. Native American songs
        2. Vaudeville music
        3. George Gershwin, Porgy and Bess
        4. Jazz

    2. Poetry

        1. Alexander Poesy (Creek) Ode to Sequoyah
        2. Emily Dickenson
        3. Robert Frost
        4. Langston Hughes

    3. Diaries/letters/autobiographies

        1. Edith Maud Eaton (Sui Sin Far), Leaves from the Mental Portfolio of an Eurasian
        2. Henry Adams, The Education of Henry Adams
        3. Booker T. Washington, Up from Slavery
        4. Abraham Cahan, The Autobiography of an American Jew

4. Novels
    1. D’Arcy McNickle, The Surrounded
    2. Upton Sinclair, The Jungle
    3. Edith Wharton, The Age of Innocence
    4. Anzia Yezierska, The Bread Givers

5. Visual Arts
    1. Photography
    2. Painting
    3. Sculpture
    4. Film

6. Architecture
    1. Victorian houses
    2. Skyscrapers
    3. Factories
    4. Suburban Houses

7. Political texts
    1. Jose Marti, Our America
    2. August Spies, The Revenge Circular (anarchist essay)
    3. Jacob Coxey’s undelivered speech from the March on Washington by Coxey’s Army, 1894
    4. W.E.B. Du Bois, The Souls of Black Folk

8. Religion and philosophy
    1. Black Elk Speaks
    2. Josiah Royce
    3. William James
    4. John Dewey

9. Science and technology
    1. Agricultural boom and bust periods
    2. Developments in manufacturing
    3. Transportation: trains, automobiles, airplanes
    4. Communication: telephone, radio

7. Post-industrial America: Information and Technology 1945 to present. ~~Materials~~ Discussion ~~selected~~ of mateirals from at least 5 of the following areas : _
    1. Music
        1. Contemporary art music
        2. Contemporary popular music

    2. Poetry
        1. Allen Ginsberg
        2. Wendy Rose

3. Gwendolyn Brooks
4. Gary Soto

3. Diaries/letters/autobiographies
    1. Martin Luther King, Jr., Letter from a Birmingham Jail
    2. John Steinbeck, from Steinbeck: A Life in Letters
    3. Malcolm X, The Autobiography of Malcolm X
    4. Mary Brave Bird, Lakota Woman

4. Novels
    1. Ralph Ellison, Invisible Man
    2. N. Scott Momaday, House Made of Dawn
    3. Rudolfo Anaya, Bless Me Ultima
    4. Maxine Hong Kingston, The Woman Warrior

5. Visual Arts
    1. Photography
    2. Painting
    3. Sculpture
    4. Film

6. Architecture

1. Malls
2. Tract housing
3. Public housing developments
4. Urban renewal

7. Politics
    1. President John F. Kennedy, Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba
    2. Gulf of Tonkin Resolution, 7 August 1964
    3. Martin Luther King, Jr., I Have a Dream speech
    4. Malcolm X, The Ballot or the Bullet
    5. Occupation of Alcatraz writings 1969
    6. Black Lives Matter "Walls of Justice" street art 2020

8. Religion and philosophy
    1. Herbert John Benally
    2. Aldo Leopold
    3. Elizabeth V. Spellman
    4. Nellie Wong

9. Science and technology
    1. Growth of agribusiness
    2. Shift from manufacturing to service industries

3. Transportation: space travel
4. Communication: computer technology

8. Reflect on the major themes that connect the exploration of American arts and ideas.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  In-class listening to musical selections and/or screening of documentaries, films, and video essays.
- Classroom Activity
  Comments
  Instructor-guided discussions of readings .
- Field Trips
  Comments
  One museum or similar visit independently or with the class and instructor.
- Lecture
  Comments
  Weekly lecture.
- Projects
  Comments
  Final project and at least one group project during the semester.
- Student Presentations
  Comments
  At least one group presentation during the semester.
- Written Exercises
  Comments
  Written responses to questions on course content, as well as guided notetaking.

Equity Based Curriculum

- Course Content
  Address
  The material this course explores includes a diverse array of visual art, sculpture, architecture, music, literature, philosophy, and film that comes from around the United States and from the past to the

present. Our diverse student body will feel connected in meaningful personal ways and see themselves reflected in the content and themes we study.

- Methods of Instruction
  Address
  This course implements several methods of instruction to meet students with varying learning styles where they are, including lecture, participatory group activities, class discussion, group presentations, and listening/viewing activities.
- Assignments
  Address
  This course has a range of assignments and evaluation methods that allow students ample room to succeed, instead of just a few high stakes options. Evaluation occurs on a frequent basis with "low stakes" assignments that assess student learning and require practice in critical thinking about the content we study and the topics we explore. There are a few tests, a presentation, and a final project that are each worth more. Frequent group work and collaboration also helps students feel comfortable and supported.
- Typical Texts
  Address
  The textbook options for this course and other readings/art/films are posted online (sometimes passed out in class); the materials are written or created by a diverse list of authors and artists(women, people of color, both Western and non-Western authors, etc.).

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading~~

      1. Read Ch. 1 New Beginnings of *American Cultural Studies* and take notes in preparation for class discussion.

2. **Assignment Type** Writing
   Add Assignment

   1. Post-discussion short writing assignment

      1. Discuss your group's response to Emerson's theory of nature. Referencing your own experience in nature, discuss how your response to Emerson's view was similar or different from that of your classmates.

   2. Essay (3-4 pages)

1. Find an example of public art that exists in our local community. Interpret that work of art by relating it to the ideas discussed in class, other examples of American artistic works, and your own American experience.

3. **Assignment Type** Other
Add Assignment

1. Group Presentations

1. Select an American landscape painter to discuss in front of the class. Using examples of his/her work, show how you think this artist's paintings can be related to the philosophical and religious theories of nature that we discussed.

2. ~~Essay (3-4 pages)~~

1. ~~Find an example of public art that exists in our local community. Interpret that work of art by relating it to the ideas discussed in class, other examples of American artistic works, and your own American experience.~~

3. Oral presentation of essay

1. Using PowerPoint/Prezi/Google Slides, present the work of art that you discussed in your essay to the class. In addition, show and discuss the works of American art that you used to help interpret that work, and briefly discuss how that work of art relates to American ideas and the American experience.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of HUMN 10, the student should be able to analyze~~ Analyze the ways in which American writers, philosophers, visual artists, musicians, and filmmakers have explored and portrayed American identity throughout the nation's history.
2. **Outcome Text**
~~Upon completion of HUMN 10, the student should be able to discuss~~ Discuss how works of art from the United States reflect the values and meanings of the

_ American cultural experience.

3. **Outcome Text**
   ~~Upon completion of HUMN 10, the student should be able to evaluate~~ Evaluate the contributions made to American culture of various ethnic and culture groups.
4. **Outcome Text**
   ~~Upon completion of HUMN 10, the student should be able to use~~ Use the evaluative methods discussed in class to meaningfully organize, interpret, and
   _ evaluate specific works of art.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- _ Papers
  Frequency _
  At least one essay.
- Oral Presentation
  Frequency
  At least once per semester, in a small group, based on course topics and/or sections of textbook chapters.
- Projects
  Frequency
  Final project that combines analysis and creativity.
- _ Field Trips
  Frequency _
  At least one museum or similar venue field trip; this can be done independently, virtually, or with instructor and classmates. _
- Group Projects
  Frequency
  Informal projects in class on readings in question.
- Class Participation
  Frequency
  Weekly discussion and/or small group work in class.
- Class Work
  Frequency
  Short in-class activities.
- Home Work
  Frequency
  Weekly readings and frequent responses.

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.
Due to many successful semesters and summers with HUMN 10 on our schedule in an asynchronous mode, and based on our experience teaching it synchronously during the Covid-19 pandemic, we know that this course can be successfully taught synchronously and/or asynchronously. The materials - the readings, lectures, audio-visual materials, and assignments can all be easily accessed and completed online (some readings/textbooks can be purchased as eTextbooks and/or bought and used at home). Our library databases provide students with easy access to many readings, audio-visual materials, and art, many of which are commonly assigned in HUMN 10.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers .
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity .

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- _ **Email:** _ *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency _
  At least three times per semester.
- _ **Discussion board:** _ *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency _
  Weekly.
- _ **Feedback on assignments:** _ *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency _

Bi-weekly.

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  At least three times per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  During Zoom office hours each week.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  At least once per semester for a group project.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Weekly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  At least once per semester for a group project.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Weekly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  At least once per semester for a group project.
- **Written papers:** *Papers will be written on various topics.*

Frequency _
At least once per semster

- _ **Research Assignments:** _ *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency _
  At least once per semester.
- _ **Quizzes, tests/exams:** _ *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency _
  At least two tests and at least two quizzes.s
- _ **Lecture:** _ *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency _
  Weekly.
- _ **Video:** _ *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency _
  At least three video essays, documentaries, and/or films will be assigned.
- _ **Field Trips:** _ *Students will attend live or virtual field trips.*
  Frequency _
  At least one museum or similar venue field trip; this can be done independently, virtually, or with instructor and classmates.
- _ **Projects:** _ *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency _
  At least one group project.
- _ **Student presentations:** _ *Students will prepare and present on a topic being studied.*
  Frequency _
  At least one group presentation.

Textbooks/Materials

Textbook

1. Author(s) _ Baigell, Matthew
   Title _ A Concise History Of American Painting And Sculpture
   Edition _ 1st, revised
   Publisher _ Routledge
   ISBN-13 _ 9780367094935
   Year _ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
   Great book. Most recent edition.
2. **Author(s)** Siegel Katy
   Title Since '45: America and the Making of Contemporary Art
   ~~**Edition** - 1st~~
   Publisher Reakton
   ~~**ISBN-13** -~~
   ~~**Year** - 2016~~
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Still a good book to use!

3. **Author(s)** Neil Campbell, Alasdair Kean
   Title American Cultural Studies
   Edition _ 5th
   Publisher Routledge
   Year _ 2025
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
4. **Author(s)** Frances K. Pohl
   Title Framing America
   Edition ~~3rd~~ 5th
   Publisher Thames & Hudson
   Year ~~2012~~ 2024
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~Newer edition.~~
5. **Author(s)** Lewis, Michael ;
   Title American Art and Architecture
   Edition 1st
   Publisher Thames & Hudson
   Year 2006
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   - Most recent edition.
6. **Author(s)** Novak, Barbara,
   Title Voyages of the Self: Pairs, Parallels, and Patterns in American Art and Literature
   ~~**Edition**~~ -
   Publisher Oxford University Press
   Year 2007
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent edition.
7. **Author(s)** Scheller, William,
   Title America: A History in Art: The American Journey Told by Painters, Sculptors, Photographers, and Architects
   Edition _
   Publisher Black Dog & Leventhal
   Year 2008
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent edition.
8. **Author(s)** Cynthia Fowler
   Title Locating American Art: Finding Art's Meaning in Museums, Colonial Period to the Present
   Edition 1st
   Publisher Routledge
   ISBN-13 _
   Year 2016
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent edition.
   Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- 3B - Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 3 - Arts and Humanities
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Origination Date

~~08~~ 10 / ~~31~~ 24 / ~~2018~~ 2024

Parent Course

HUMN 10 - American Arts and Ideas

No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/15/2019~~
- State Approval
  ~~01/23/2019~~
- CC Approval
  ~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date ~~-~~

~~08/15/2019~~

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Humanities 10
American Arts and Ideas
Effective: Fall 2026

Catalog Description:

HUMN 10 - American Arts and Ideas
3.00 Units

Humanities of the United States explored through major works of literature, painting, sculpture, architecture, film, music, philosophy, technology, religion, political and social institutions that reflect the values and meanings of the American cultural experience. Particular attention paid to the experience and contributions of various culture groups (African Americans, Asian-Americans, European-Americans, American Indians, and Latino Americans).
3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Humanities

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Explore the varieties of complexities of "American" identity and "American" values.
B. Demonstrate how historical changes have influenced value shifts displayed in American arts and ideas.
C. Assess what is “American” about the students' culture(s) and compare/contrast students' values with what are seen to be major American values.
D. Compare and contrast American regional similarities and differences.
E. Recognize how American literary and visual artists have portrayed American values throughout the nation's history.

F. Analyze significant philosophical, religious, and political texts of American culture.
G. Examine the role of technology in American culture.
H. Evaluate contributions made to American culture by at least three of the following culture groups: African Americans, Asian-Americans, European-Americans, American Indians, and/or Latino Americans.
I. Recognize the ways in which diversity and positive relationships among ethnic groups are critical to American society.

Course Content:

1. Introduction to the approach of Humanities and Cultural Studies for studying American culture.
2. Discussion of American identity (students consider their own "American" identities).
3. Overview of issues and themes covered in this course: new beginnings, ethnicity and immigration, slavery and modern African American identities, religion, regionalism, city vs. country, gender and sexuality, childhood and youth in America, freedoms, globalization and the spread of American culture.
4. Pre-industrial America: Frontier and Agrarian to 1977. Discussion of materials from at least 5 of the following areas:
    1. Music
        1. Pima Indian Emergence Song
        2. Hymns from the Bay Psalm Book
        3. Folk songs, e.g., The Erie Canal, Casey Jones, Home on the Range, Freight Train, Shenandoah
        4. Spirituals, e.g., Swing Low, Sweet Chariot, Deep River
    2. Poetry
        1. Winnebago, This Newly Created World
        2. Anne Bradstreet, The Flesh and the Spirit
        3. Phillis Wheatley, On Being Brought from Africa to America
        4. Walt Whitman, Song of Myself
    3. Diaries/letters, autobiographies
        1. Christopher Columbus, from Journal of the First Voyage to America
        2. Mary Rowlandson, Captivity Narrative
        3. Juan Nepomuceno Sequin, from Personal Memoirs
        4. Sarah Grimke, The Condition of Women in the United States
    4. Novels
        1. Joseph Bruchac (Abenaki), Dawn Land
        2. James Fenimore Cooper, The Pioneers
        3. Louisa May Alcott, Little Women
        4. Nathaniel Hawthorne, The Scarlet Letter
    5. Visual arts
        1. Native American decorative art, e.g., paintings on buffalo robes, shields, pottery
        2. Gilbert Stuart, George Washington
        3. George Caleb Bingham, Fur Traders Descending the Missouri, 1845
        4. Mathew Brady, Civil War photographs
    6. Architecture
        1. The tipi, the longhouse, the pueblo
        2. The log cabin, New England clapboard

3. Monticello
4. The White House

7. Political texts
    1. Speech of Chief Seattle
    2. John Winthrop, from A Model of Christian Charity
    3. Thomas Jefferson, A Declaration by the Representatives of the United States of America, in General Congress Assembled
    4. Abraham Lincoln, Second Inaugural Address
8. Religion and philosophy
    1. History of the Miraculous Apparition of the Virgin of Guadalupe in 1531
    2. Jonathan Edwards, Sinners in the Hands of an Angry God
    3. Ralph Waldo Emerson, Circles
    4. Samson Occom (Mohegan), A Sermon
9. Science and technology
    1. Early agricultural methods
    2. Transportation
    3. Inventors and inventions
    4. Communication

5. Industrial America: Business and Industry 1977-1945. Discussion of mateirals from at least 5 of the following areas:
    1. Music
        1. Native American songs
        2. Vaudeville music
        3. George Gershwin, Porgy and Bess
        4. Jazz
    2. Poetry
        1. Alexander Poesy (Creek) Ode to Sequoyah
        2. Emily Dickenson
        3. Robert Frost
        4. Langston Hughes
    3. Diaries/letters/autobiographies
        1. Edith Maud Eaton (Sui Sin Far), Leaves from the Mental Portfolio of an Eurasian
        2. Henry Adams, The Education of Henry Adams
        3. Booker T. Washington, Up from Slavery
        4. Abraham Cahan, The Autobiography of an American Jew
    4. Novels
        1. D'Arcy McNickle, The Surrounded
        2. Upton Sinclair, The Jungle
        3. Edith Wharton, The Age of Innocence
        4. Anzia Yezierska, The Bread Givers
    5. Visual Arts
        1. Photography
        2. Painting
        3. Sculpture
        4. Film

6. Architecture
    1. Victorian houses
    2. Skyscrapers
    3. Factories
    4. Suburban Houses
7. Political texts
    1. Jose Marti, Our America
    2. August Spies, The Revenge Circular (anarchist essay)
    3. Jacob Coxey's undelivered speech from the March on Washington by Coxey's Army, 1894
    4. W.E.B. Du Bois, The Souls of Black Folk
8. Religion and philosophy
    1. Black Elk Speaks
    2. Josiah Royce
    3. William James
    4. John Dewey
9. Science and technology
    1. Agricultural boom and bust periods
    2. Developments in manufacturing
    3. Transportation: trains, automobiles, airplanes
    4. Communication: telephone, radio

6. Post-industrial America: Information and Technology 1945 to present. Discussion of mateirals from at least 5 of the following areas:
    1. Music
        1. Contemporary art music
        2. Contemporary popular music
    2. Poetry
        1. Allen Ginsberg
        2. Wendy Rose
        3. Gwendolyn Brooks
        4. Gary Soto
    3. Diaries/letters/autobiographies
        1. Martin Luther King, Jr., Letter from a Birmingham Jail
        2. John Steinbeck, from Steinbeck: A Life in Letters
        3. Malcolm X, The Autobiography of Malcolm X
        4. Mary Brave Bird, Lakota Woman
    4. Novels
        1. Ralph Ellison, Invisible Man
        2. N. Scott Momaday, House Made of Dawn
        3. Rudolfo Anaya, Bless Me Ultima
        4. Maxine Hong Kingston, The Woman Warrior
    5. Visual Arts
        1. Photography
        2. Painting
        3. Sculpture

        4. Film
    6. Architecture
        1. Malls
        2. Tract housing
        3. Public housing developments
        4. Urban renewal
    7. Politics
        1. President John F. Kennedy, Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba
        2. Gulf of Tonkin Resolution, 7 August 1964
        3. Martin Luther King, Jr., I Have a Dream speech
        4. Malcolm X, The Ballot or the Bullet
        5. Occupation of Alcatraz writings 1969
        6. Black Lives Matter "Walls of Justice" street art 2020
    8. Religion and philosophy
        1. Herbert John Benally
        2. Aldo Leopold
        3. Elizabeth V. Spellman
        4. Nellie Wong
    9. Science and technology
        1. Growth of agribusiness
        2. Shift from manufacturing to service industries
        3. Transportation: space travel
        4. Communication: computer technology
7. Reflect on the major themes that connect the exploration of American arts and ideas.

Methods of Instruction:

1. Classroom Activity - Instructor-guided discussions of readings.
2. Lecture - Weekly lecture.
3. Classroom Activity - Film and music presentations and follow-up discussions
4. Field Trips - One museum or similar visit independently or with the class and instructor.
5. Audio-visual Activity - In-class listening to musical selections and/or screening of documentaries, films, and video essays.
6. Classroom Activity - Small group collaborations
7. Classroom Activity - In-class reading aloud
8. Projects - Final project and at least one group project during the semester.
9. Student Presentations - At least one group presentation during the semester.
10. Written Exercises - Written responses to questions on course content, as well as guided notetaking.

Typical Assignments

A. Reading:
    1. Read Ch. 1 New Beginnings of *American Cultural Studies* and take notes in preparation for class discussion.

B. Writing:
    1. Post-discussion short writing assignment
        1. Discuss your group's response to Emerson's theory of nature. Referencing your own experience in nature, discuss how your response to Emerson's view was similar or different from that of your classmates.
    2. Essay (3-4 pages)
        1. Find an example of public art that exists in our local community. Interpret that work of art by relating it to the ideas discussed in class, other examples of American artistic works, and your own American experience.
C. Other:
    1. Group Presentations
        1. Select an American landscape painter to discuss in front of the class. Using examples of his/her work, show how you think this artist's paintings can be related to the philosophical and religious theories of nature that we discussed.
    2. Oral presentation of essay
        1. Using PowerPoint/Prezi/Google Slides, present the work of art that you discussed in your essay to the class. In addition, show and discuss the works of American art that you used to help interpret that work, and briefly discuss how that work of art relates to American ideas and the American experience.

Methods of Evaluating Student Progress

A. Group Projects
    1. Informal projects in class on readings in question.
B. Class Participation
    1. Weekly discussion and/or small group work in class.
C. Class Work
    1. Short in-class activities.
D. Home Work
    1. Weekly readings and frequent responses.
E. Oral Presentation
    1. At least once per semester, in a small group, based on course topics and/or sections of textbook chapters.
F. Projects
    1. Final project that combines analysis and creativity.
G. Exams/Tests
    1. At least two major tests.
H. Quizzes
    1. At least two quizzes.
I. Papers
    1. At least one essay.
J. Field Trips
    1. At least one museum or similar venue field trip; this can be done independently, virtually, or with instructor and classmates.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Analyze the ways in which American writers, philosophers, visual artists, musicians, and filmmakers have explored and portrayed American identity throughout the nation's history.
B. Discuss how works of art from the United States reflect the values and meanings of the American cultural experience.
C. Evaluate the contributions made to American culture of various ethnic and culture groups.
D. Use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art.

Textbooks (Typical):

Textbook:

1. Baigell, Matthew *A Concise History Of American Painting And Sculpture*. 1st, revised ed., Routledge, 2019.
2. Siegel Katy *Since '45: America and the Making of Contemporary Art*. 1st ed., Reakton, 2016.
3. Neil Campbell, Alasdair Kean *American Cultural Studies*. 5th ed., Routledge, 2025.
4. Frances K. Pohl *Framing America*. 5th ed., Thames & Hudson, 2024.
5. Lewis, Michael *American Art and Architecture*. 1st ed., Thames & Hudson , 2006.
6. Novak, Barbara, *Voyages of the Self: Pairs, Parallels, and Patterns in American Art and Literature*., Oxford University Press, 2007.
7. Scheller, William, *America: A History in Art: The American Journey Told by Painters, Sculptors, Photographers, and Architects*., Black Dog & Leventhal, 2008.
8. Cynthia Fowler *Locating American Art: Finding Art's Meaning in Museums, Colonial Period to the Present*. 1st ed., Routledge, 2016.

LAS POSITAS COLLEGE

Course Modification: HUMN 28 - World Mythology

Course Modification: HUMN 28 - World Mythology (Launched)
compared with
HUMN 28 - World Mythology (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026
Catalog Description
Introduction to world mythology ~~, including classical mythology,~~ and ~~the~~ mythic themes recurring in literature, the visual arts, and music. Introduction to the major theories used to ~~evaluate~~ analyze mythology. Exploration of myths about creation, destruction, gods, humans, heroes, tricksters, as well as their origins, variation, historical development, and full expression in ancient times and continued presence in the arts.
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

1. **Program** Humanities - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2020
2. **Program** Humanities - Associate of Arts Degree (Active) - Fall 2020

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Overview of the study of mythology:
    1. Language and myth
    2. Time and history in myth
    3. Morality and myth
    4. Legend and folktale vs. myth (Propp)
    5. Sense of the sacred and myth

6. Ritual and myth (Turner)
7. Dreams and myth (Jung)
8. Contemporary myth

2. Exploration and analysis of major mythic themes and motifs:
    1. Creation and Destruction
        1. Read and discuss major creation myths from Hesiod, Ovid, Genesis, Enuma Elish, as well as a selection from Native American, African, Norse, Chinese, and Mesoamerican creation myths.
        2. Read and discuss major myths of destruction, such as the flood stories from Ovid and Genesis, and/or the Norse story of Ragnarok.
    2. Love (Romantic and Familial)
        1. Read and discuss primary texts such as, *Oedipus Rex*, *Medea*, the myth of Cupid and Psyche, *Ramayana*, stories from the Arthurian Holy Grail tradition.
    3. Journey (Hero's journey and other adventures)
        1. Jung, Rank, Campbell
        2. Read and discuss primary texts such as *Epic of Gilgamesh*, *Ramayana*, *Star Wars* films, and the *Harry Potter* series.
        3. Read and discuss the figure and adventures of the trickster in myths and stories (e.g. Prometheus stories, African American Ananzi tales, or Native American coyote stories).

3. Exploration and analysis of typical mythic characters:
    1. The immortals: gods and goddesses

2. The mortals: heroes and heroines
3. Monsters: non-human and animal
4. Tricksters
5. Lesser spirits

4. Exploration and analysis of common places in mythology:
    1. Mountains
    2. Gardens and forests
    3. Rivers and oceans
    4. Heavens and underworlds
    5. Labyrinths

5. Exploration and analysis of mythic sources for visual arts and music:
    1. Decorative arts
    2. Sculpture
    3. Painting
    4. Music
    5. Film

6. Exploration and analysis of mythis in diverse literary forms:
    1. Oral tales
    2. Epic poetry
    3. Lyric poetry

4. Drama
5. Novels
6. Film

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Weekly examination of the use and representation of mythology in video, film, art, music as in-class activity and/or for homework.
- Classroom Activity
  Comments
  Instructor-guided discussions of readings and/or group work on a discussion question.
- Discussion
  Comments
  Discussion of the weekly readings and topics
- Lecture
  Comments
  Weekly lecture.
- Projects
  Comments
  Final project and at least one group project during the semester.
- Student Presentations
  Comments
  At least one group presentation during the semester.
- Written Exercises
  Comments
  Written responses to questions on course content, as well as guided notetaking.

Equity Based Curriculum

- Course Content
  Address

The material this course explores includes a diverse array of myths, legends, and theoretical perspectives that come from around the world and from the past to the present. Our diverse student body will feel connected in meaningful personal ways and see themselves reflected in the content and themes we study.

- Methods of Instruction
  Address
  This course implements several methods of instruction to meet students with varying learning styles where they are, including lecture, participatory group activities, class discussion, group presentations, and listening/viewing activities.
- Assignments
  Address
  This course has a range of assignments and evaluation methods that allow students ample room to succeed, instead of just a few high stakes options. Evaluation occurs on a frequent basis with "low stakes" assignments that assess student learning and require practice in critical thinking about the content we study and the topics we explore. There are a few tests, a presentation, and a final project that are each worth more. Frequent group work and collaboration also helps students feel comfortable and supported.
- Typical Texts
  Address
  The highly accessible textbook options for this course and other readings/art/films are posted online or sometimes passed out in class. The materials are written or created by a diverse list of authors and artists (women, people of color, both Western and non-Western authors, etc.).

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Reading~~

      1. Read introductory chapters in textbook. Be prepared to identify the types of myth and to discuss examples of each.

      2. Read Gilgamesh and be prepared to describe how the journey Gilgamesh takes after Enkidu's death follows the hero's journey motif.

   2.

2. **Assignment Type** Writing
   Add Assignment

   1. In your journals/notebooks, trace moments in your experience which mirror each of the hero's journey steps.

   2. Read the first chapter of The Iliad and analyze the argument between Agamemnon and Achilles.

3. **Assignment Type** Other
   Add Assignment

    1. Collaborative learning

        1. In your small group, create a contemporary version of one of the mythic heroes in your textbook.

        2. Invite a participant who is not in your class to engage in a series of short dialogues in which you discuss the meaning of "hero."

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of HUMN 28, the student should be able to analyze~~ Analyze major texts of world mythology, both in terms of their insights and functions in the ancient world and in contemporary society.
2. **Outcome Text**
   ~~Upon completion of HUMN 28, the student should be able to apply~~ Apply major theoretical approaches to mythology to interpret myths from world cultures.
3. **Outcome Text**
   ~~Upon completion of HUMN 28, the student should be able to distinguish~~ Distinguish mythic sources in literature, music, and the visual arts.

Distance Education

Effective Term Fall 2026
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the*

college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.

Explain why this course should be offered in Distance Education mode.

~~Emergency~~ Due ~~Delivery~~ to ~~Methods~~

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- many successful semesters and summers with HUMN 28 on our schedule in an asynchronous mode, and based on our experience teaching it during the Covid-19 pandemic, we know that this course can be successfully taught synchronously and/or asynchronously. The materials - the readings, lectures, audio-visual materials, and assignments can all be easily accessed and completed online (some readings/textbooks can be accessed as OER or purchased as eTextbooks or bought and used at home). Our library databases provide students with easy access to many readings, audio-visual materials, and art that are commonly assigned in HUMN 28.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.

- Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Students will periodically interact with instructor through ~~the Class~~ Canvas Discussions.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Students will receive regular effective feedback (weekly or bi-weekly) on student assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Students will see ~~frequent~~ occasional announcements from the instructor , at least four per semester .
- ~~**Chat**~~ **Web conferencing :** *The instructor will use ~~chat~~ web conferencing to interact with students ~~; textually and/or graphically,~~ in ~~realtime~~ real time .*
  Frequency
  ~~Students~~ Weekly ~~will be able to interact with instructor through Canvas Chat for online~~ Zoom office hours.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact

between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency
  Once per semester for a group project.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Students will interact with each other weekly through ~~Class~~ Canvas Discussions.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  Students ~~may~~ will periodically be asked to work together on small group projects and/or discussions ~~.~~
- ~~**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*~~
  ~~**Frequency**~~
  ~~Students will be encouraged to use Canvas Chat to interact with each other, ask/answer questions, etc.~~
- ~~**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*~~
  ~~**Frequency**~~
  ~~Students will be asked to critique, respond to, and comment on their online classmates' projects or presentations~~ .

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  Students will submit content-based responses to ~~Class~~ Canvas Discussion Boards on a weekly basis.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  At least one group project per semester, and occasional small group Canvas Discussions.
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  Students will be asked to submit ~~periodic~~ at ~~essay-type~~ least two short papers on course content (can be research, analysis, or creative writing) via Canvas.

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  Students will be required to do occasional academic research ~~on a regular basis~~ as part of their weekly ~~Discussion Board responses~~ Discussionresponses and/or short essays, and/or final projects.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Students will be ~~tested~~ examined on course content at least ~~three~~ four times in the semester (a mix of tests and quizzes).
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Occasional use of audio-video materials to enhance content, e.g. video essays, music, documentaries, films, etc .
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  ~~Students~~ At ~~may~~ least ~~be asked to complete a~~ one final project.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  At least one student group project culminating in a presentation.

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Textbook

1. **Title** Classical Mythology
   Edition ~~11th~~ 12th
   Year ~~2018~~ 2023
2. **Title** Songs on Bronze: The Greek Myths Made Real
3. **Title** Classical Myth
   Edition ~~8th~~ 9th
   Year ~~2015~~ 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Most recent edition.
4. **Title** Introduction to Mythology: Contemporary Approaches to Classical Myths
   Edition ~~4th~~ 5th
   Year ~~2016~~ 2025

OER

1. **Author(s)** Gurevich, Andrew
   Title World Mythology
   Edition NA

Publisher _ Andrew Gurevich / Creative Commons
URL _ https://mhcc.pressbooks.pub/worldmythology/
Year _ 2021
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes

Cal-GETC Yes

- _ 3B - Humanities
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- _ 3 - Arts and Humanities
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Origination Date
~~08~~ 10 / ~~31~~ 24 / ~~2018~~ 2024

Parent Course
HUMN 28 - World Mythology
No Previous Course

Entry of Special Dates

- Board of Trustees
  ~~01/15/2019~~
- State Approval
  ~~01/23/2019~~
- CC Approval
  ~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08/15/2019~~

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Humanities 28
World Mythology
Effective: Fall 2026

Catalog Description:

HUMN 28 - World Mythology
3.00 Units

Introduction to world mythology and mythic themes recurring in literature, the visual arts, and music. Introduction to the major theories used to analyze mythology. Exploration of myths about creation, destruction, gods, humans, heroes, tricksters, as well as their origins, variation, historical development, and full expression in ancient times and continued presence in the arts.

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Humanities

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Display recognition of the fundamental motifs universally present in myths
B. Analyze the function of myths in world cultures
C. Compare and contrast parallel myths from world cultures
D. Identify major figures and elements of classical mythology
E. Identify commonly used symbols in myths
F. Distinguish mythic sources in literature, the visual arts, and music
G. Relate mythic tales to ones' personal life history

Course Content:

1. Overview of the study of mythology:
    1. Language and myth
    2. Time and history in myth
    3. Morality and myth
    4. Legend and folktale vs. myth (Propp)
    5. Sense of the sacred and myth
    6. Ritual and myth (Turner)
    7. Dreams and myth (Jung)
    8. Contemporary myth
2. Exploration and analysis of major mythic themes and motifs:
    1. Creation and Destruction
        1. Read and discuss major creation myths from Hesiod, Ovid, Genesis, Enuma Elish, as well as a selection from Native American, African, Norse, Chinese, and Mesoamerican creation myths.
        2. Read and discuss major myths of destruction, such as the flood stories from Ovid and Genesis, and/or the Norse story of Ragnarok.
    2. Love (Romantic and Familial)
        1. Read and discuss primary texts such as, *Oedipus Rex*, *Medea*, the myth of Cupid and Psyche, *Ramayana*, stories from the Arthurian Holy Grail tradition.
    3. Journey (Hero's journey and other adventures)
        1. Jung, Rank, Campbell
        2. Read and discuss primary texts such as *Epic of Gilgamesh*, *Ramayana*, *Star Wars* films, and the *Harry Potter* series.
        3. Read and discuss the figure and adventures of the trickster in myths and stories (e.g. Prometheus stories, African American Ananzi tales, or Native American coyote stories).
3. Exploration and analysis of typical mythic characters:
    1. The immortals: gods and goddesses
    2. The mortals: heroes and heroines
    3. Monsters: non-human and animal
    4. Tricksters
    5. Lesser spirits
4. Exploration and analysis of common places in mythology:
    1. Mountains
    2. Gardens and forests
    3. Rivers and oceans
    4. Heavens and underworlds
    5. Labyrinths
5. Exploration and analysis of mythic sources for visual arts and music:
    1. Decorative arts
    2. Sculpture
    3. Painting
    4. Music
    5. Film

6. Exploration and analysis of mythis in diverse literary forms:
    1. Oral tales
    2. Epic poetry
    3. Lyric poetry
    4. Drama
    5. Novels
    6. Film

Methods of Instruction:

1. Lecture - Weekly lecture.
2. Discussion - Discussion of the weekly readings and topics
3. Student Presentations - At least one group presentation during the semester.
4. Projects - Final project and at least one group project during the semester.
5. Classroom Activity - Instructor-guided discussions of readings and/or group work on a discussion question.
6. Audio-visual Activity - Weekly examination of the use and representation of mythology in video, film, art, music as in-class activity and/or for homework.
7. Written Exercises - Written responses to questions on course content, as well as guided notetaking.

Typical Assignments

A. Reading:
    1. Read introductory chapters in textbook. Be prepared to identify the types of myth and to discuss examples of each.
    2. Read Gilgamesh and be prepared to describe how the journey Gilgamesh takes after Enkidu's death follows the hero's journey motif.
B. Writing:
    1. In your journals/notebooks, trace moments in your experience which mirror each of the hero's journey steps.
    2. Read the first chapter of The Iliad and analyze the argument between Agamemnon and Achilles.
C. Other:
    1. Collaborative learning
        1. In your small group, create a contemporary version of one of the mythic heroes in your textbook.
        2. Invite a participant who is not in your class to engage in a series of short dialogues in which you discuss the meaning of "hero."

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At least two exams.
B. Quizzes
    1. At least two quizzes.
C. Research Projects

1. At least one project involving minimal research.

D. Group Projects
    1. At least one in-class group project and one group presentation.
E. Class Participation
    1. Activities and discussion in class on a weekly basis.
F. Class Work
    1. Occasional note-taking, free-writing, and small group research and reports.
G. Home Work
    1. Weekly reading assignments, note-taking, and at least two short essay responses.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Analyze major texts of world mythology, both in terms of their insights and functions in the ancient world and in contemporary society.
B. Apply major theoretical approaches to mythology to interpret myths from world cultures.
C. Distinguish mythic sources in literature, music, and the visual arts.

Textbooks (Typical):

OER:

1. Gurevich, Andrew *World Mythology.* NA /e, Andrew Gurevich / Creative Commons , 2021. https://mhcc.pressbooks.pub/worldmythology/.

Textbook:

1. Mark P. O. Morford *Classical Mythology.* 12th ed., Oxford University Press, 2023.
2. Nigel Spivey *Songs on Bronze: The Greek Myths Made Real.* 1st ed., Farrar, Straus, and Giroux, 2005.
3. Barry B Powell *Classical Myth.* 9th ed., Prentice Hall, 2020.
4. Eva M. Thury, Margaret K. Divinney *Introduction to Mythology: Contemporary Approaches to Classical Myths.* 5th ed., Oxford University Press, 2025.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 30 - Introduction to Kinesiology

Course Modification: KIN 30 - Introduction to Kinesiology (Launched - Implemented 03-31-2025)
compared with
KIN 30 - Introduction to Kinesiology (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Introduction to Kinesiology
    1. Definition of Kinesiology
    2. Focus of Kinesiology
        1. Physical Activity
        2. Exercise and Skilled Movement
2. Anatomical & Physiological Systems
    1. Exercise Physiology Foundations
    2. Goals of Exercise Physiology

3. Exercise Physiology Research –Life Science Perspective
    1. Research Methods in Exercise Physiology
    2. What Does an Exercise Physiologist Do?
4. Biomechanical Foundations & Biomechanical Research
    1. Goals of Biomechanics
    2. History of Biomechanics
    3. Research Methods in Biomechanics
5. Motor Control/Learning Foundations
    1. Motor Learning Research
    2. Goals of Motor Behavior
    3. History of Motor Behavior
6. Psychological Foundations
    1. Sport and Exercise Psychology
    2. How Sport and Exercise Psychology fits into Kinesiology
7. Sociocultural Foundations
    1. Sociology of Physical Activity in Kinesiology
    2. History of Sociology of Physical Activity

8. Career Opportunities
    1. Physical Therapy
    2. Occupational Therapy
    3. Chiropractic
    4. Teaching/Coaching
9. Exercise & Wellness Opportunities
    1. Health Clubs
    2. Hospitals
10. Graduate School Options
    1. Exercise Physiology
    2. Sport Psychology
    3. Motor Learning
    4. Biomechanics
    5. Sociocultural
11. Professional Organizations and Societies

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  Numerous Discussion Board assignments posted on Canvas.
- Guest Lecturers

Comments
Experts in the field discuss relevant topics.

- Lecture
  Comments
  Live lecture, student note-taking expected
- Projects
  Comments
  As assigned by instructor

Other ~~Yes~~ No

Equity Based Curriculum

- DE Course Interaction
  Address
  Discussions should represent a variety of views, and students should feel comfortable expressing themselves.
- Methods of Instruction
  Address
  Create flexible learning environments that cater to diverse learning needs.
- Assignments
  Address
  Incorporate diverse perspectives, voices, and experiences into the curriculum
- Typical Texts
  Address
  Expose students to a spectrum of multicultural and female experts, writers and artists. The purpose of this is to accurately represent the different contributors to the subject, and establish a cultural connection for students.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   Read chapter on Sociology of Physical Activity

2. **Assignment Type** Writing
   Add Assignment

   Students will write a 1 page paper on a subjective experience.

3. **Assignment Type** _ Project
   Add Assignment _

   Research, plan, and teach a physical education skill/activity for a designated grade school level.

4. **Assignment Type** _ Other
   Add Assignment

   1. ~~Participate in lecture/discussions~~

      1. Students will work in small groups to discuss the importance of a career in Health & Fitness relating to the current health and wellness trends in American society.

   2. ~~Reading~~

      1. ~~Read~~ Incorporate ~~chapter~~ diverse ~~on~~ perspectives, ~~Sociology~~ voices, ~~of~~ and ~~Physical~~ experiences ~~Activity~~ into the curriculum
   3. ~~Course Project~~

      1. ~~Research, plan, and teach a physical education skill/activity for a designated grade school level.~~

   4. ~~Written Assignment~~

      1. ~~Students will write a 1 page paper on a subjective experience.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of KIN 30, students should be able to identify~~ Identify a number of career options following a degree in kinesiology.
2. **Outcome Text**
   ~~Upon completion of KIN 30, students should be able to identify~~ Identify programs of study within the field of Kinesiology.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
  Frequency
  Bi-weekly
- Quizzes
  Frequency
  Weekly
- Papers
  Frequency
  Monthly
- Projects
  Frequency
  Once per semester

Distance Education

Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Explain why this course should be offered in Distance Education mode.
In discussing with my fellow Kinesiology colleagues, we felt ~~that~~ providing ~~there~~ the ~~has~~ students the flexibility to ~~be~~ utilize ~~a way to offer the course in case of an emergency~~ DE , ~~so that students in the program are~~ would not prolonging their academic career due to their employment commitments or an emergency beyond their control.
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our supervisor, and ~~hearing~~ listening ~~from~~ to students.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Textbooks/Materials

Textbook

1. **Author(s)** Carole - _ A . Oglesby, Kim Henige, Douglas W . McLaughlin, Belinda Stillwell
   Title Foundations of Kinesiology
   Edition ~~First~~ Second
   ISBN-13 9781284198300
   Year ~~2018~~ 2022
2. **Title** Foundations of Kinesiology A Modern Integrated Approach
   Edition ~~First~~ Second
   ISBN-13 9780357698037
   Year ~~2019~~ 2021
3. **Title** Introduction to Kinesiology
   Edition ~~5th~~ 6th
   ISBN-13 9781718202733
   Year ~~2018~~ 2022

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

C-ID KIN 100
Already approved unsubstantial change Yes

- _ 8 - Health

Comments
New Request No
Already approved substantial change No
Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Craighead, Jason~~ Sapsford, Paul

Origination Date

~~11~~ 03 / ~~16~~ 27 / ~~2020~~ 2025

Parent Course

KIN 30 - Introduction to Kinesiology

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/16/2018~~
- State Approval

  ~~02/20/2018~~
- CC Approval

  ~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date ~~-~~

~~08/15/2018~~

03/31/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 30
Introduction to Kinesiology
Effective: Fall 2026

Catalog Description:

KIN 30 - Introduction to Kinesiology
3.00 Units

This class is designed to introduce the student to Kinesiology - the science of human movement (and of humans moving). Concepts in the various subfields of Kinesiology are examined and career opportunities in the field of Kinesiology are explored. Due to the interdisciplinary nature of Kinesiology, the field will be covered from a humanities, social science, and life science perspective.

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Discuss the nature of a degree in kinesiology
B. Explain how kinesiology evolved into the present field of study
C. Identify important scientific contributions to our understanding of the structure and function of the human body, from ancient civilizations to the present modern era
D. Identify and describe the major structural components of the skeletal, muscular, nervous, cardiovascular, and respiratory systems in the human body
E. Distinguish the three major types of human motion and understand basic biomechanics of human movement

F. Explain the differences between linear and angular kinematics in describing human motion
G. Describe the major theories of motor learning
H. Identify the major subdivisions of sport and exercise psychology
I. Explain basic concepts of motivation and how hypotheses and research questions are generated, and data analyzed
J. Examine how various cultures place value on the role of physical activity
K. Compare different sociological theories and how they relate to the study of kinesiology
L. Discuss interdisciplinary and cross-disciplinary approaches to science
M. Explain the difference between two major empirical approaches: positivism and holism, and their application to the study of kinesiology
N. Appreciate the contribution phenomenology can have on the study of human physical activity
O. Identify a number of career options following a degree in kinesiology

Course Content:

1. Introduction to Kinesiology
    1. Definition of Kinesiology
    2. Focus of Kinesiology
        1. Physical Activity
        2. Exercise and Skilled Movement
2. Anatomical & Physiological Systems
    1. Exercise Physiology Foundations
    2. Goals of Exercise Physiology
3. Exercise Physiology Research –Life Science Perspective
    1. Research Methods in Exercise Physiology
    2. What Does an Exercise Physiologist Do?
4. Biomechanical Foundations & Biomechanical Research
    1. Goals of Biomechanics
    2. History of Biomechanics
    3. Research Methods in Biomechanics
5. Motor Control/Learning Foundations
    1. Motor Learning Research
    2. Goals of Motor Behavior
    3. History of Motor Behavior
6. Psychological Foundations
    1. Sport and Exercise Psychology
    2. How Sport and Exercise Psychology fits into Kinesiology
7. Sociocultural Foundations
    1. Sociology of Physical Activity in Kinesiology
    2. History of Sociology of Physical Activity
8. Career Opportunities
    1. Physical Therapy
    2. Occupational Therapy
    3. Chiropractic
    4. Teaching/Coaching

9. Exercise & Wellness Opportunities
    1. Health Clubs
    2. Hospitals
10. Graduate School Options
    1. Exercise Physiology
    2. Sport Psychology
    3. Motor Learning
    4. Biomechanics
    5. Sociocultural
11. Professional Organizations and Societies

Methods of Instruction:

1. Guest Lecturers - Experts in the field discuss relevant topics.
2. Lecture - Live lecture, student note-taking expected
3. Projects - As assigned by instructor
4. Discussion - Numerous Discussion Board assignments posted on Canvas.

Typical Assignments

A. Reading:
Read chapter on Sociology of Physical Activity

B. Writing:
Students will write a 1 page paper on a subjective experience.

C. Project:
Research, plan, and teach a physical education skill/activity for a designated grade school level.

D. Other:
    1. Students will work in small groups to discuss the importance of a career in Health & Fitness relating to the current health and wellness trends in American society.
    2. Incorporate diverse perspectives, voices, and experiences into the curriculum

Methods of Evaluating Student Progress

A. Projects
    1. Once per semester
B. Papers
    1. Monthly
C. Exams/Tests
    1. Bi-weekly
D. Quizzes
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Identify a number of career options following a degree in kinesiology.
B. Identify programs of study within the field of Kinesiology.

Textbooks (Typical):

Textbook:

1. Carole A. Oglesby, Kim Henige, Douglas W. McLaughlin, Belinda Stillwell *Foundations of Kinesiology.* Second ed., Jones & Bartlett Learning, 2022.
2. TInker D Murray, James A Eldridge, Harold W Kohl III *Foundations of Kinesiology A Modern Integrated Approach.* Second ed., Cengage Learning, 2021.
3. Shirl Hoffman, Duane Knudsen *Introduction to Kinesiology.* 6th ed., Human Kinetics, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet access.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: KIN 48C - Off Season Intercollegiate Women's Soccer

Course Modification: KIN 48C - Off Season Intercollegiate Women's Soccer (Launched - Implemented 03-17-2025)
compared with
KIN 48C - Off Season Intercollegiate Women's Soccer (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ Fall ~~2019~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course
Instructional Categories (check all that apply)
Lecture ~~Yes~~ No
Max Units ~~0~~ 2 .000
TOTALS
Calculations

~~**Lecture Hours**~~	
Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Course Content

Lecture Content
Lab Content

1. Technical execution of various passing skils
2. Implementation of definding strategies
3. Attacking strategy incorporating formations of play
4. Phyiological demands of out-field play in intercollegiate soccer
5. Strategies employed at set-plays for scoring, and scoring prevention -

~~Lab Content~~ -

Equity Based Curriculum

- Methods of Instruction
  Address
  Provide diverse methods of instruction to meet various learning styles including demonstration, verbal communication, and hands-on learning

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   1. Skills assessment of various passing techniques
   2. Team and individual video analysis to illustrate various strategies and formations used by intercollegiate teams
   3. Presentation using heat maps to illustrate physiological demands of intercollegiate soccer
   4. Research project to design offensive and defensive set-plays

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of KIN 48C, students should be able to demonstrate~~ Demonstrate effective defensive techniques.
2. **Outcome Text**
   ~~Upon completion of KIN 48C, students should be able to demonstrate~~ Demonstrate effective offensive techniques.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Oral Presentation
  Frequency
  ~~monthly~~
- ~~Class Participation~~
  ~~Frequency~~

~~every class~~
~~Other~~ - ~~Yes~~
~~Please Explain~~ -

~~Class Participation will be evaluated daily~~
Monthly ~~Presentation~~ presentation based on video analysis of a soccer game to recognize strategies and formations used by the teams
_ Class Participation
Frequency _
Class Participation will be evaluated daily

Other _ No
Please Explain _

Distance Education

Does (or will) this course have a DE component? Yes
Effective Term Fall 2025
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Delivery Methods
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- _ **Emergency Fully Online (EFO):** _ *taught fully online only in case of an emergency.*

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made with faculty discussion, how to best serve the students if there is a time when campus is closed
Emergency Delivery Methods
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- _ **Emergency Fully Online (EFO):** _ *taught fully online only in case of an emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.
This is a very interactive class, so we would only want to offer the class online in situations where the campus is closed, like it was during Covid.
Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Closed captioning for videos.
- _ Transcription for audio.
- _ Alt-text/ tags for images.
- _ Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- _ Formatting and coding to make tables accessible for screen readers.
- _ Exploratory links.
- _ Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  One time per module
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  One time per module
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  One time per module

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  One time per module

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  One time per module
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  Monthly presentation based on video analysis of a soccer game to recognize strategies and formations used by the teams

Textbooks/Materials

Textbook

1. **Author(s)** ~~Tony Studwick~~ NSCA -National Strength & Conditioning Association, Daniel Guzman, Megan Young
   Title Strength Training for Soccer ~~Science~~
   Edition ~~1st~~
   Year ~~2016~~ 2023
2. **Author(s)** ~~James~~ NSCA ~~Lennox~~ -National Strength & Conditioning Association
   Title ~~Soccer~~ NSCA's ~~skills~~ Guide ~~and~~ to ~~drills~~
   ~~**Edition**~~ Program ~~1st~~
   ~~**Year**~~ - ~~2016~~
3. ~~**Author(s)**~~ - ~~Jay Miller~~
   ~~**Title**~~ - ~~Attacking Soccer~~ Design
   Edition 2nd
   ~~**Publisher**~~ - ~~Human Kinetics~~
   ~~**ISBN-13**~~ -
   Year ~~2017~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~ -
   ~~**Or Equivalent**~~ - ~~No~~ 2025

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change Yes
- 7 - Kinesiology
  Comments
  New Request No
  Already approved substantial change No
  Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Sapsford, Paul~~ Cumbo, Andrew

Origination Date

~~04~~ 02 / ~~06~~ 20 / ~~2018~~ 2025

Parent Course

KIN 48C - Off Season Intercollegiate Women's Soccer

No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/19/2018~~
- State Approval

  ~~06/19/2018~~
- CC Approval

  ~~05/07/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2026

Implementation Date

~~01/01/2019~~

03/17/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Kinesiology 48C
Off Season Intercollegiate Women's Soccer

Effective: Fall 2026

Catalog Description:

KIN 48C - Off Season Intercollegiate Women's Soccer
1.00 - 2.00 Units

Students will practice the skills of kicking, passing, trapping and heading necessary for controlled outdoor soccer play; put into practice the rules governing outdoor soccer play; learn about the appropriate terminology used in soccer and the safety procedures related to the soccer game.
1 - 2 Units Lab

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

Upon completion of this course, the student should be able to:

A. Demonstrate the technical skill of the driven pass, lofted pass and bending cross.
B. Compare when and how to employ high pressure defense with defending deep.
C. Differentiate attacking methods of play in a 4-3-3 formation with a 4-4-2 formation.
D. Illustrate the anaerobic and aerobic demands of intercollegiate soccer competition.
E. Design an attacking corner kick to exploit a zonal defense.

Course Content:

1. Technical execution of various passing skils
2. Implementation of definding strategies

3. Attacking strategy incorporating formations of play
4. Phyiological demands of out-field play in intercollegiate soccer
5. Strategies employed at set-plays for scoring, and scoring prevention

Methods of Instruction:

1. Audio-visual Activity - Analysis of soccer games to illustrate the various strategies and formations employed by intercollegiate teams
2. Lecture - Analysis of heat maps in soccer to determine aerobic and anaerobic positional demands.
3. Demonstration - Pattern play to illustrate the tactical advantages and disadvantages of various formations and strategies.
4. Simulations - Exercises to illustrate technical passing skills

Typical Assignments

A. Other:
    1. Skills assessment of various passing techniques
    2. Team and individual video analysis to illustrate various strategies and formations used by intercollegiate teams
    3. Presentation using heat maps to illustrate physiological demands of intercollegiate soccer
    4. Research project to design offensive and defensive set-plays

Methods of Evaluating Student Progress

A. Class Participation
    1. Class Participation will be evaluated daily
B. Oral Presentation
    1. Monthly presentation based on video analysis of a soccer game to recognize strategies and formations used by the teams

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate effective defensive techniques.
B. Demonstrate effective offensive techniques.

Textbooks (Typical):

Textbook:

1. NSCA -National Strength & Conditioning Association, Daniel Guzman, Megan Young *Strength Training for Soccer.*, Human Kinetics, 2023.
2. NSCA -National Strength & Conditioning Association *NSCA's Guide to Program Design*. 2nd ed., Human Kinetics, 2025.

Other Materials Required of Students

Other Materials Required of Students:

1. Appropriate outdoor soccer attire, including shoes (appropriate for grass and synthetic field), ball and safety equipment..

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: NBUS 233 - The Fundamentals of Personal and Family Financial Planning

Course Modification: NBUS 233 - The Fundamentals of Personal and Family Financial Planning (Launched - Implemented 03-21-2025)
compared with
NBUS 233 - Personal Financial Management and Planning (Active - Implemented 08-15-2020)

Cover

Course Title The Fundamentals of Personal and Family Financial ~~Management and~~ Planning
Effective Term Fall ~~2020~~ 2026
Catalog Description
Designed to provide students with the practical, hands-on means of successfully managing their personal finances and of becoming financially empowered upon course completion. Among other topics, the course will cover the basics of credit management, assessing insurance needs, budgeting, personal financial statement preparation, investment and savings accounts, management of taxes, retirement accounts, will preparation and estate planning.

Material fees apply to this course? No

~~Course Equivalency~~

1. ~~Course - BUS 43~~

Units/Hours

Instructional Categories (check all that apply)
Lecture ~~No~~ Yes
Lab ~~Yes~~ No
TOTALS
Calculations

Total Lecture Hours	54
Total Inside of Class Hours	54

Total Outside of Class Hours	108
Total Noncredit Hours	~~54~~ 162

Course Objectives

Objectives
Upon completion of this course, the student should be able to:

1. **Objective Text**
   Solve applied problems involving simple and compound interest.
2. **Objective Text**
   Solve applied problems involving annuities, sinking funds, and amortization.
3. **Objective Text**
   Translate an English statement into symbolic notation.
4. **Objective Text**
   Problem solve, model, use multiple representations of, and communicate clearly through a variety of mathematical concepts such as: Counting, Probability, Statistics, Voting, Apportionment, and Number Systems.
5. **Objective Text**
   Develop and reinforce conceptual understanding of mathematical topics through the use of patterns, problem solving, communication, connections, modeling, reasoning, and representation
6. **Objective Text**
   Perform calculations with place value systems

Course Content

Lecture Content

1. Importance of Personal Finance
    1. Time Value of Money
    2. Career-related money decisions
    3. Key steps in financial planning
2. Financial Planning

    1. Balance Sheet and Cash Flow Statements
    2. Using Financial Ratios to evaluate financial strength
    3. Keeping financial records
    4. Selecting a Financial Planner

3. Budgeting and Cash Flow
    1. Organizing a budget
    2. Decision making phase of budgeting
    3. Implementation and control phases of budgeting
    4. Optimization of monthly income to allocate towards expenses, debt, savings and investing

4. Managing Income Taxes
    1. Income tax rates
    2. Ways to pay income taxes
    3. Calculating income taxes

5. Credit Use and Credit Cards
    1. Obtaining Credits
    2. Credit Scores
    3. Types of consumer credit
    4. Managing credit wisely
    5. Dealing with over-indebtedness

6. Managing major purchases
    1. Prioritizing needs
    2. Housing
    3. Automobile purchases
    4. Comparison shopping
    5. Negotiations

7. Risk Management and Insurance
    1. Understanding how insurance works
    2. Homeowners' Insurance
    3. Automobile Insurance
    4. Liability Insurance
    5. Health Insurance
    6. Life Insurance

8. Developing conceptual understanding
    1. Economic patterns
    2. Household income problem solving
    3. Modeling of investment decisions

9. Investment Fundamentals
    1. Creating an investment plan

2. Steps to take for effective long-term investing
3. Factors that affect the rate of return on investments
4. Personal financial decisions

10. Finance
    1. Solving mathematical equations to determine simple and compound interest
    2. Using mathematical formulas and tables to determine future value and present value using different variables
    3. Preparing amortization tables to determine the amount of interest and principal assigned to monthly debt payments

11. Exponential and Logarithmic growth and linear growth
    1. Creating Linear Functions to compare various financial products
        1. Slope and rate of change
        2. Applications and models
    2. Applying Exponential and Logarithmic Functions to compare various financial products
        1. Applications and models

12. Retirement and Estate Planning
    1. Calculating your financial need in retirement
    2. Employer and personal established retirement plans
    3. Government plans including Social Security

4. Transferring your estate to your heirs
5. Advance directive documents
6. Impact of estate and inheritance taxation

Equity Based Curriculum

- Course Content
  Address
  The course content takes a personal perspective, and the information provided is specific to each person's financial position. The course content also covers wealth gap based on race, earning gap based on gender, and access to investments and investment information based on socio-economic status.
- Assignments
  Address
  The capstone project is a Personal Financial Plan that is individualized to each student.
  The ongoing project is a Personal Financial Journal that is individualized to each student.
- Typical Texts
  Address
  This course has OER textbooks available, and leverages online articles to assist with keeping costs down.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

   1. Prepare a personal balance sheet and personal cash flow statement .
   2. ~~Write~~ Determine ~~a~~ which ~~paper~~ financial ~~on~~ product ~~the~~ will ~~use~~ maximize ~~and~~ annual ~~relevance~~ yield ~~of~~ using ~~asset~~ logarithmic ~~allocation~~ equations.

3. Calculate financial ratios and analyze the strength and weaknesses of various investments .
4. Compare the expected future values of various financial products using annual percentage yields.
5. Analyze a case from the textbook
6. Complete homework assignments based on the textbook reading and lecture discussions.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon successful completion of BUSN 33, students will be able to identify~~ Identify and categorize the financial statement elements associated with the balance sheet and income statement.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta) **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta) **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
2. **Outcome Text**
   ~~Upon successful completion of BUSN 33, students will be able to compare~~ Compare the common types of consumer credits including credit cards and installment loans.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta) **Communicate Orally** : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta) **Communicate Visually and Symbolically** : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta) **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta) **Develop Ideas** : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Ethics : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions

3. **Outcome Text**

~~Upon successful completion of BUSN 33, students will be able to develop~~ Ddevelop a comprehensive personal financial plan.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Understand Artistic Expression : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Balance : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate

4. **Outcome Text**

~~Upon successful completion of BUSN 33, students will be able to explain~~ Explain fundamental economic considerations that affect decision-making in personal finance.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Interpret Influences : Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

Explain why this course should be offered in Distance Education mode.

This course can be effectively presented in a full or partial online environment, and allows for more students to participate in this learning opportunity and life enrichment.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers .
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations .

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency

The online class will include class discussion boards as a method of demonstrating the student's understanding of the material covered. – For example, Students may receive weekly questions that require a response on the class discussion board. Students are encouraged to learn from each other through reading the discussion boards.

- **Written papers:** *Papers will be written on various topics.*
  Frequency
  The online class may include written papers to evaluate the student's understanding of the material covered. – For example, Students may be assigned periodic written assignments based on the material covered in the textbook and in the lectures.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  The online class may include internet research to supplement the student's understanding of the material covered in the course. – For example, students may be required to perform internet research to find current stock prices, interest rates, and the cost of certain common expenses.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  The online class may include periodic quizzes and exams to evaluate the student's understanding of the material covered. – For example, students will have periodic quizzes and exams to assess their level of comprehension of the material covered.

Textbooks/Materials

OER Textbooks ~~No~~ Yes
Textbook

1. **Title** Personal Finance
   Edition ~~12th~~ 14th
   Year ~~2016~~ 2023
2. **Title** Personal Finance: Turning Money into Wealth
   Edition ~~8th~~ 9th
   Year ~~2018~~ 2022
3. **Title** Personal Finance
   Edition ~~6th~~ 7th
   Year ~~2016~~ 2019
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This is the latest version of this textbook, but it has good examples and assignments that are still relevant.
4. **Title** Personal Finance
   Edition ~~13th~~ 14th
   Year ~~2017~~ 2024

OER

1. **Author(s)** – Saylor Academy and Andy Schmitz
   Title – Personal Finance

Edition _ 1
Publisher _ Saylor Academy
URL _ https://saylordotorg.github.io/text_personal-finance/
Year _ 2012
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
This is the most recent edition, but the HTML version is frequently updated.
Or Equivalent _ No

Codes and Dates

Course Codes

Origination Date
~~11~~ 03 / ~~05~~ 18 / ~~2019~~ 2025

Proposal Type
~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course
NBUS 233 - Personal Financial Management and Planning
No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~
- State Approval

  ~~01/24/2020~~
- CC Approval

  ~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2026

Implementation Date
~~08/15/2020~~

03/21/2025

LAS POSITAS COLLEGE

Course Outline for Noncredit Business 233
The Fundamentals of Personal and Family Financial Planning

Effective: Fall 2026

Catalog Description:

NBUS 233 - The Fundamentals of Personal and Family Financial Planning
162 Hours

Designed to provide students with the practical, hands-on means of successfully managing their personal finances and of becoming financially empowered upon course completion. Among other topics, the course will cover the basics of credit management, assessing insurance needs, budgeting, personal financial statement preparation, investment and savings accounts, management of taxes, retirement accounts, will preparation and estate planning.

Course Grading: Pass/No Pass

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Noncredit Hours	162

Discipline:

Business, or Accounting

Course Objectives:

Upon completion of this course, the student should be able to:

A. Analyze and evaluate personal financial goals and objectives
B. Create an individual and family budget
C. Describe how income and other forms of taxation affect financial plans
D. Interpret common financial planning terms
E. Evaluate various investing options
F. Contrast various classes of investments
G. Create an individual investment plan
H. Define the major types of insurance
I. Evaluate various financing options
J. Describe the proper use of credit

K. Calculate credit costs using interest rates
L. Analyze advantages and disadvantages of renting versus owning property
M. Identify various careers within the field of financial planning
N. Solve applied problems involving simple and compound interest.
O. Solve applied problems involving annuities, sinking funds, and amortization.
P. Translate an English statement into symbolic notation.
Q. Problem solve, model, use multiple representations of, and communicate clearly through a variety of mathematical concepts such as: Counting, Probability, Statistics, Voting, Apportionment, and Number Systems.
R. Develop and reinforce conceptual understanding of mathematical topics through the use of patterns, problem solving, communication, connections, modeling, reasoning, and representation
S. Perform calculations with place value systems

Course Content:

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1. Importance of Personal Finance
    1. Time Value of Money
    2. Career-related money decisions
    3. Key steps in financial planning
2. Financial Planning
    1. Balance Sheet and Cash Flow Statements
    2. Using Financial Ratios to evaluate financial strength
    3. Keeping financial records
    4. Selecting a Financial Planner
3. Budgeting and Cash Flow
    1. Organizing a budget
    2. Decision making phase of budgeting
    3. Implementation and control phases of budgeting
    4. Optimization of monthly income to allocate towards expenses, debt, savings and investing
4. Managing Income Taxes
    1. Income tax rates
    2. Ways to pay income taxes
    3. Calculating income taxes
5. Credit Use and Credit Cards
    1. Obtaining Credits
    2. Credit Scores
    3. Types of consumer credit
    4. Managing credit wisely
    5. Dealing with over-indebtedness
6. Managing major purchases
    1. Prioritizing needs
    2. Housing
    3. Automobile purchases
    4. Comparison shopping
    5. Negotiations

7. Risk Management and Insurance
    1. Understanding how insurance works
    2. Homeowners' Insurance
    3. Automobile Insurance
    4. Liability Insurance
    5. Health Insurance
    6. Life Insurance
8. Developing conceptual understanding
    1. Economic patterns
    2. Household income problem solving
    3. Modeling of investment decisions
9. Investment Fundamentals
    1. Creating an investment plan
    2. Steps to take for effective long-term investing
    3. Factors that affect the rate of return on investments
    4. Personal financial decisions
10. Finance
    1. Solving mathematical equations to determine simple and compound interest
    2. Using mathematical formulas and tables to determine future value and present value using different variables
    3. Preparing amortization tables to determine the amount of interest and principal assigned to monthly debt payments
11. Exponential and Logarithmic growth and linear growth
    1. Creating Linear Functions to compare various financial products
        1. Slope and rate of change
        2. Applications and models
    2. Applying Exponential and Logarithmic Functions to compare various financial products
        1. Applications and models
12. Retirement and Estate Planning
    1. Calculating your financial need in retirement
    2. Employer and personal established retirement plans
    3. Government plans including Social Security
    4. Transferring your estate to your heirs
    5. Advance directive documents
    6. Impact of estate and inheritance taxation

Methods of Instruction:

1. Lecture - Instruction methods will include lecture and classroom discussions to introduce new concepts.
2. Classroom Activity - Instruction methods may include classroom activities such as in-class assignments individually and in groups.
3. Guest Lecturers - Instruction method may include guest lecturers on various investing strategies, as well as Certified Financial Planners.
4. Projects - Instruction method may include term projects such as creating personal balance sheet and cash flow statements.

5. Student Presentations - Instruction methods may include student presentations of long term investment strategies and major purchase decisions.
6. Simulations - Instruction method may include simulations such as tax preparation and investment strategies.
7. Audio-visual Activity - Instruction may include audio-visual activity such as videos and simulations.
8. Research - The instruction method may include research projects assigned to individual students such as monitoring stock prices.

Typical Assignments

A. Writing:
    1. Prepare a personal balance sheet and personal cash flow statement.
    2. Determine which financial product will maximize annual yield using logarithmic equations.
    3. Calculate financial ratios and analyze the strength and weaknesses of various investments.
    4. Compare the expected future values of various financial products using annual percentage yields.
    5. Analyze a case from the textbook
    6. Complete homework assignments based on the textbook reading and lecture discussions.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One or more exams during the semester
B. Quizzes
    1. One or more quizzes during the semester
C. Research Projects
    1. One individual or group research project during the semester
D. Papers
    1. One or more written papers during the semester
E. Oral Presentation
    1. One group project during the semester
F. Group Projects
    1. A group project may be used as an assessment tool.
G. Class Participation
    1. Class participation may be used as an assessment tool
H. Class Work
    1. Class work may be used as an assessment tool
I. Home Work
    1. Periodic homework assignments will be assessed

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Identify and categorize the financial statement elements associated with the balance sheet and income statement.
B. Compare the common types of consumer credits including credit cards and installment loans.

C. Ddevelop a comprehensive personal financial plan.
D. Explain fundamental economic considerations that affect decision-making in personal finance.

Textbooks (Typical):

OER:

1. Saylor Academy and Andy Schmitz *Personal Finance*. 1 /e, Saylor Academy, 2012. https://saylordotorg.github.io/text_personal-finance/.

Textbook:

1. Jack R Kapoor, Les R Dlablay *Personal Finance*. 14th ed., Mc-Graw Hill Education, 2023.
2. Arthur Keown *Personal Finance: Turning Money into Wealth*. 9th ed., Pearson, 2022.
3. Jeff Madura *Personal Finance*. 7th ed., Pearson, 2019.
4. E. Thomas Garman *Personal Finance*. 14th ed., Cengage Learning, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet Access.

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: THEA 48D - Technical Theater in Production - Capstone

Course Modification: THEA 48D - Technical Theater in Production - Capstone (Launched - Implemented 03-17-2025)
compared with
THEA 48D - Technical Theater in Production - Capstone (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026
Material fees apply to this course? No
This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Upon completion of this course students will have an understanding of how to:
    1. Serve as a the Stage Manager (or assistant stage manger) for a live production
        1. identify, organize, and manage the tasks involved in managing a show;
    2. Serve as an Apprentice Designer Of Costumes, Scenery, Lighting, or Sound for a live production:
        1. Generate design concepts in conjunction with professional designers
        2. Translate design concepts into a full design for a live production
        3. Oversee the design implementation throughout the production process

4. Operate and/or oversee design functions during performances

3. Serve as a Publicity Manager for a theater organization

    1. develop a concept for marketing strategies for the shows;
    2. analyze the play for target audiences;
    3. identify budget markers for theater productions;
    4. set goals and timelines for publicity jobs;
    5. coordinate with other on campus programs to establish marketing materials and initiatives
    6. distribute marketing materials to key players on the campus, and within the larger, community area

Lab Content

1. Theater D students will work on the main production for the semester in which they are enrolled, in the capacity of Assistant Designer, Stge Manager, or Publicity Director.
2. Students will be expected to work at the standards of a professional theater production.

Methods of Instruction

Check all that apply:

- Work Experience
  Comments
  Participation in various performance events as a means of experiential learning .
  Students are encouraged to take on positions that eschew typical gender roles - e.g. costumes being a profession for women and scenic construction a profession for men.
  Students will work in a professional and respectful manner with other students and theater professionals of diverse backgrounds and communities.

Equity Based Curriculum

- Methods of Instruction
  Address
  Students are encouraged to take on positions that eschew typical gender roles - e.g. costumes being a profession for women and scenic construction a profession for men.
  Students will work in a professional and respectful manner with other students and theater professionals of diverse backgrounds and communities.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

    1. Serve as a the Stage Manager (or assistant stage manger) for a live production:

        1. Assist the Director in running rehearsals
        2. Assist the Director in running rehearsals
        3. Set-up/strike rehearsal space
        4. Maintain the schedule
        5. Maintain a central communication bulletin board
        6. Keep detailed notes about each rehearsal
        7. Create Cue Lists
        8. Oversee the Tech Crew
        9. Run Tech rehearsals on the stage
        10. Call the show

    2. Serve as an Apprentice Designer for a live production:

        1. Creating a Design concept

2. Generating design plots and documentation
3. Overseeing and assisting in design implementation
4. Operating and or/overseeing design execution during performances
5. Striking and reorganizing design area when production closes

3. Serve as Publicity Manager for a live production

1. Write newsletters, brochures, direct marketing pieces and other printed material.
2. Cultivate and maintain media contacts
3. Solicit, arrange and organize media interviews
4. Organize and/or promote promotional events and conferences
5. Write news releases, articles, and calendar listings ensuring consistency and accuracy.
6. Distribute news releases to media

    1. Field and respond to media inquiries generated by those releases

7. Coordinate and oversee photo sessions for public relations
8. Coordinate handling of reviewers
9. Oversee the archiving of all press
10. Responsible for design and/or placement of ads

-

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of THEA 48D, the student should be able to work~~ Work collaboratively with designers, technicians, and other theatre personnel.
2. **Outcome Text**
   ~~Upon completion of THEA 48D, the student should be able to work~~ Work in a managerial or supervisory role in a technical production area of a theatre company or a production.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
   Comments
2. ~~**Non Course Requirements** -~~
   ~~**Min Grade** -~~
   ~~**Group Title** -~~
   ~~**Sequential** - No~~
   ~~**Non-sequential** - No~~

   1. ~~**Requisite Type** - Prerequisite~~
      ~~**Subject** - THEA (Theater Arts)~~
      ~~**Requisite Course** - THEA 50L - Introduction to Stage Lighting(Active)~~
      ~~**Non Course Requirements** -~~
      ~~**Min Grade** - C~~
      ~~**Comments** -~~
      ~~**Requisite Validation** - Content Review~~
      ~~**Skills Analysis**~~
      ~~**Requisite Course Objective(s)**~~

      - ~~- Identify, define and describe terminology commonly associated with theatrical lighting design and execution.~~
        ~~**Degree of Importance** - Required~~
      - ~~- Identify the controllable qualities of theatrical lighting~~
        ~~**Degree of Importance** - Required~~
      - ~~- Identify the functions of theatrical lighting~~
        ~~**Degree of Importance** - Required~~
      - ~~- Recognize and explain the different types of drawings and paperwork commonly used in theatrical lighting design~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Calculate the capacity of electrical wire gage and safe current flow~~
        ~~**Degree of Importance** - Required~~
      - ~~- Employ an understanding of the function of various theatrical lighting instruments in various sketches and design choices~~
        ~~**Degree of Importance** - Recommended~~
      - ~~- Recall and practice safety information concerning electrical hazards~~

~~**Degree of Importance** - Required~~

- ~~- Participate in the hanging, circuiting, focusing, and operation of theatrical lighting equipment~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Demonstrate an understanding of style, color, texture, angle and mood by completing theatrical lighting design assignments given in class~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Produce the paperwork necessary to implement a lighting design~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Apply basics of lighting design and graphic standards to create projects~~
  ~~**Degree of Importance** - Required~~
- ~~- Demonstrate an understanding of basic electricity, and lighting and rigging safety by hanging and focusing from a specified light plot~~
  ~~**Degree of Importance** - Required~~

2. ~~**Requisite Type** - Prerequisite~~
   ~~**Subject** - MUS (Music)~~
   ~~**Requisite Course** - MUS 35 - Intro to Music Technology(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - ~~- Explain and diagram the principles of sound and acoustics~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Discuss signal flow in a recording console~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Describe microphone functions and uses~~
     ~~**Degree of Importance** - Required~~
   - ~~- Explain the functions and applications of signal processors~~
     ~~**Degree of Importance** - Recommended~~
   - ~~- Perform simple mixdowns~~
     ~~**Degree of Importance** - Required~~
   - ~~- Create sheet music using a notation program~~
     ~~**Degree of Importance** - Not Necessary~~

3. ~~**Requisite Type** - Prerequisite~~
   ~~**Subject** - THEA (Theater Arts)~~
   ~~**Requisite Course** - THEA 51 - Introduction to Costume Design(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

- - ~~Use historical research methods in creating a costume design~~
  ~~**Degree of Importance** - Recommended~~
- - ~~Identify costumes from various historical periods~~
  ~~**Degree of Importance** - Recommended~~
- - ~~Correctly use standard costume vocabulary in written work and oral presentations~~
  ~~**Degree of Importance** - Required~~
- - ~~Identify fabrics and materials used in costumes~~
  ~~**Degree of Importance** - Required~~
- - ~~Analyze a play script to create a design concept~~
  ~~**Degree of Importance** - Required~~
- - ~~Utilize costume construction methods to execute a costume~~
  ~~**Degree of Importance** - Required~~
- - ~~Evaluate the effective use of costume in production~~
  ~~**Degree of Importance** - Recommended~~
- - ~~Create a design from a design concept~~
  ~~**Degree of Importance** - Recommended~~
- - ~~Analyze a design in terms of budget requirements~~
  ~~**Degree of Importance** - Recommended~~

4. ~~**Requisite Type** - Prerequisite~~
   ~~**Subject** - THEA (Theater Arts)~~
   ~~**Requisite Course** - THEA 52 - Introduction to Design(Historical)~~
   ~~**Non Course Requirements** -~~
   ~~**Min Grade** - C~~
   ~~**Comments** -~~
   ~~**Requisite Validation** - Content Review~~
   ~~**Skills Analysis**~~
   ~~**Requisite Course Objective(s)**~~

   - - ~~Define and distinguish between commonly used theatrical terms applied to design and the technical elements of theater production.~~
     ~~**Degree of Importance** - Required~~
   - - ~~Define and evaluate the relationship between design concepts and how they are translated and executed in production process.~~
     ~~**Degree of Importance** - Recommended~~
   - - ~~Apply basic skills in creating and organizing a design project from concept to execution.~~
     ~~**Degree of Importance** - Required~~
   - - ~~Develop and apply basic skills used in theater production techniques.~~
     ~~**Degree of Importance** - Required~~
   - - ~~Employ basic skills and proficiency in the operations of basic areas of technical theater.~~
     ~~**Degree of Importance** - Required~~
   - - ~~Outline and analyze the basic steps necessary to coordinate and integrate the various aspects of theater production.~~
     ~~**Degree of Importance** - Recommended~~

- ~~- Interpret historical works of theater and create a design based on the interpreted script analysis.~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Assemble a visual database of historical and cultural eras revelent to clothing, architecture and techonological design.~~
  ~~**Degree of Importance** - Recommended~~

Catalog View **Prerequisite:** THEA 48C with a minimum grade of C ~~; .~~ ~~THEA 50L with a minimum grade of C, or MUS 35 with a minimum grade of C, or THEA 51 with a minimum grade of C, or THEA 52 with a minimum grade of C~~

Distance Education

Does (or will) this course have a DE component? ~~Yes~~ No

~~**Delivery Methods**~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~
- ~~- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*~~
- ~~- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*~~

Explain why this course should be offered in Distance Education mode.

~~In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students are not forced to suspend their engagement in the (Theater Arts) AA-T or the CTE program.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.~~

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- ~~Closed captioning for videos.~~

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- ~~Transcription for audio.~~
- ~~Alt-text/ tags for images.~~
- ~~Utilizing headers/styles for text formatting to make web pages accessible for screen readers.~~
- ~~Formatting and coding to make tables accessible for screen readers.~~
- ~~Exploratory links.~~
- ~~Proper color contrast.~~

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~Yes~~ No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~Yes~~ No

A student can achieve the same goals and objectives identified in the course outline of record. ~~Yes~~ No

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~Yes~~ No

The same assessments and level of student accountability can be achieved. ~~Yes~~ No

~~DE Course Interactions~~

~~Instructor-Student Interaction~~

~~Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or~~

asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency
  Weekly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  Twice Weekly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Twice a week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Twice Weekly.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Biweekly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  Weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Twice Weekly.

~~Student-Content Interaction~~

~~All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)~~

- ~~**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*~~
  ~~**Frequency**~~
  ~~Weekly.~~
- ~~**Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*~~
  ~~**Frequency**~~
  ~~Weekly.~~
- ~~**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*~~
  ~~**Frequency**~~
  ~~Twice Weekly.~~
- ~~**Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*~~
  ~~**Frequency**~~
  ~~Biweekly.~~
- ~~**Brainstorming:** *Brainstorming will be used to promote creative thinking.*~~
  ~~**Frequency**~~
  ~~Weekly.~~
- ~~**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*~~
  ~~**Frequency**~~
  ~~Weekly.~~

Textbooks/Materials

Textbook

1. ~~**Author(s)** Rafael Jaen~~
   ~~**Title** Theatre Artisans and Their Craft The Allied Arts Fields~~
   ~~**Edition** 1st~~
   ~~**Publisher** Routledge~~
   ~~**Year** 2019~~
2. **Author(s)** J. Michael Gillette
   Title Theatrical Design and Production: An Introduction
   Edition ~~8th~~ 9th
   Publisher ~~Routledge~~ McGraw ~~NY~~ Hill

Year ~~2019~~ 2024

3. **Author(s)** Lawrence Stern, Jill Gold
   Title Stage Management
   Edition ~~11th~~ 12th
   Publisher Routledge
   ~~**ISBN-13**~~ -
   Year ~~2017~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~ -
   ~~**Or Equivalent**~~ - ~~No~~ 2021

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ No
  Already Approved ~~No~~ Yes
- Transfers to UC
  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Lish, Titian~~ Kelly, John

Origination Date

~~08~~ 10 / ~~03~~ 28 / ~~2021~~ 2024

Parent Course

No Previous Course
THEA 48D - Technical Theater in Production - Capstone

Entry of Special Dates

- Board of Trustees
  ~~01/21/2020~~
- State Approval
  ~~01/22/2020~~
- CC Approval
  ~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2026

Implementation Date

~~08/15/2020~~

03/17/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Theater Arts 48D
Technical Theater in Production - Capstone
Effective: Fall 2026

Catalog Description:

THEA 48D - Technical Theater in Production - Capstone
3.00 Units

Participation in scheduled productions as manager of productions technical elements, which may include stage management, publicity management, or designer's apprentice in lighting, sound, costume, or scenic design. Enrollment is for the duration of the semester. Students may participate in more than one production or event per semester.
1 Units Lecture 2 Units Lab

Prerequisite: THEA 48C with a minimum grade of C.

Course Grading: Optional

Lecture Hours	18
Lab Hours	108
Inside of Class Hours	126
Outside of Class Hours	36

Discipline:

Drama/Theater Arts, or Stagecraft

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Coordinate with a team in creating the technical dimensions of a major theatrical production through participation, professionalism, and timely completion of given tasks
B. Produce and organize an effective management and organization strategy in the assigned area of stage or publicity management

C. Apply knowledge of various areas of technical theater gained through active participation in technical work connected to productions of the Theater Department or other performing arts areas
    1. Interpret the management concept for a particular show
    2. Analyze the project overview
    3. Develop an expanded view of what it takes to put on a live production
    4. Identify various tasks involved
    5. Apply management terminology to various tasks, including goals and time management
D. Produce a design, using knowledge of specifically assigned area of technical theater, in active participation in technical work connected to productions of the Theater Department or other performing arts areas, in one or more of the following areas of technical theater:
    1. Scenic design and oversight for implementation
    2. Lighting design and oversight for implementation
    3. Sound design and oversight for implementation
    4. Costume design and oversight for implementation
E. Recognize and practice the complex responsibilities involved in design and crew functions, as well as the teamwork involved in creating the technical dimensions of a major theatrical production.

Course Content:

Lab:

1. Theater D students will work on the main production for the semester in which they are enrolled, in the capacity of Assistant Designer, Stge Manager, or Publicity Director.
2. Students will be expected to work at the standards of a professional theater production.

Lecture:

1. Upon completion of this course students will have an understanding of how to:
    1. Serve as a the Stage Manager (or assistant stage manger) for a live production
        1. identify, organize, and manage the tasks involved in managing a show;
    2. Serve as an Apprentice Designer Of Costumes, Scenery, Lighting, or Sound for a live production:
        1. Generate design concepts in conjunction with professional designers
        2. Translate design concepts into a full design for a live production
        3. Oversee the design implementation throughout the production process
        4. Operate and/or oversee design functions during performances
    3. Serve as a Publicity Manager for a theater organization
        1. develop a concept for marketing strategies for the shows;
        2. analyze the play for target audiences;
        3. identify budget markers for theater productions;
        4. set goals and timelines for publicity jobs;
        5. coordinate with other on campus programs to establish marketing materials and initiatives
        6. distribute marketing materials to key players on the campus, and within the larger, community area

Methods of Instruction:

1. Research
2. Directed Study
3. Work Experience - Participation in various performance events as a means of experiential learning. Students are encouraged to take on positions that eschew typical gender roles - e.g. costumes being a profession for women and scenic construction a profession for men. Students will work in a professional and respectful manner with other students and theater professionals of diverse backgrounds and communities.
4. Lecture
5. Individualized Instruction
6. Presence and supervision during performances.

Typical Assignments

A. Other:
    1. Serve as a the Stage Manager (or assistant stage manger) for a live production:
        1. Assist the Director in running rehearsals
        2. Assist the Director in running rehearsals
        3. Set-up/strike rehearsal space
        4. Maintain the schedule
        5. Maintain a central communication bulletin board
        6. Keep detailed notes about each rehearsal
        7. Create Cue Lists
        8. Oversee the Tech Crew
        9. Run Tech rehearsals on the stage
        10. Call the show
    2. Serve as an Apprentice Designer for a live production:
        1. Creating a Design concept
        2. Generating design plots and documentation
        3. Overseeing and assisting in design implementation
        4. Operating and or/overseeing design execution during performances
        5. Striking and reorganizing design area when production closes
    3. Serve as Publicity Manager for a live production
        1. Write newsletters, brochures, direct marketing pieces and other printed material.
        2. Cultivate and maintain media contacts
        3. Solicit, arrange and organize media interviews
        4. Organize and/or promote promotional events and conferences
        5. Write news releases, articles, and calendar listings ensuring consistency and accuracy.
        6. Distribute news releases to media
            1. Field and respond to media inquiries generated by those releases
        7. Coordinate and oversee photo sessions for public relations
        8. Coordinate handling of reviewers
        9. Oversee the archiving of all press
        10. Responsible for design and/or placement of ads

Methods of Evaluating Student Progress

A. Research Projects
    1. One
B. Projects
    1. Through semester
C. Class Participation
    1. Weekly
D. Class Work
    1. Through semester
E. Lab Activities
    1. Weekly
F. Final Performance
    1. One

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Work collaboratively with designers, technicians, and other theatre personnel.
B. Work in a managerial or supervisory role in a technical production area of a theatre company or a production.

Textbooks (Typical):

Textbook:

1. J. Michael Gillette *Theatrical Design and Production: An Introduction.* 9th ed., McGraw Hill, 2024.
2. Lawrence Stern, Jill Gold *Stage Management.* 12th ed., Routledge, 2021.

Manual:

1. Carter, P. Backstage Handbook: An Illustrated Almanac of Technical Information. Broadway Press, 1994.

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: THEA 50 - Stagecraft

Course Modification: THEA 50 - Stagecraft (Launched - Implemented 03-17-2025)
compared with
THEA 50 - Stagecraft (Active - Implemented 08-17-2016)

Cover

Effective Term Fall ~~2016~~ 2026
TOP Code ~~1007~~ 1006 .00 - ~~Dramatic~~ Technical ~~Arts~~ Theater*
SAM Priority Code C - Clearly Occupational

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Drama/Theater Arts
   Condition or
2. **Minimum Qualification** _ Stagecraft
   Interdisciplinary _
   Condition _

Course Content

Lecture Content

1. Introduction to Technical Theater Basics:
    1. Shop protocol and safety
    2. Technical production organization and equipment
    3. Basic scenic construction and painting
    4. Theatrical rigging and safety

5. Basic scene design concepts
6. Interpretation of ground plans, lighting or sound plots
7. How designers and technicians work collaboratively

2. How a theater works
    1. Architecture
    2. Machinery
    3. Electronics
    4. Materials

3. ~~Scenic Design~~
    1. ~~History – Ancient Greece to present~~
    2. ~~Styles – Western, Asian, Realism, Expressionism, Impressionism, Fragmentation, Constructivism~~
    3. ~~Elements~~

4. Stage scenery – design and construction
    1. Layout and planning
    2. Materials and cut lists
    3. Construction management and techniques
    4. Handling (Newton's three laws)
    5. Storage

5. Scenic Painting

1. Care, handling and storage of paint and tools
2. Color mixing
3. Scenic painting techniques

6. Drawing
    1. Sketching and rendering
    2. Using a scale
    3. Drafting
    4. Pattern and stencil making
    5. Macro and full-scale

7. Theater Lighting
    1. ~~Physics and sources of light~~
    2. System elements and functions
    3. Control and dimming systems
    4. Lighting instruments
    5. Location/direction of instruments
    6. Lighting color
    7. Moving lights
    8. Hanging and cabling instruments
    9. Lighting safety

8. Theater sound

    1. Physics of sound
    2. System design and components
    3. Audio sources and media
    4. Control and manipulation
    5. Dramatic effect
    6. Sound as part of a production

9. A/V Systems and components
    1. Slide and video projectors
    2. Video cameras and monitors
    3. Digital and film cameras
    4. Emerging technology

10. Hand and power tools
    1. Proper use, care and maintenance
    2. Safety
    3. Storage

11. Production Teamwork
    1. Positions attitude
    2. Taking Directions
    3. Support of others

12. Careers in technical theater
    1. Live theater, opera, dance, concerts
    2. Film, TV, video, multi-media
    3. Theme parks and Casinos
    4. A/V in business and industry
    5. Education
    6. Community theater

Lab Content

1. Tool safey practice
2. Scenic Contruction
    1. Broadway Flat
    2. Hollywood Flat
    3. Stairway build

3. 3. Painting Labs
    1. Color mixing
    2. Textures
    3. Brick flat project
    4. Using Grids for backgrounds

4. Light Hanging and Focusing

5. Sound

    1. Setting Up a Sound System

    2. Using QLab

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  Group Discussion
- Field Trips
  Comments
  to theaters and scene shops

1. ~~**Explain**~~
   ~~Lectures/chalk talks~~ Lab
2. ~~**Explain**~~ -
   ~~Group discussions~~
3. ~~**Explain**~~ -
   ~~Team projects in lab periods~~
4. ~~**Explain**~~ -
   ~~Outside readings and written assignments~~
5. ~~**Explain**~~ **Comments**
   Hands-on laboratory periods
   1. Class projects
   2. Work on school productions
6. Lecture
   Comments
   Lectures/chalk talks
7. Projects
   Comments
   Team projects in lab periods

1. **Explain**
   Outside readings and written assignments

Equity Based Curriculum

- Methods of Evaluation
  Address
  Realizing the different levels of physical capabilities among the students means adjusting due dates and possible project requirements for students with disabilities.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of THEA 50, the student should be able to analyze~~ Analyze technical theatre production problems; evaluate alternatives and recommend solutions.
2. **Outcome Text**
   ~~Upon completion of THEA 50, the student should be able to recognize~~ Recognize and use at a fundamental level terminology, tools, materials, and processes and techniques, typically found in a theatrical environment.
3. **Outcome Text**
   ~~Upon completion of THEA 50, the student should be able to recognize~~ Recognize theatrical crew organization, and perform basic tasks typically associated with lighting, sound, scenic, or costume crews.
4. **Outcome Text**
   ~~Upon completion of THEA 50, the student should be able to work~~ Work collaboratively with designers, technicians, and other theatre personnel.

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- ~~Exams/Tests~~
  ~~**Frequency**~~
- Quizzes
  Frequency
  4 times per semester
- Portfolios
  Frequency
  Once per semester
- Projects
  Frequency

Biweekly

- Class Participation
  Frequency
  Class participation points in class and production
- Lab Activities
  Frequency
  Weekly

Please Explain

~~Class~~ Realizing ~~participation~~ the ~~points~~ different ~~in~~ levels ~~class~~ of physical capabilities among the students means adjusting due dates and ~~production~~
possible project requirements for students with disabilities.

Distance Education

Does (or will) this course have a DE component? ~~Yes~~ No
I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
No
~~**Delivery Methods**~~
~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

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Explain why this course should be offered in Distance Education mode.
~~In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students are not forced to suspend their engagement in the (Theater Arts) AA-T or the CTE program. This course serves as a prerequisite for other courses in the (Theater Arts) AA-T and CTE program.~~
Explain how the decision was made to offer this course in a Distance Education mode.
~~The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.~~
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Check all that apply to this Distance Education course proposal:

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The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~Yes~~ No

A student can achieve the same goals and objectives identified in the course outline of record. ~~Yes~~ No

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~Yes~~ No

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~~DE Course Interactions~~

~~Instructor-Student Interaction~~

~~Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or~~

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  Frequency -
  Weekly
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  Frequency -
  Weekly
- - **Web conferencing:** - *The instructor will use web conferencing to interact with students in real time.*
  Frequency -
  Twice weekly
- - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency -
  Once a week, replacing one videoconference session if class is partially online

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency -
  Biweekly
- - **Chat:** - *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency -
  Twice weekly
- - **Peer-editing/critiquing:** - *Students will complete peer-editing assignments.*
  Frequency -
  Weekly
- - **Web conferencing:** - *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency -
  Twice weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how

~~course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)~~

- ~~- **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*~~
  ~~**Frequency** -~~
  ~~2-5 quizzes, 1 midterm, 1 final exam~~
- ~~- **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*~~
  ~~**Frequency** -~~
  ~~Twice weekly~~
- ~~- **Simulations:** - *Simulations will be used by students so they can participate in and learn from processes.*~~
  ~~**Frequency** -~~
  ~~Monthly~~
- ~~- **Video:** - *Video will be used to demonstrate procedures and to help students visualize concepts.*~~
  ~~**Frequency** -~~
  ~~Biweekly~~
- ~~- **Field Trips:** - *Students will attend live or virtual field trips.*~~
  ~~**Frequency** -~~
  ~~1 per semester~~
- ~~- **Projects:** - *Students will complete projects that demonstrate their mastery of outcomes of the course.*~~
  ~~**Frequency** -~~
  ~~Weekly~~

Textbooks/Materials

Textbook

1. **Author(s)** ~~John Kaluta~~ J. Michael Gillette
   Title ~~The~~ Theatrical ~~Perfect~~ Design ~~Stage~~ and ~~Crew~~ Production
   Edition ~~First~~ 9th
   Publisher ~~Allworth~~ McGraw ~~Press~~ Hill
   ISBN-13 9781264300341
   Year ~~2016~~ 2024
2. **Title** The Art of Theatrical Design: Elements of Visual Composition, Methods, and Practice
   Edition ~~First~~ 2
   Publisher ~~Focal Press~~ Routledge
   Year ~~2015~~ 2022
3. **Author(s)** ~~Brewster~~ Gold , ~~K.~~ Jill; Stern , Lawrence
   Title Fundamentals of Theatrical Design: A Guide to the Basics of Scenic, Costume, and Lighting Design
   Edition 12
   Publisher ~~Allworth Press~~ Routledge

ISBN-13 9780367647896

Year ~~2011~~

4. ~~**Author(s)** - Carver, Rita Kolger,~~

   ~~**Title** - Stagecraft Fundamentals Second Edition: A Guide and Reference for Theatrical Production~~

   ~~**Edition** - 2~~

   ~~**Publisher** - Focal Press~~

   ~~**ISBN-13** -~~

   ~~**Year** - 2012~~

   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~

   ~~**Or Equivalent** - No~~ 2022

Codes and Dates

Course Codes

Originator ~~Lish, Titian~~ Kelly, John

Origination Date

10/ ~~19~~ 28 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 50 - Stagecraft

Entry of Special Dates

- Board of Trustees

  ~~01/20/2015~~

- State Approval

  ~~02/19/2015~~

Instructional Services

Effective Term ~~Fall 2016~~ Fall 2026

Implementation Date

~~08/17/2016~~

11/04/2024

Course CB Codes

CB03: TOP Code

~~100700 - Dramatic Arts~~

100600 - Technical Theater

CB09: SAM Code

C - Clearly Occupational

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Theater Arts 50
Stagecraft
Effective: Fall 2026

Catalog Description:

THEA 50 - Stagecraft
3.00 Units

An introduction to technical theatre and the creation of scenic elements. Includes basic concepts of design, painting techniques, set construction, set movement, prop construction, backstage organization, and career possibilities. May include stage management, lighting, and/or sound techniques. Lecture, reading, projects, and practical experience.
2 Units Lecture 1 Units Lab

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater Arts, or Stagecraft

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Recognize and use backstage and shop terminology, tools, materials and techniques.
B. Organize a basic scenic construction project, including reading plans, selecting materials, selecting tools, and working safely.
C. Analyze scenic production problems; evaluate alternatives and recommend solutions.
D. Work collaboratively with designers, technicians, and other theatre personnel.
E. Explain how the architecture and technical systems of a theater work;
F. Recognize crew organization, hang and focus lights, record a sound effect, or set up a microphone.

G. Describe the styles and explain the history of theatrical scenic design;
H. Construct basic stage scenery;
I. Mix and apply paint using scenic art methods;
J. Create renderings and scale drawings to express their creative ideas;
K. Operate a basic theater audio/visual systems;
L. Express an understanding of the basics of theater lighting, including color and mixing through design renderings, practical demonstration of instrucment use, and verbal explaination;
M. Explain the basics of a theater sound systems;
N. Cooperate effectively as a member of a production and project team;
O. Conceptualize, plan, create and successfully present a portfolio project;
P. Describe the wide variety of career opportunities in technical theater and related fields.

Course Content:

Lab:

1. Tool safey practice
2. Scenic Contruction
    1. Broadway Flat
    2. Hollywood Flat
    3. Stairway build
3. 3. Painting Labs
    1. Color mixing
    2. Textures
    3. Brick flat project
    4. Using Grids for backgrounds
4. Light Hanging and Focusing
5. Sound
    1. Setting Up a Sound System
    2. Using QLab

Lecture:

1. Introduction to Technical Theater Basics:
    1. Shop protocol and safety
    2. Technical production organization and equipment
    3. Basic scenic construction and painting
    4. Theatrical rigging and safety
    5. Basic scene design concepts
    6. Interpretation of ground plans, lighting or sound plots
    7. How designers and technicians work collaboratively
2. How a theater works
    1. Architecture
    2. Machinery
    3. Electronics
    4. Materials
3. Stage scenery – design and construction

    1. Layout and planning
    2. Materials and cut lists
    3. Construction management and techniques
    4. Handling (Newton's three laws)
    5. Storage
4. Scenic Painting
    1. Care, handling and storage of paint and tools
    2. Color mixing
    3. Scenic painting techniques
5. Drawing
    1. Sketching and rendering
    2. Using a scale
    3. Drafting
    4. Pattern and stencil making
    5. Macro and full-scale
6. Theater Lighting
    1. System elements and functions
    2. Control and dimming systems
    3. Lighting instruments
    4. Location/direction of instruments
    5. Lighting color
    6. Moving lights
    7. Hanging and cabling instruments
    8. Lighting safety
7. Theater sound
    1. Physics of sound
    2. System design and components
    3. Audio sources and media
    4. Control and manipulation
    5. Dramatic effect
    6. Sound as part of a production
8. A/V Systems and components
    1. Slide and video projectors
    2. Video cameras and monitors
    3. Digital and film cameras
    4. Emerging technology
9. Hand and power tools
    1. Proper use, care and maintenance
    2. Safety
    3. Storage
10. Production Teamwork
    1. Positions attitude
    2. Taking Directions
    3. Support of others
11. Careers in technical theater

1. Live theater, opera, dance, concerts
2. Film, TV, video, multi-media
3. Theme parks and Casinos
4. A/V in business and industry
5. Education
6. Community theater

Methods of Instruction:

1. Field Trips - to theaters and scene shops
2. Projects - Team projects in lab periods
3. Lecture - Lectures/chalk talks
4. Discussion - Group Discussion
5. Lab - Hands-on laboratory periods 1. Class projects 2. Work on school productions
6. Outside readings and written assignments

Typical Assignments

A. Other:
    1. Reading assignments in text
    2. Reading assignments in additional books on reserve in the LRC
    3. Drawing assignments. Research the play, historic period and setting, and then design and create an elevation design for a Las Positas theater production of a play.
    4. Research assignments
    5. Individual portfolio project
    6. Attendance at local performances
    7. Working on building projects for LPC production
    8. Construct and then paint a 4x8 theatrical flat using specific painting techniques.

Methods of Evaluating Student Progress

A. Portfolios
    1. Once per semester
B. Projects
    1. Biweekly
C. Class Participation
    1. Class participation points in class and production
D. Lab Activities
    1. Weekly
E. Quizzes
    1. 4 times per semester
F. Realizing the different levels of physical capabilities among the students means adjusting due dates and possible project requirements for students with disabilities.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Analyze technical theatre production problems; evaluate alternatives and recommend solutions.
B. Recognize and use at a fundamental level terminology, tools, materials, and processes and techniques, typically found in a theatrical environment.
C. Recognize theatrical crew organization, and perform basic tasks typically associated with lighting, sound, scenic, or costume crews.
D. Work collaboratively with designers, technicians, and other theatre personnel.

Textbooks (Typical):

Textbook:

1. J. Michael Gillette *Theatrical Design and Production*. 9th ed., McGraw Hill, 2024.
2. Kaoime Malloy *The Art of Theatrical Design: Elements of Visual Composition, Methods, and Practice*. 2 ed., Routledge, 2022.
3. Gold, Jill; Stern, Lawrence *Fundamentals of Theatrical Design: A Guide to the Basics of Scenic, Costume, and Lighting Design*. 12 ed., Routledge, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Basic drawing and drafting materials.
2. Color wheel.
3. Lighting color media fan deck.
4. Appropriate painting clothes, including shoes.

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: THEA 50L - Introduction to Stage Lighting

Course Modification: THEA 50L - Introduction to Stage Lighting (Launched - Implemented 03-17-2025)
compared with
THEA 50L - Introduction to Stage Lighting (Active - Implemented 08-17-2016)

Cover

Effective Term Fall ~~2016~~ 2026
TOP Code ~~1007~~ 1006 .00 - ~~Dramatic~~ Technical ~~Arts~~ Theater*
SAM Priority Code C - Clearly Occupational
Catalog Description
This course involves the study and execution of stage lighting with emphasis on equipment, control, color and their relationship to design.
_ Introduction to stage lighting design. – _ Physics of light, color, electricity; components of basic lighting technology; comprehensive overview of the art of theater lighting design.

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Drama/Theater Arts
   Condition or
2. Minimum Qualification _ Stagecraft
   Interdisciplinary _
   Condition _

Course Content

Lecture Content

1. Introduction to designing with light
2. Electrical theory and practice

    1. Elements of electricity; electrical safety

3. Lighting Equipment

    1. Traditional stage lighting instruments
    2. New innovations: moving heads, intelligent lights, LED, etc.
    3. Lighting equipment, hanging, cabling
    4. Circuiting and patching
    5. Rigging and laddder safety
    6. Lightboard patching, programming, and operation

4. Lighting design paperwork

    1. Lighting design, design graphics
    2. Organization, planning and routine

5. Rehearsal and performance procedures
6. Color theory

    1. Color in light / light mixing and layering.
    2. Natural and artifical light source

7. Lighting angles

    1. Transmission, reflection, refraction, absorption

8. Advanced and in depth theories of lighting design

1. Dramas
2. Comedies
3. Musicals
4. Dance concert lighting

9. May include theoretical projects

Lab Content

1. Hanging, Focussing, and Cabling Practice
2. Lighting Consloe Programming
3. Painting Replication - Angle, Intensity, Color Temperature
4. Color Lab
5. Movement - Lighting to Music
6. Lighting for a Short Scene
7. Final Project

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Students will observe examples of lighting design in theater, music, and other art forms.
- Demonstration
  Comments
  Instructor gives hands on demonstration of hanging and focusing of lighting instruments, how to program a lighting control console, and how to use theatrical drafting software to create a lighting plot and other documentation.
- Lab
  Comments

Students are assigned Lighting Design projects that are shown in class and discussed and analyzed by Instructor and classmates. Engaging all students in stage lighting emphasizes breaking old stereotypes regarding gender roles in theatrical professions.

Other ~~Yes~~ No

Equity Based Curriculum

- Methods of Instruction
  ~~Explain~~ **Address**
  Emphasis on breaking old stereotypes regarding gender roles in theatrical professions.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. ~~Assist in the supervision of stage crews~~

      1. ~~Supervision of instrument and cable repair~~
      2. ~~Supervision of hanging, focusing and circuiting of lighting equipment for departmental productions~~

   2. ~~Practical applications of lighting design~~

      1. ~~Organizing and performing the duties of Master Electrician for a departmental production~~
      2. ~~Organizing and performing the duties of Assistant Lighting Designer for a Departmental production~~
      3. ~~Designing the lighting for a departmental production~~

   3. Read the chapter on lighting instruments and be able to explain how an ellipsoidal instrument works and name it's function and parts.

   4. Read the chapter on light and angle for the actor and understand the placement of instruments.

2. **Assignment Type** _ Laboratory
   Add Assignment _

    1. Assist in the supervision of stage crews

        1. Supervision of instrument and cable repair

        2. Supervision of hanging, focusing and circuiting of lighting equipment for departmental productions

    2. Practical applications of lighting design

        1. Organizing and performing the duties of Master Electrician for a departmental production

        2. Organizing and performing the duties of Assistant Lighting Designer for a Departmental production

        3. Designing the lighting for a departmental production

    3. Draft to scale a lighting plot for perfromance on the LPC black box theater and the main stage.

    4. Patch and program the computer lighting system, and run the lighting cues.

    5. Hang, focus, color and circuit. according to a lighting plot.

    6. Evaluate other lighting designs outside LPC.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of THEA 50L, students should be able to evaluate~~ Evaluate the effective use of lighting in a production.
2. **Outcome Text**
   ~~Upon completion of THEA 50L, the student should be able to analyze~~ Analyze a script and design a light plot for an assigned production.
3. **Outcome Text**

~~Upon completion of THEA 50L, the student should be able to hang~~ Hang and focus a light plot for an assigned production or repertory plot.

4. **Outcome Text**
   ~~Upon completion of THEA 50L, the student should be able to produce~~ Produce all technical and creative paperwork for a lighting plot for an assigned production or repertory plot.
5. **Outcome Text**
   ~~Upon completion of THEA 50L, the student should be able to recognize~~ Recognize and use lighting control and lighting terminology, tools, materials and techniques.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Requisite Validation Advisory

Methods of Evaluation

Methods
Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- ~~Exams/Tests~~
  ~~**Frequency**~~
- Quizzes
  Frequency
  4x/Semester
- Portfolios
  Frequency
- ~~Oral Presentation~~
  ~~**Frequency**~~
  Weekly
- Projects
  Frequency
- ~~Simulation~~
  ~~**Frequency**~~
  Biweekly
- Class Participation
  Frequency
  Each class
- Home Work
  Frequency
  Biweekly
- Lab Activities
  Frequency
  Biweekly

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes
Explain why this course should be offered in Distance Education mode.
In discussing with my theater arts colleagues and our Dean, – we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students are not forced to suspend their engagement in the (Theater Arts) AA-T or the CTE program. This course serves as a prerequisite for other courses in the (Theater Arts) AA-T and CTE program.
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.
Accessibility
All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Textbooks/Materials

Textbook

1. **Author(s)** Anne McMills
   Title The Assistant Lighting Designer's Toolkit
   Edition 2nd
   Publisher Routledge
   ISBN-13 9780367423728
   Year 2021
2. **Author(s)** Kaoime Malloy
   Title The Art of Theatrical Design: Elements of Visual Composition, Methods, and Practice
   Edition ~~1st~~ 2
   Publisher ~~Focal Press~~
   ~~**ISBN-13**~~ - Routledge
   Year ~~2015~~

3. ~~**Author(s)** - Shelley, Steven Louis,~~
   ~~**Title** - A Practical Guide to Stage Lighting~~
   ~~**Edition** - 3~~
   ~~**Publisher** - New York: Focal Press~~
   ~~**Year** - 2013~~ 2022
4. **Title** Designing with Light
   Edition ~~6~~ 8
   Year ~~2013~~ 2025

Codes and Dates

Course Codes

Originator ~~Lish, Titian~~ Kelly, John

Origination Date

10/ ~~19~~ 30 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 50L - Introduction to Stage Lighting

Entry of Special Dates

- Board of Trustees

  ~~01/20/2015~~

- State Approval

  ~~02/19/2015~~

Instructional Services

Effective Term ~~Fall 2016~~ Fall 2026

Implementation Date

~~08/17/2016~~

11/04/2024

Course CB Codes

CB03: TOP Code

~~100700 - Dramatic Arts~~

100600 - Technical Theater

CB09: SAM Code

C - Clearly Occupational

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Theater Arts 50L
Introduction to Stage Lighting
Effective: Fall 2026

Catalog Description:

THEA 50L - Introduction to Stage Lighting
3.00 Units

This course involves the study and execution of stage lighting with emphasis on equipment, control, color and their relationship to design. Introduction to stage lighting design. Physics of light, color, electricity; components of basic lighting technology; comprehensive overview of the art of theater lighting design.
2 Units Lecture 1 Units Lab

Recommended Course Preparation: THEA 50 with a minimum grade of C

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater Arts, or Stagecraft

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Identify, define and describe terminology commonly associated with theatrical lighting design and execution.
B. Identify the controllable qualities of theatrical lighting
C. Identify the functions of theatrical lighting
D. Recognize and explain the different types of drawings and paperwork commonly used in theatrical lighting design

E. Calculate the capacity of electrical wire gage and safe current flow
F. Employ an understanding of the function of various theatrical lighting instruments in various sketches and design choices
G. Recall and practice safety information concerning electrical hazards
H. Participate in the hanging, circuiting, focusing, and operation of theatrical lighting equipment
I. Demonstrate an understanding of style, color, texture, angle and mood by completing theatrical lighting design assignments given in class
J. Produce the paperwork necessary to implement a lighting design
K. Apply basics of lighting design and graphic standards to create projects
L. Demonstrate an understanding of basic electricity, and lighting and rigging safety by hanging and focusing from a specified light plot

Course Content:

Lab:

1. Hanging, Focussing, and Cabling Practice
2. Lighting Consloe Programming
3. Painting Replication - Angle, Intensity, Color Temperature
4. Color Lab
5. Movement - Lighting to Music
6. Lighting for a Short Scene
7. Final Project

Lecture:

1. Introduction to designing with light
2. Electrical theory and practice
    1. Elements of electricity; electrical safety
3. Lighting Equipment
    1. Traditional stage lighting instruments
    2. New innovations: moving heads, intelligent lights, LED, etc.
    3. Lighting equipment, hanging, cabling
    4. Circuiting and patching
    5. Rigging and laddder safety
    6. Lightboard patching, programming, and operation
4. Lighting design paperwork
    1. Lighting design, design graphics
    2. Organization, planning and routine
5. Rehearsal and performance procedures
6. Color theory
    1. Color in light / light mixing and layering.
    2. Natural and artifical light source
7. Lighting angles
    1. Transmission, reflection, refraction, absorption
8. Advanced and in depth theories of lighting design
    1. Dramas

    2. Comedies
    3. Musicals
    4. Dance concert lighting
9. May include theoretical projects

Methods of Instruction:

1. Audio-visual Activity - Students will observe examples of lighting design in theater, music, and other art forms.
2. Lab - Students are assigned Lighting Design projects that are shown in class and discussed and analyzed by Instructor and classmates. Engaging all students in stage lighting emphasizes breaking old stereotypes regarding gender roles in theatrical professions.
3. Demonstration - Instructor gives hands on demonstration of hanging and focusing of lighting instruments, how to program a lighting control console, and how to use theatrical drafting software to create a lighting plot and other documentation.
4. Projects - Individual lighting design projects.
5. Field Trips - USITT Convention; Lighting Dimensions Show
6. Critique - College performances; professional shows.
7. Guest Lecturers - Professional lighting designers and companies.
8. Observation - Hands on participation in lighting labs and design; Crew for LPC events (load-in, run shows, strike/clean after event)

Typical Assignments

A. Reading:
    1. Read the chapter on lighting instruments and be able to explain how an ellipsoidal instrument works and name it's function and parts.
    2. Read the chapter on light and angle for the actor and understand the placement of instruments.
B. Laboratory:
    1. Assist in the supervision of stage crews
        1. Supervision of instrument and cable repair
        2. Supervision of hanging, focusing and circuiting of lighting equipment for departmental productions
    2. Practical applications of lighting design
        1. Organizing and performing the duties of Master Electrician for a departmental production
        2. Organizing and performing the duties of Assistant Lighting Designer for a Departmental production
        3. Designing the lighting for a departmental production
    3. Draft to scale a lighting plot for perfromance on the LPC black box theater and the main stage.
    4. Patch and program the computer lighting system, and run the lighting cues.
    5. Hang, focus, color and circuit. according to a lighting plot.
    6. Evaluate other lighting designs outside LPC.

Methods of Evaluating Student Progress

A. Portfolios
    1. Weekly
B. Projects
    1. Biweekly
C. Class Participation
    1. Each class
D. Home Work
    1. Biweekly
E. Quizzes
    1. 4x/Semester
F. Lab Activities
    1. Biweekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Evaluate the effective use of lighting in a production.
B. Analyze a script and design a light plot for an assigned production.
C. Hang and focus a light plot for an assigned production or repertory plot.
D. Produce all technical and creative paperwork for a lighting plot for an assigned production or repertory plot.
E. Recognize and use lighting control and lighting terminology, tools, materials and techniques.

Textbooks (Typical):

Textbook:

1. Anne McMills *The Assistant Lighting Designer's Toolkit*. 2nd ed., Routledge, 2021.
2. Kaoime Malloy *The Art of Theatrical Design: Elements of Visual Composition, Methods, and Practice*. 2 ed., Routledge, 2022.
3. Gillette, J. Michael, and Michael McNamara, *Designing with Light*. 8 ed., McGraw-Hill, 2025.

Other Materials Required of Students

Other Materials Required of Students:

1. Materials will be supplied to the students..

LAS POSITAS COLLEGE

Abridged Comparison

Course Modification: THEA 51 - Introduction to Costume Design

Course Modification: THEA 51 - Introduction to Costume Design (Launched - Implemented 03-17-2025)
compared with
THEA 51 - Introduction to Costume Design (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Costume history
2. Costume design
    1. Play analysis
    2. Forming a design concept
    3. Design principles
    4. Rendering techniques
    5. Plotting the production
    6. Budgeting
3. Advanced research techniques

        1. Published sources
        2. Internet
        3. Actual clothing (museums)

4. Fibers and textiles

        1. Identifying fibers and weaves
        2. Period textiles
        3. Modification of fabrics

Lab Content

1. Basic sewing

        1. Hard stitching
        2. Fastener Stiching
        3. Basic Machine use of straight and zig-zag stitch

2. Construction from Patterns

        1. Construct a basic pattern from a set of written instructions
        2. Build a muslin mock up and execute a completed item from created pattern
        3. Complete a garment (pants, skirt, or otherwise) from a manufactured pattern, taking into consideration use, care, and fabric

3. Basic Makeup

1. Develop skills pertaining to application of basic makeup on self and others

Methods of Instruction

Check all that apply:

- Discussion
  Comments
  Discussions addressing stereotypes of gender roles in theatrical professions

Equity Based Curriculum

- Methods of Instruction
  Address
  Addressing stereotypes of gender roles in theatrical professions
- Assignments
  Address
  Analyzing scripts to take into account historical biases and how to produce those plays in a modern context

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   Develop an individual portfolio project of complete designs and research, to be presented at the end of the course.

2. **Assignment Type** Research
   Add Assignment

   1. ~~Complete reading assignments in assigned textbook.~~

   2. ~~Complete reading assignments in additional books on reserve in the LRC in order to complete:~~

1. ~~Create drawing assignments.~~
2. ~~Research on the play's historic period and setting.~~
3. ~~Design and create a costume design for a Las Positas theater production of a play.~~

3. Research assignments such as historical era, history of fashion, or construction techniques.
4. ~~Develop an individual portfolio project of complete designs and research, to be presented at the end of the course.~~
5. Attend a local performance in order to aesthetically value the design of the costumes and makeup in live production.
6. Analyze scripts to take into account historical biases and how to produce those plays in a modern context

3. **Assignment Type** _ Reading
   Add Assignment _
   1. Complete reading assignments in assigned textbook.
   2. Complete reading assignments in additional books on reserve in the LRC in order to complete:
      1. Create drawing assignments.
      2. Research on the play's historic period and setting.
      3. Design and create a costume design for a Las Positas theater production of a play.

4. **Assignment Type** _ Laboratory
   Add Assignment _
   1. Work on costume and makeup design projects for LPC production .
   2. Construct a simple garment such as shirts, skirt, capes, and/or pants from a pattern.
   3. Demonstrate an understanding of dying technique for various fabrics through completion of an in class dye job.

4. Apply and design special effects makeup such as: animals, wounds, prosthetics, age.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of THEA 51, the student will be able to analyze~~ Aanalyze a play script to create a design concept.
2. **Outcome Text**
   ~~Upon completion of THEA 51, the student will be able to evaluate~~ Evaluate the effective use of costume in production.
3. **Outcome Text**
   ~~Upon completion of THEA 51, the student will be able to use~~ Use historical research methods in creating a costume design.
4. **Outcome Text**
   ~~Upon completion of THEA 51, the student will be able to utilize~~ Utilize costume construction methods to execute a costume.

Distance Education

Does (or will) this course have a DE component? ~~Yes~~ No

~~**Delivery Methods**~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~
- ~~**Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*~~

Explain why this course should be offered in Distance Education mode.

~~In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling need, so that students in the program are not prolonging their academic career due to an emergency beyond their control; while at the same time, we are looking to the possibility of alternate instructional models that benefit students, such as Partially Online, to free up scheduling~~

complications within the discipline for students and staff. This course is one of the courses necessary for students to be able to complete either their AA-T or their CTE in Technical Theater. To limit it could have consequences for transfer and graduation/career readiness.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Transcription for audio.
- - Alt-text/ tags for images.
- - Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- - Formatting and coding to make tables accessible for screen readers.
- - Exploratory links.
- - Proper color contrast.

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. Yes No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

Yes No

A student can achieve the same goals and objectives identified in the course outline of record. Yes No

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

Yes No

The same assessments and level of student accountability can be achieved. Yes No

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- - **Discussion board:** - *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency -
  1 graded discussion thread per historical unit
- - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency -
  Weekly
- - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
  Frequency -
  Weekly
- - **Web conferencing:** - *The instructor will use web conferencing to interact with students in real time.*
  Frequency -
  Weekly office hours / weekly assignments and performance feedback
- - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency -
  Weekly
- - **Chat:** - *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency -
  Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency -
  1 graded discussion thread per historical unit
- - **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency -

2-3 times per semester

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency
  1 graded discussion thread per historical unit
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  1 per semester: portfolio creation of template documents for production
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  4 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  1 per semester, virtual
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  5-6 per semester (may include group project and/or written paper)
- **Other:**
  Frequency
  2 per semester - presentation of design work

Textbooks/Materials

Textbook

1. **Author(s)** ~~Rebecca~~ Susan ~~Cunningham~~ Mar
   Title ~~Basic Sewing for~~ Insubordinate Costume ~~Construction:~~ Inspiring ~~A Handbook~~ Performance
   Edition ~~2nd~~ 1
   Publisher ~~Waveland Pr Inc~~ Routledge
   ISBN-13 9781032375977
   Year ~~2011~~ 2025
2. **Title** The Magic Garment: Principles of Costume Design
   Edition 3
   ISBN-13 978-1-4786-3815-5
   Year ~~2009~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** - This is the suggested textbook on the state final descriptor for THTR 174.~~
3. ~~**Author(s)** - Gretchen Davis, Mindy Hall~~
   ~~**Title** - The Makeup Artist Handbook: Techniques for Film, Television, Photography, and Theatre~~
   ~~**Edition** -~~
   ~~**Publisher** - Focal Press~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2012~~
4. ~~**Author(s)** - Tan Huaixiang~~
   ~~**Title** - Costume Craftwork on a Budget: Clothing, 3-D Makeup, Wigs, Millinery & Accessories~~
   ~~**Edition** - 2nd~~
   ~~**Publisher** - Routledge~~
   ~~**ISBN-13** -~~
   ~~**Year** - 2019~~ 2021
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~**Or Equivalent** - No~~
5. **Author(s)** ~~Rebecca Pride~~ Adams, Jennifer
   Title ~~The~~ Teaching Costume ~~Supervisor's~~ Design ~~Toolkit~~ and Costume Rendering
   Edition 1st
   Publisher Routledge
   ISBN-13 9780367608415
   Year ~~2018~~
   ~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
   ~~**Or Equivalent** - No~~ 2024

Codes and Dates

Course Codes

Originator ~~Lish, Titian~~ Kelly, John

Origination Date

10/ ~~19~~ 30 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 51 - Introduction to Costume Design

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~
- State Approval

  ~~01/22/2020~~
- CC Approval

  ~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2026

Implementation Date

~~08/15/2020~~

10/31/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Course Outline for Theater Arts 51
Introduction to Costume Design
Effective: Fall 2026

Catalog Description:

THEA 51 - Introduction to Costume Design
3.00 Units

Students will study costume history, design, and basic construction techniques as an introduction to basic theatrical costuming. Fabrics and their various uses will be investigated. Design and fabrication of costumes for production; components of basic sewing and costume construction; comprehensive overview of the history of fashion and costume, color, manufacturing techniques; Introduction to basic makeup design; makeup application techniques and design; special effects makeup techniques.
2 Units Lecture 1 Units Lab

Recommended Course Preparation: THEA 50 with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Stagecraft

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Use historical research methods in creating a costume design
B. Identify costumes from various historical periods
C. Correctly use standard costume vocabulary in written work and oral presentations
D. Identify fabrics and materials used in costumes

E. Analyze a play script to create a design concept
F. Utilize costume construction methods to execute a costume
G. Evaluate the effective use of costume in production
H. Create a design from a design concept
I. Analyze a design in terms of budget requirements

Course Content:

Lab:

1. Basic sewing
    1. Hard stitching
    2. Fastener Stiching
    3. Basic Machine use of straight and zig-zag stitch
2. Construction from Patterns
    1. Construct a basic pattern from a set of written instructions
    2. Build a muslin mock up and execute a completed item from created pattern
    3. Complete a garment (pants, skirt, or otherwise) from a manufactured pattern, taking into consideration use, care, and fabric
3. Basic Makeup
    1. Develop skills pertaining to application of basic makeup on self and others

Lecture:

1. Costume history
2. Costume design
    1. Play analysis
    2. Forming a design concept
    3. Design principles
    4. Rendering techniques
    5. Plotting the production
    6. Budgeting
3. Advanced research techniques
    1. Published sources
    2. Internet
    3. Actual clothing (museums)
4. Fibers and textiles
    1. Identifying fibers and weaves
    2. Period textiles
    3. Modification of fabrics

Methods of Instruction:

1. Classroom Activity - Working with commercial pattern Construction techniques Fabric analysis Basic sewing techniques.
2. Projects - Costume design and creation for main stage and student directed productions.
3. Written Exercises - Portfolio creation of costume designs with extensive supporting research and reference images.

4. Demonstration - Basic sewing techniques.
5. Discussion - Discussions addressing stereotypes of gender roles in theatrical professions
6. Field Trips - Museums and Exhibits, whenever possible.
7. Lecture
8. Lab - Garment and item sewing from pattern. Makeup application.

Typical Assignments

A. Project:
Develop an individual portfolio project of complete designs and research, to be presented at the end of the course.

B. Research:
    1. Research assignments such as historical era, history of fashion, or construction techniques.
    2. Attend a local performance in order to aesthetically value the design of the costumes and makeup in live production.
    3. Analyze scripts to take into account historical biases and how to produce those plays in a modern context

C. Reading:
    1. Complete reading assignments in assigned textbook.
    2. Complete reading assignments in additional books on reserve in the LRC in order to complete:
        1. Create drawing assignments.
        2. Research on the play's historic period and setting.
        3. Design and create a costume design for a Las Positas theater production of a play.

D. Laboratory:
    1. Work on costume and makeup design projects for LPC production .
    2. Construct a simple garment such as shirts, skirt, capes, and/or pants from a pattern.
    3. Demonstrate an understanding of dying technique for various fabrics through completion of an in class dye job.
    4. Apply and design special effects makeup such as: animals, wounds, prosthetics, age.

Methods of Evaluating Student Progress

A. Research Projects
    1. 1-2 per semester
B. Portfolios
    1. 2 per semester
C. Papers
    1. 1 per semester
D. Projects
    1. 5-6 per semester
E. Group Projects
    1. 1 per semester
F. Class Participation
    1. daily
G. Class Work

1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Aanalyze a play script to create a design concept.
B. Evaluate the effective use of costume in production.
C. Use historical research methods in creating a costume design.
D. Utilize costume construction methods to execute a costume.

Textbooks (Typical):

Textbook:

1. Susan Mar *Insubordinate Costume Inspiring Performance*. 1 ed., Routledge, 2025.
2. Rebecca Cunningham *The Magic Garment: Principles of Costume Design*. 3 ed., Waveland Pr Inc, 2021.
3. Adams, Jennifer *Teaching Costume Design and Costume Rendering*. 1st ed., Routledge, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Sewing Kit, Makeup Kit, Artists Notepad, Tracing Paper, and Colored Pencils .

5.3 New Programs

- Emotional Intelligence in the Workplace, NL

LAS POSITAS COLLEGE

Emotional Intelligence in the Workplace - Certificate of Completion

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1. Statement of Program Goals and Objectives

Our goal is to increase the availability of business management expertise throughout the Tri-Valley and greater Bay Area. Students will earn a Certificate of Completion which will aid them in obtaining skills for both new and experienced professionals. Students will learn to utilize Emotional Intelligence to promote career success.

2. Catalog Description

Emotional intelligence ("EQ") is the ability to understand and manage emotions. This certificate is designed to equip students with the ability to manage or improve many workplace issues that will lead to more meaningful and successful collaborations. Students will have the opportunity to develop and practice relational and emotional skills, including, but not limited to, empathy, motivation, flexibility, self-awareness, social skills, active listening, conflict resolution, communication, and receiving feedback. They will gain an understanding of where their behavior patterns originate and how to adjust behaviors to have greater career success. Through detailed discussion and analysis, students will practice these new skills, and learn how to apply them to an established job, new job, or their own small business. This certificate program is highly recommended for students who are currently in, or preparing to enter, the workforce. This program will also aid students in preparing for college-level courses in Business.

3. Program Requirements

Course	Title	Hours	Term
NBUS 215	Workforce Power Skills	8.0	
NBUS 216	Career Success Through Compassion	18.0	
		Total: 26.0	

4. Master Planning

This program fits with the Las Positas College Educational Master Plan strategies A1 "Address the educational needs of a diverse student population and global workforce," A4 "Address the needs of basic skills students," A5 "Assist underprepared students," and A6 "Focus on workforce readiness."

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

LAS POSITAS COLLEGE

New Program: Emotional Intelligence in the Workplace - Certificate of Completion

Emotional intelligence ("EQ") is the ability to understand and manage emotions. This certificate is designed to equip students with the ability to manage or improve many workplace issues that will lead to more meaningful and successful collaborations. Students will have the opportunity to develop and practice relational and emotional skills, including, but not limited to, empathy, motivation, flexibility, self-awareness, social skills, active listening, conflict resolution, communication, and receiving feedback. They will gain an understanding of where their behavior patterns originate and how to adjust behaviors to have greater career success. Through detailed discussion and analysis, students will practice these new skills, and learn how to apply them to an established job, new job, or their own small business. This certificate program is highly recommended for students who are currently in, or preparing to enter, the workforce. This program will also aid students in preparing for college-level courses in Business.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester **Units:** 0.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NBUS 215	Workforce Power Skills	0.0	Major/Required	
NBUS 216	Career Success Through Compassion	0.0	Major/Required	

Total: 0.0

5.4 Program Deactivations

Justification: The courses in the program are not sustainable because they require two instructors for one course, and we don't have the budget to offer them.

- Advanced ESL Communication Studies, NL

Justification: Courses were never offered. Prefer to run through community education.

- Automotive Summer Camp, NL

Justification: Courses have been deactivated effective Fa2025.

- Foundational Mathematics Pathway, NY

5.5 New Subject Codes

- ARTH Art History

5.6 Enrollment Limitations

- APAG 1 AAG Service
- APAG 1L AAG Service Laboratory
- APAG 2 AAG Chassis
- APAG 2L AAG Chassis Laboratory
- APAG 3 AAG Emissions
- APAG 3L AAG Emissions Laboratory
- APAG 4 AAG Electrical
- APAG 4L AAG Electrical Laboratory

LAS POSITAS COLLEGE

Admin Outline for Apprenticeship Automotive Group 2L
AAG Chassis Laboratory

Effective: Fall 2026

Catalog Description:

APAG 2L - AAG Chassis Laboratory
2.00 Units

Study of automotive steering and suspension systems: mechanical, measurement, and assembly, braking systems: mechanical, measurement, ABS and assembly, wheel and tire assembly. Hands-on lab of the above-mentioned components, including teardown, evaluation, qualifying, and rebuilding.
2 Units Lab

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship.

Course Grading: Letter Grade Only

Lab Hours	108
Inside of Class Hours	108

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Qualify vehicle rim assembly
B. Qualify vehicle wheel assembly
C. Accurately investigate and catalogue consumer concerns
D. Demonstrate safe and appropriate handling of hazardous material

E. Demonstrate the ability to access the vehicle computer and various sensors relating to brakes and suspension systems
F. Use basic testing and diagnostic tools and equipment in the inspection, diagnosis and repair of automotive braking systems
G. Operate a wide variety of precision measurement equipment.
H. Qualify suspension systems
I. Qualify steering systems
J. Perform four wheel alignment
K. Diagnose suspension issues with a scanner
L. Diagnose steering issues with a scanner

Course Content:

1. Alignments
    1. Perform two wheel alignments
    2. Perform four-wheel alignments
    3. Conduct toe only adjustments
    4. Check cradle adjustments
2. Tire and wheel problems
    1. Check radial and lateral variations on both tires and wheels
    2. Make bearing pre-load adjustments
    3. Perform vibration correction tests to isolate customer concerns
3. Vibration concerns
    1. Perform vibration correction tests
    2. Isolate vibrations
    3. Identify type, frequency, and order of vibrations
4. McPherson strut and “A” –Arm type suspension systems
    1. Identify types of suspensions
    2. Perform adjustments pertaining to type of system
    3. Describe safety precautions and warning
    4. List benefits for each type system
5. Testing and diagnostic tools and equipment
    1. Proper and safe tool use procedures
    2. Diagnostic safety precautions
    3. Analysis of test results
    4. Digital volt, ohm meter reading (DVOM)
    5. Digital storage oscilloscope hook-up and reading
6. Computer access
    1. Access vehicle on board computer
    2. Retrieve codes and refer to diagnostic service information
    3. Evaluate sensor data
7. Hazardous material handling
    1. Demonstrate proper handling of brake system components
    2. Perform proper fluid disposal
8. Consumer concerns

    1. Research customer concerns, evaluate steps needed to repair concern
    2. Catalogue concern
    3. Repair Procedures
9. Electrical Concerns
    1. Base Brakes
    2. ABS
    3. Traction Control
    4. Collision avoidance
10. Automotive standard nomenclature
    1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Lab - Group and individual laboratory activities
2. The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

A. Laboratory:
    1. Perform 4-wheel alignment on 3 vehicles

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Weekly
B. Group Projects
    1. Weekly
C. Lab Activities
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Perform a four-wheel alignment.

Textbooks (Typical):

Other Learning Materials:

1. Lab Sheets and assignments as provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses.

Equity Based Curriculum

- Course Content
  Address
  Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.
- Methods of Instruction
  Address
  The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Codes and Dates

Course CB Codes

CB03: TOP Code
094800 - Automotive Technology

CB04: Credit Status
C - Credit - Not Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
Y - Not Applicable, Credit course

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Complete all sessions below through AAG (agency) with no recency
Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles
Session 11 - Inspect and Service Engines
Session 12 - Engine Service and Diagnostics
Session 18 - Automatic Transmissions
Session 19 - Manual Transmission and Clutch
Session 20 - Drive Line and Axel
Session 5 - Wheels and Tires
Session 6 Steering and Suspension - Part 1
Session 7 - Steering and Suspension - Part 2
Session 2 - Braking Systems -Part 1
Session 3 - Braking Systems - Part 2
Session 4 - A.B.S., Hub and Wheel Bearing
Session 8 - Electrical Basics, Batteries & Air Bag Safety
Session 9 - Starting and Charging Systems
Session 10 - Body Electrical and Lighting
Session 17 - Electric Systems and Electric Vehicles
Session 16 - HVAC
Session 13 - Diagnostic Test Strategies - Part 1
Session 14 - Diagnostic Test Strategies - Part 2
Session 15 - Emissions Systems
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Apprenticeship Automotive Group 1
AAG Service

Effective: Fall 2026

Catalog Description:

APAG 1 - AAG Service
4.00 Units

AAG Apprenticeship lecture series from Electude. This class covers Shop Safety & Service basics, Engine Performance, Inspect and Service Engines, Engine Diagnostics, Automatic / Manual Transmission, Drive Train & Trans Axle. This class fills in the theory portion of the lab sections.
4 Units Lecture

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship.

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
B. Utilize and apply hazardous waste handling;

C. Identify and describe uses of automotive related tools
D. Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements
E. Identify emissions components, understand 5 gas theory
F. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile
G. Discuss four stroke engine cycle and identify engine parts
H. Theorize on the future of the automotive industry
I. Basic engine teardown and reassembly

Course Content:

1. Safety and Handling of Hazardous Waste Materials
    1. Occupational Safety Health Administration (OSHA) Shop standards applied
    2. Industry safety standards applied
    3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
2. Tool Identification
    1. Ratchets, Sockets, Wrenches, Screwdrivers
    2. Torque Wrenches
    3. Hammers, Pliers
    4. Specialty Tools
3. Maintenance and Inspection
    1. Manufacturing recommendations
    2. Periodic inspections for unusual conditions
    3. Component failure inspections
    4. Chassis lubrication
    5. Engine oil changes
        1. Oil Types, Conventional and Synthetic
        2. Oil change intervals
        3. Theory
        4. On car application
    6. Fluid inspection and service
        1. Leaks
        2. Power steering
        3. Transmission
        4. Axles
        5. Washer
        6. Coolant/Antifreeze
        7. On car application
4. Operational theory Four stroke Engine Cycle
    1. Intake
    2. Compression
    3. Power
    4. Exhaust
    5. Timing

        1. Spark
        2. Camshaft
5. Gasoline Enine Component Identification and Teardown
    1. History of design and metallurgy of engines
    2. Engine Block components
    3. Cylinder Head components
    4. Intake, Exhaust and other major bolt on components
6. Emissions Systems
    1. Parts Identification
    2. Parts Theory
    3. Reading Emissions Labels
    4. 5 gas Theory
    5. Smog Controls
        1. California and Federal Requirements
        2. History of the Smog Program
        3. Government and Manufacturer laws and regulations
    6. Environmental Responsibilities
7. Transmissions and Axles
    1. History of the transmission
    2. Automatic Transmissions
        1. Fluid Requirements
            1. On Car fluid checking
        2. Operational Theory
        3. Gears sets
        4. Clutches, Bands and Sprags
        5. Torque Converters
    3. Manual Transmissions
        1. Fluid Requirements
        2. Operational Theory
        3. Clutch
        4. Gears
    4. Front and Rear Axles
        1. Fluid Requirements
        2. Operational Theory
        3. Ring Gear
        4. Pinion Gear
        5. Propshafts
    5. Transfer Cases
        1. Fluid Requirements
        2. Electronic and Manual
        3. Operational Theory
        4. Clutches
        5. Gears
8. Automotive Industry Future
    1. Environmental Concerns

2. Oil Supply Concerns
    1. Middle East Stability
    2. How much is left?
3. Electronic Integration
    1. Computers
    2. Steering
    3. Braking
    4. Parking
    5. Heads up Displays
    6. Navigation
    7. Entertainment Systems
    8. Communication Systems
    9. Optical Systems
4. Alternative Fuels
    1. CNG
    2. Propane
    3. Bio-Diesel
    4. E85
    5. Hydrogen
5. Hybrids
    1. Gasoline/Electric
    2. Diesel/Electric
    3. Hydrogen/Electric

9. Automotive standard nomenclature
    1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Audio-visual Activity - Videos
2. Discussion - Class discussion
3. Lecture - The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

A. Reading:
Read X chapter and answer ASE style questions

B. Writing:

Confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At the end of every section
B. Quizzes
    1. Weekly
C. Class Participation
    1. Weekly
D. Home Work
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Research the service manual to determine proper repair procedures.

Textbooks (Typical):

Other Learning Materials:

1. Access to online learning module will be provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer.
2. Internet access.

Equity Based Curriculum

- DE Course Interaction
  Address
  The online lectures and videos show diversity of students and are both in English and Spanish.
- Measurable Objectives
  Address
  Discuss nomenclature used in the automotive industry and its effects on different groups.
- Course Content
  Address
  Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.
- Methods of Instruction
  Address
  The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

AAG and Electude have partnered to offer Eletudes training to a wide variety of students who would otherwise be left out of classroom attendance. Electude is accepted as the standard for online automotive training.

Explain how the decision was made to offer this course in a Distance Education mode.

Electude only offers online learning in lecture form. The classes give the students the theory. Students will gain hands-on experience through the lab classes associated with AAG and also with work experience.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Every section
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Every assignment

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At the beginning of each section
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: weekly

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes and exams at the end of each section
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly. The online lectures show diversity of students and are both in English and Spanish.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly

Codes and Dates

Course CB Codes

CB03: TOP Code
094800 - Automotive Technology

CB04: Credit Status
D - Credit - Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
Y - Not Applicable, Credit course

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Complete all sessions below through AAG (agency) with no recency
Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles
Session 11 - Inspect and Service Engines
Session 12 - Engine Service and Diagnostics
Session 18 - Automatic Transmissions
Session 19 - Manual Transmission and Clutch
Session 20 - Drive Line and Axel
Session 5 - Wheels and Tires
Session 6 Steering and Suspension - Part 1
Session 7 - Steering and Suspension - Part 2
Session 2 - Braking Systems -Part 1
Session 3 - Braking Systems - Part 2
Session 4 - A.B.S., Hub and Wheel Bearing
Session 8 - Electrical Basics, Batteries & Air Bag Safety
Session 9 - Starting and Charging Systems
Session 10 - Body Electrical and Lighting
Session 17 - Electric Systems and Electric Vehicles
Session 16 - HVAC
Session 13 - Diagnostic Test Strategies - Part 1
Session 14 - Diagnostic Test Strategies - Part 2
Session 15 - Emissions Systems
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Apprenticeship Automotive Group 1L
AAG Service Laboratory

Effective: Fall 2026

Catalog Description:

APAG 1L - AAG Service Laboratory
2.00 Units

Study of engines: mechanical, measurement, and assembly. Transmissions and transaxles: mechanical, measurement, and assembly. Manual drive trains including front and rear axles, four-wheel drive and all-wheel drive, mechanical, measurement, and assembly. Engine performance: mechanical, measurement, diagnosis. Hands-on lab of the above-mentioned components, including teardown, evaluation, qualifying, and rebuilding.
2 Units Lab

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Course Grading: Optional

Lab Hours	108
Inside of Class Hours	108

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Teardown typical rear axle assembly
B. Qualify new and used rear axle components
C. Teardown typical transmission assembly.

D. Teardown typical front axle assembly
E. Qualify new and used transmission components
F. Properly rebuild transfer case to manufacturer specifications
G. Rebuild transmission to manufacturer specifications.
H. Demonstrate proficient use of diagnostic information system
I. Manipulate and use hand held diagnostic test equipment
J. Formulate diagnostic patterns, and analyze gas readings to expedite proper repairs
K. Perform tests related to popular fuel systems used on current model cars
L. Perform tests related to popular fuel systems used on current model cars
M. Operate a wide variety of precision measurement equipment.
N. Rebuild engines to manufacturer specifications.
O. Qualify new and used engine components.
P. Perform measurements of engine components and compare to specifications.
Q. Teardown typical engine assembly.

Course Content:

1. Teardown typical engine assembly.
2. Take measurements of engine components and compare to specifications.
3. Qualify new and used engine components.
4. Rebuild engine to manufacturer specifications.
5. Transmission Teardown
    1. Removal and identification of FWD
        1. Special procedures
    2. Removal and identification of RWD
        1. Special procedures
6. Component measurement
    1. Specification lookup
    2. Comparison
        1. Component diagnosis
            1. Failure analysis
7. . Qualification of replacement components
    1. Correct component?
    2. New and used part comparison
8. Transmission rebuilding
    1. Manufacturer Procedures
        1. Component sequence
        2. Torque specifications
        3. Tightening sequences
        4. Special concerns
    2. Assembly lube
    3. Gaskets and sealers
9. Rear Axle Teardown
    1. Removal and identification of external components
        1. Special procedures

                1. Loosening sequence
        2. Removal and identification of internal components
            1. Special Procedures
                1. Loosening sequence
10. Component measurement
    1. Specification lookup
    2. Comparison
        1. Component diagnosis
            1. Failure analysis
11. Evaluation of replacement components
    1. Correct component?
    2. New and used part comparison
12. Rear Axle rebuilding
    1. Manufacturer Procedures
        1. Component sequence
        2. Torque specifications
        3. Tightening sequences
        4. Special concerns
        1.
            1. Assembly lube
            2. Gaskets and sealers
    2. Pinion Depth setting
    3. Backlash setting
    4. Rotational toque
13. Front Axle theory
    1. Gear Design
        1. Straight Cut
        2. Hypoid Cut
        3. Diagonal Cut
        4. Street vs. racing
    2. Pinion Design
    3. Ring Gear Design
    4. Locking/Non-Locking Design
14. Front Axle Teardown
    1. Removal and identification of external components
        1. Special procedures
            1. Loosening sequence
    2. Removal and identification of internal components
        1. Special Procedures
            1. Loosening sequence
15. Component measurement
    1. Specification lookup
    2. Comparison
        1. Component diagnosis
            1. Failure analysis

16. Evaluation of replacement components
    1. Correct component?
    2. New and used part comparison
17. Front Axle rebuilding
    1. Manufacturer Procedures
        1. Component sequence
        2. Torque specifications
        3. Tightening sequences
        4. Special concerns
            1. Assembly lube
            2. Gaskets and sealers
    2. Pinion Depth setting
    3. Backlash setting
    4. Rotational torque
18. Transfer case Teardown
    1. Removal and identification of external components
        1. Special procedures
            1. Loosening sequence
    2. Removal and identification of internal components
        1. Special Procedures
            1. Loosening sequence
19. Component measurement
    1. Specification lookup
    2. Comparison
        1. Component diagnosis
            1. Failure analysis
20. Evaluation of replacement components
    1. Correct component?
    2. New and used part comparison
21. Transfer case rebuilding
    1. Manufacturer Procedures
        1. Component sequence
        2. Torque specifications
        3. Tightening sequences
        4. Special concerns
            1. Assembly lube
    2. Gaskets and sealers
22. Two speed axles
23. Fuel systems testing
    1. Perform pressure test
    2. Evaluate volume test and fuel composition
    3. Electronic pulse with modulation evaluation
    4. Volt drop and scope evaluation
24. Ignition System Testing
    1. Ignition Scope Usage

2. Ignition Scope Reading and evaluation
25. Diagnostic patterns, and analyze gas readings
    1. Execute diagnostic as described in service information systems
    2. Study and evaluate exhaust gas readings
26. Diagnostic test equipment
    1. Identify proper tester for application
    2. Manipulate hand held scanners to retrieve diagnostic information.
27. Diagnostic information systems
    1. Access and extract diagnostic information.
    2. Research labor time guides for work determined in diagnostics.
28. Explain theory and functionality
    1. List theory of air fuel flow of a carburetor
    2. Explain advantages of port injectors and related equipment
29. Diagnose various Engine Performance concerns
30. Automotive standard nomenclature
    1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Lab - Group and individual laboratory activities will encourage participation and universal learning
2. Guest Lecturers - When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

A. Other:
    1. Lab based assignments
        1. Measure pinion depth

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Weekly
B. Group Projects
    1. Weekly
C. Lab Activities
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Rebuild a rear axle assembly.

Textbooks (Typical):

Other Learning Materials:

1. Lab Sheets and assignments as provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses.

Equity Based Curriculum

- Course Content
  Address
  Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.
- Methods of Instruction
  Address
  The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lab will be a mix of independent work and group activities and will encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Codes and Dates

Course CB Codes

CB03: TOP Code
094800 - Automotive Technology

CB04: Credit Status
C - Credit - Not Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
Y - Not Applicable, Credit course

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Complete all sessions below through AAG (agency) with no recency
Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles
Session 11 - Inspect and Service Engines
Session 12 - Engine Service and Diagnostics
Session 18 - Automatic Transmissions
Session 19 - Manual Transmission and Clutch
Session 20 - Drive Line and Axel
Session 5 - Wheels and Tires
Session 6 Steering and Suspension - Part 1
Session 7 - Steering and Suspension - Part 2
Session 2 - Braking Systems -Part 1
Session 3 - Braking Systems - Part 2
Session 4 - A.B.S., Hub and Wheel Bearing
Session 8 - Electrical Basics, Batteries & Air Bag Safety
Session 9 - Starting and Charging Systems
Session 10 - Body Electrical and Lighting
Session 17 - Electric Systems and Electric Vehicles
Session 16 - HVAC
Session 13 - Diagnostic Test Strategies - Part 1
Session 14 - Diagnostic Test Strategies - Part 2
Session 15 - Emissions Systems
Additional Detail (List articulated courses, etc.) Yes

LAS POSITAS COLLEGE

Admin Outline for Apprenticeship Automotive Group 2
AAG Chassis
Effective: Fall 2026

Catalog Description:

APAG 2 - AAG Chassis
4.00 Units

AAG Apprenticeship lecture series from Electude. This class covers Steering and Suspension, ABS, hub & wheel bearings, Wheel and Tire, Braking Systems, and Air Bag safety. This class fills in the theory portion of the lab sections.
4 Units Lecture

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
B. Differentiate between suspension and steering system types, inspect and qualify components;

C. Utilize and apply hazardous waste handling;
D. Identify and describe uses of automotive related tools
E. Discuss braking systems
F. Restraints system identification, know safety concerns of each system and inspection of restraint systems
G. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile
H. Theorize on the future of the automotive industry

Course Content:

1. Safety and Handling of hazardous waste materials
    1. Occupational Safety Health Administration (OSHA) Shop standards applied
    2. Industry safety standards applied
    3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
2. Tool Identification
    1. Ratchets, Sockets, Wrenches, Screwdrivers
    2. Torque Wrenches
    3. Hammers, Pliers
    4. Specialty Tools
3. Maintenance and inspection
    1. Manufacturing recommendations
    2. Periodic inspections for unusual conditions
    3. Component failure inspections
    4. Chassis lubrication
4. Braking systems
    1. Base Systems
        1. Brake systems history and improvements through time
        2. Fluid differences and cautions
        3. Parts Identification
        4. Parts Theory
        1. On car inspection procedures
            1. Government and Manufacturer laws and regulations
        2. On car application
    2. Antilock Systems
        1. Differences from base systems
        2. Theory of operation
        3. Parts Identification
5. Steering and Suspension Systems
    1. Historical information and current technology
    2. Steering
        1. Fluid usage current and historical
        2. Different steering systems
        3. Parts Identification
        4. Parts theory

5. On car inspection procedures and application
    1. Government and Manufacturer laws and regulations
3. Steering
    1. Different suspension systems
    2. Parts Identification
    3. Parts theory
    4. On car inspection procedures and application
6. Safety Restraints
    1. Seat Belts
        1. Installation Concerns
        2. Inspection and Replacement
    2. Airbags
        1. History of Airbags and current technology
        2. Parts Identification
    3. Parts Theory
    4. Inspection and Replacement
    5. Current Government Regulations
    6. Airbag deployment demonstration
7. Automotive Industry Future
    1. Environmental Concerns
8. Automotive standard nomenclature
    1. Parts and tools using possible offensive terms
9. Hydrogen/Electric

Methods of Instruction:

1. Audio-visual Activity - Online learning
2. Discussion - Online discussion
3. Lecture - Online lectures

Typical Assignments

A. Reading:
Read X chapter and answer ASE style questions

B. Writing:
Confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At the end of every section
B. Quizzes
    1. Weekly
C. Class Participation

1. Weekly

D. Home Work
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Research the service manual to determine proper repair procedures.

Textbooks (Typical):

Other Learning Materials:

1. Access to online learning module will be provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer.
2. Internet access.

Equity Based Curriculum

- DE Course Interaction
  Address
  The online lectures and videos show diversity of students and are both in English and Spanish.
- Measurable Objectives
  Address
  Discuss nomenclature used in the automotive industry and its effects on different groups.
- Course Content
  Address
  Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.
- Methods of Instruction
  Address
  The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

AAG and Electude have partnered to offer Eletudes training to a wide variety of students who would otherwise be left out of classroom attendance. Electude is accepted as the standard for online automotive training.

Explain how the decision was made to offer this course in a Distance Education mode.

Electude only offers online learning in lecture form. The classes give the students the theory. Students will gain hands-on experience through the lab classes associated with AAG and also with work experience.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
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- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Every section
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Every assignment

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At the beginning of each section
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: weekly

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes and exams at the end of each section
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly

Codes and Dates

Course CB Codes

CB03: TOP Code
094800 - Automotive Technology

CB04: Credit Status
D - Credit - Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
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Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
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Session 5 - Wheels and Tires

Session 6 Steering and Suspension - Part 1
Session 7 - Steering and Suspension - Part 2
Session 2 - Braking Systems -Part 1
Session 3 - Braking Systems - Part 2
Session 4 - A.B.S., Hub and Wheel Bearing
Session 8 - Electrical Basics, Batteries & Air Bag Safety
Session 9 - Starting and Charging Systems
Session 10 - Body Electrical and Lighting
Session 17 - Electric Systems and Electric Vehicles
Session 16 - HVAC
Session 13 - Diagnostic Test Strategies - Part 1
Session 14 - Diagnostic Test Strategies - Part 2
Session 15 - Emissions Systems
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Apprenticeship Automotive Group 3
AAG Emissions

Effective: Fall 2026

Catalog Description:

APAG 3 - AAG Emissions
4.00 Units

AAG Apprenticeship lecture series from Electude. This class covers all areas of automotive and fills in the theory portion of the lab sections.
4 Units Lecture

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship.

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
B. Understand cycles of refrigerant;
C. Ohm's law, read basic schematics, test automotive electrical systems

D. Utilize and apply hazardous waste handling;
E. Identify and describe uses of automotive related tools
F. Identify emissions components, understand 5 gas theory
G. Discuss heating and cooling systems, perform basic cooling systems tests
H. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile
I. Theorize on the future of the automotive industry
J. Basic engine teardown and reassembly

Course Content:

1. Safety and Handling of Hazardous Waste Materials
    1. Occupational Safety Health Administration (OSHA) Shop standards applied
    2. Industry safety standards applied
    3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
2. Tool Identification
    1. Ratchets, Sockets, Wrenches, Screwdrivers
    2. Torque Wrenches
    3. Hammers, Pliers
    4. Specialty Tools
3. Maintenance and Inspection
    1. Manufacturing recommendations
    2. Periodic inspections for unusual conditions
    3. Component failure inspections
4. Emissions Systems
    1. Parts Identification
    2. Parts Theory
    3. Reading Emissions Labels
    4. 5 gas Theory
    5. Smog Controls
        1. California and Federal Requirements
        2. History of the Smog Program
        3. Government and Manufacturer laws and regulations
    6. Environmental Responsibilities
5. Heating and Cooling
    1. History and current innovations of heating and cooling systems
    2. Parts Identification
    3. Heating Theory and operation
    4. Heating Systems Testing
        1. Theory
        2. On car application
    5. Coolant Systems Testing
        1. Theory
        2. On car application
6. Air Conditioning Systems

        1. Environmental concerns
        2. Parts Identification
        3. Parts Theory
        4. On car Testing and inspection procedures and application
7. Automotive Industry Future
    1. Environmental Concerns
    2. Oil Supply Concerns
        1. Middle East Stability
        2. How much is left?
    3. Electronic Integration
        1. Computers
        2. Steering
        3. Braking
        4. Parking
        5. Heads up Displays
        6. Navigation
        7. Entertainment Systems
        8. Communication Systems
        9. Optical Systems
8. Automotive standard nomenclature
    1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Audio-visual Activity - Videos and website activities
2. Discussion - Class discussion
3. Lecture - The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

A. Reading:
Read X chapter and answer ASE style questions

B. Writing:
Confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At the end of every section
B. Quizzes
    1. Weekly
C. Class Participation

1. Weekly

D. Home Work
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Research the service manual to determine proper repair procedures.

Textbooks (Typical):

Other Learning Materials:

1. Access to online learning module will be provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer.
2. Internet access.

Equity Based Curriculum

- DE Course Interaction
  Address
  The online videos and lectures show diversity of students and are both in English and Spanish.
- Measurable Objectives
  Address
  Discuss nomenclature used in the automotive industry and its effects on different groups.
- Course Content
  Address
  Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.
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  The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

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Electude only offers online learning in lecture form. The classes give the students the theory. Students will gain hands-on experience through the lab classes associated with AAG and also with work experience.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Every section
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Every assignment

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At the beginning of each section
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: weekly

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes and exams at the end of each section
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly. The online videos and lectures show diversity of students and are both in English and Spanish.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly. The online videos and lectures show diversity of students and are both in English and Spanish.

Codes and Dates

Course CB Codes

CB03: TOP Code
094800 - Automotive Technology

CB04: Credit Status
D - Credit - Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
Y - Not Applicable, Credit course

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Complete all sessions below through AAG (agency) with no recency
Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles
Session 11 - Inspect and Service Engines
Session 12 - Engine Service and Diagnostics
Session 18 - Automatic Transmissions
Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axel
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Session 17 - Electric Systems and Electric Vehicles
Session 16 - HVAC
Session 13 - Diagnostic Test Strategies - Part 1
Session 14 - Diagnostic Test Strategies - Part 2
Session 15 - Emissions Systems
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Apprenticeship Automotive Group 3L
AAG Emissions Laboratory

Effective: Fall 2026

Catalog Description:

APAG 3L - AAG Emissions Laboratory
2.00 Units

Study of engine performance: mechanical, measurement, diagnosis, and assembly, HVAC: mechanical, measurement, and assembly. Hands-on lab of the above-mentioned components, including scanner, evaluation, qualifying, and repairing.
2 Units Lab

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship.

Course Grading: Optional

Lab Hours	108
Inside of Class Hours	108

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Chart, inspect, and test computerized HVAC control system sensors, HVAC control module, actuators, and circuits using a digital-multi-meter (DMM) on board diagnostic scan tool, and perform necessary action
B. Obtain and interpret Service Information, Tools, Safety

C. Diagnose the causes of HVAC system concerns resulting from malfunctions in the computerized HVAC control system with or without diagnostic trouble codes
D. Evaluate and adjust HVAC system controls
E. Assess cooling system performance
F. Perform air conditioning (AC) evacuation and recharge
G. Diagnose malfunctions of vacuum and motor driven mode door
H. Perform tests related to popular fuel systems used on current model cars
I. Perform tests related to popular ignition systems used on current model cars
J. Formulate diagnostic patterns, and analyze gas readings to expedite proper repairs
K. Manipulate and use hand held diagnostic test equipment
L. Demonstrate proficient use of diagnostic information system

Course Content:

1. Fuel systems testing
    1. Perform pressure test
    2. Evaluate volume test and fuel composition
    3. Electronic pulse with modulation evaluation
    4. Volt drop and scope evaluation
2. Ignition System Testing
    1. Ignition Scope Usage
    2. Ignition Scope Reading and evaluation
3. Diagnostic patterns, and analyze gas readings
    1. Execute diagnostic as described in service information systems
    2. Study and evaluate exhaust gas readings
4. Diagnostic test equipment
    1. Identify proper tester for application
    2. Manipulate hand held scanners to retrieve diagnostic information.
5. Diagnostic information systems
    1. Access and extract diagnostic information.
    2. Research labor time guides for work determined in diagnostics.
6. Explain theory and functionality
    1. List theory of air fuel flow of a carburetor
    2. Explain advantages of port injectors and related equipment
7. Diagnose various Engine Performance concerns
8. Air Flow Management System
9. HVAC Electrical Circuits and Schematics
10. Advanced Electrical HAVC systems
11. Engine Cooling System Parts and Operation
12. Heater System Operation and Diagnosis
13. Automatic Temperature Control Systems
14. Hybrid Electric Vehicle HVAC Systems
15. Maintenance and Light Repair HVAC Inspection
16. Refrigerant Recovery, Recycling and Handling
17. A/C System Diagnosis and Service

Methods of Instruction:

1. Lab - Group and individual laboratory activities
2. The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

A. Laboratory:
   1. Perform diagnosis of MIL

Methods of Evaluating Student Progress

A. Exams/Tests
   1. Weekly
B. Group Projects
   1. Weekly
C. Lab Activities
   1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Diagnose an MIL light using proper service information and diagnostic strategies.

Textbooks (Typical):

Other Learning Materials:

1. Lab Sheets and assignments as provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction
  Address
  The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Codes and Dates

Course CB Codes

CB03: TOP Code

094800 - Automotive Technology

CB04: Credit Status

C - Credit - Not Degree Applicable

CB08: Basic Skills Status

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CB09: SAM Code

A - Apprenticeship

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Complete all sessions below through AAG (agency) with no recency

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

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Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axel

Session 5 - Wheels and Tires

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Session 7 - Steering and Suspension - Part 2

Session 2 - Braking Systems -Part 1

Session 3 - Braking Systems - Part 2

Session 4 - A.B.S., Hub and Wheel Bearing

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Session 14 - Diagnostic Test Strategies - Part 2
Session 15 - Emissions Systems
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Apprenticeship Automotive Group 4
AAG Electrical

Effective: Fall 2026

Catalog Description:

APAG 4 - AAG Electrical
4.00 Units

AAG Apprenticeship lecture series from Electude. This class covers all areas of automotive and fills in the theory portion of the lab sections.

4 Units Lecture

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards.

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
B. Observe Charging Systems
C. Observe Starting Systems
D. Discuss Lighting Systems

E. Discuss Body Electrical
F. Discuss Electrical and Battery Systems
G. Ohm's law, read basic schematics, test automotive electrical systems
H. Utilize and apply hazardous waste handling
I. Identify and describe uses of automotive related tools
J. Theorize on the future of the automotive industry

Course Content:

1. Safety and Handling of Hazardous Waste Materials
    1. Occupational Safety Health Administration (OSHA) Shop standards applied
    2. Industry safety standards applied
    3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
2. Tool Identification
    1. Ratchets, Sockets, Wrenches, Screwdrivers
    2. Torque Wrenches
    3. Hammers, Pliers
    4. Specialty Tools
3. Maintenance and Inspection
    1. Manufacturing recommendations
    2. Periodic inspections for unusual conditions
    3. Component failure inspections
    4. Fluid inspection and service
        1. Leaks
4. Heating and Cooling
    1. Battery
5. Automotive Industry Future
    1. Environmental Concerns
    2. Oil Supply Concerns
        1. Middle East Stability
        2. How much is left?
    3. Electronic Integration
        1. Computers
        2. Steering
        3. Braking
        4. Parking
        5. Heads up Displays
        6. Navigation
        7. Entertainment Systems
        8. Communication Systems
        9. Optical Systems
    4. Alternative Fuels
        1. CNG
        2. Propane
        3. Bio-Diesel

        4. E85
        5. Hydrogen
    5. Hybrids
        1. Gasoline/Electric
        2. Diesel/Electric
        3. Hydrogen/Electric
6. Automotive standard nomenclature
    1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Audio-visual Activity - Videos and online activities
2. Discussion - Class discussion
3. Lecture - The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

A. Reading:
Read X chapter and answer ASE style questions

B. Writing:

Confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At the end of every section
B. Quizzes
    1. Weekly
C. Class Participation
    1. Weekly
D. Home Work
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Research the service manual to determine proper repair procedures.

Textbooks (Typical):

Other Learning Materials:

1. Access to online learning module will be provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer.
2. Internet access.

Equity Based Curriculum

- DE Course Interaction
  Address
  The online lectures and videos show diversity of students and are both in English and Spanish.
- Measurable Objectives
  Address
  Discuss nomenclature used in the automotive industry and its effects on different groups.
- Course Content
  Address
  Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.
- Methods of Instruction
  Address
  The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
AAG and Electude have partnered to offer Eletudes training to a wide variety of students who would otherwise be left out of classroom attendance. Electude is accepted as the standard for online automotive training.

Explain how the decision was made to offer this course in a Distance Education mode.
Electude only offers online learning in lecture form. The classes give the students the theory. Students will gain hands-on experience through the lab classes associated with AAG and also with work experience.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
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Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

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- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Every section
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Every assignment

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At the beginning of each section
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: weekly

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes and exams at the end of each section.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly. The online lectures and videos show diversity of students and are both in English and Spanish.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly

Codes and Dates

Course CB Codes

CB03: TOP Code

094800 - Automotive Technology

CB04: Credit Status

D - Credit - Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Complete all sessions below through AAG (agency) with no recency

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

Session 11 - Inspect and Service Engines

Session 12 - Engine Service and Diagnostics

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Session 8 - Electrical Basics, Batteries & Air Bag Safety

Session 9 - Starting and Charging Systems

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Session 17 - Electric Systems and Electric Vehicles

Session 16 - HVAC
Session 13 - Diagnostic Test Strategies - Part 1
Session 14 - Diagnostic Test Strategies - Part 2
Session 15 - Emissions Systems
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Apprenticeship Automotive Group 4L
AAG Electrical Laboratory

Effective: Fall 2026

Catalog Description:

APAG 4L - AAG Electrical Laboratory
2.00 Units

Study of electrical and electronic systems: electrical measurement and testing, EV and Hybrid systems. Hands-on lab of the above-mentioned components, including evaluation, qualifying, and repairing.
2 Units Lab

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship.

Course Grading: Optional

Lab Hours	108
Inside of Class Hours	108

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

A. Perform Charging systems test
B. Perform Starting systems test
C. Identify and describe uses of automotive related tools
D. Utilize and apply hazardous waste handling
E. Restraints system identification
F. Use electrical test equipment for accurate diagnosis of electrical systems and sub-systems;

G. Use problem-solving skills to categorize systems faults in automotive circuits and make needed repairs
H. Identify types of ignition systems
I. Describe and evaluate fuel control circuits for proper operation
J. Conduct circuit and wire repairs
K. Diagnose and repair basic automotive battery, starting, charging system

Course Content:

1. Problem solving
    1. Classify type of electrical faults
    2. Evaluate needed diagnostic procedure
    3. Research proper diagnostic path as outlined by the manufacturer or industry standards and make needed repairs
    4. Perform needed tests to confirm repairs
2. Identifying types of ignition systems
    1. Standard, electronic, high energy, distributor, non-distributor
    2. Safety precautions while diagnosing
    3. Identify circuitry, current theory and concepts
3. Fuel control: operation and evaluation
    1. Identify type of controller
    2. Categorize type of injectors used
    3. Evaluate proper operation of system
    4. Perform pressure checks
    5. Explain scanner readings, meter readings and scope readings
4. Diagnosis of connected system
    1. Brakes and ABS system
    2. Steering
    3. Suspension
    4. HVAC
5. Circuit and wire repairs
    1. Lay out and perform solder repairs
    2. Lay out and perform splice repairs
    3. Lay out and perform terminal and connector repairs
    4. Produce sound diagnostic approach to identify faults
6. Safety and Handling of hazardous waste materials
    1. Occupational Safety Health Administration (OSHA) Shop standards applied
    2. Industry safety standards applied
    3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
7. Tool Identification
8. Maintenance and inspection
    1. Periodic inspections for unusual conditions
    2. Component failure inspections
9. Safety Restraints
    1. Seat Belts
        1. Installation Concerns

        2. Inspection and Replacement
    2. Airbags
        1. Parts Identification
10. Automotive standard nomenclature
    1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Lab - Group and individual laboratory activities
2. The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

A. Laboratory:
    1. Perform Voltage drop on the starter circuit

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Weekly
B. Group Projects
    1. Weekly
C. Lab Activities
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Test the starter circuit using the proper test equipment and evaluate the results.

Textbooks (Typical):

Other Learning Materials:

1. Lab Sheets and assignments as provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses.

Equity Based Curriculum

- Course Content
  Address

Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.

- Methods of Instruction
  Address
  The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Codes and Dates

Course CB Codes

CB03: TOP Code
094800 - Automotive Technology

CB04: Credit Status
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Credit for Prior Learning

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Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
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Session 15 - Emissions Systems
Additional Detail (List articulated courses, etc.) No

5.7 CPL

- APAG 1 AAG Service
- APAG 1L AAG Service Laboratory
- APAG 2 AAG Chassis
- APAG 2L AAG Chassis Laboratory
- APAG 3 AAG Emissions
- APAG 3L AAG Emissions Laboratory
- APAG 4 AAG Electrical
- APAG 4L AAG Electrical Laboratory

LAS POSITAS COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes
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LAS POSITAS COLLEGE

Credit for Prior Learning

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Additional Detail (List articulated courses, etc.) Yes

LAS POSITAS COLLEGE

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Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Complete all sessions below through AAG (agency) with no recency
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Session 12 - Engine Service and Diagnostics
Session 18 - Automatic Transmissions
Session 19 - Manual Transmission and Clutch
Session 20 - Drive Line and Axel
Session 5 - Wheels and Tires
Session 6 Steering and Suspension - Part 1
Session 7 - Steering and Suspension - Part 2
Session 2 - Braking Systems -Part 1
Session 3 - Braking Systems - Part 2
Session 4 - A.B.S., Hub and Wheel Bearing
Session 8 - Electrical Basics, Batteries & Air Bag Safety
Session 9 - Starting and Charging Systems
Session 10 - Body Electrical and Lighting
Session 17 - Electric Systems and Electric Vehicles
Session 16 - HVAC
Session 13 - Diagnostic Test Strategies - Part 1
Session 14 - Diagnostic Test Strategies - Part 2
Session 15 - Emissions Systems
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
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Additional Detail (List articulated courses, etc.) No

5.8 Shared Governance Worksheet and Curriculum Committee Charge

LPC GOVERNANCE WORKSHEET FOR 2025-2026

Committee Name: Curriculum Committee

Form Completed by: Craig Kutil **Position:** Chair

LPC Mission Statement:
Las Positas College provides an inclusive learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Instructions

The purpose of this worksheet is to allow each Committee, Subcommittee, Senate, or Union to review its charge, responsibilities, and membership yearly as documented in the LPC Shared Governance Handbook. Committees should ensure that their charge supports the LPC Mission Statement and Accreditation Standards. This form will serve to document changes, if needed. If changes are requested, committees must obtain approval from any constituency groups involved prior to returning this form to the President's Office to be reviewed by College Council. Once approved by College Council, updates will be made to the Shared Governance Handbook.

Committee Academic Year Timeline

Month	Activity
February	• Committees discuss and finalize committee changes and/or structure. • Chair completes Governance Worksheet with or without changes and signs on behalf of the committee.
March	• Governance Worksheet goes forward to Academic Senate (if appropriate). • Governance Worksheet goes forward to College Council for approval. • College Council Meeting – Approvals of Governance Committee Changes. • If there are significant changes, Committee Chair or Designee must attend the Council Meeting.
April	• Shared Governance Participants' Document and Governance Handbook updated with committee changes. • President's Office sends reminder to Academic and Student Services Divisions, Classified Senate, and Administrators to update membership. • Student Services Division Meeting agenda item: committee memberships. • Admin Staff Meeting agenda item: committee memberships. • Classified Senate Meeting agenda item: committee memberships. • Academic Divisions Meeting agenda item: committee memberships.
May	• Admin Staff finalizes committee memberships. • Student Services Division finalizes committee memberships. • Classified Senate finalizes committee memberships. • Academic Divisions finalizes committee memberships. • Academic Divisions, Student Services Divisions, Classified Senate, and Admin Staff sends committee representation to President's Office for web site updates.
August	• President's Office posts DRAFT Governance Participants on website.
September	• Faculty Association sends list of appointments. • LPCSG sends list of appointments to President's Office. • Committees send President's Office Committee Chair selection. • President's Office posts FINAL Governance Participants on website. • Committee Chair/Support updates committee web site with changes and committee representation.

LPC GOVERNANCE WORKSHEET FOR 2025-2026

Committee Tasks for 2024-25

Committee Name: Curriculum Committee

Form Completed by: Craig Kutil **Position:** Chair

LPC Mission Statement:
Las Positas College provides an inclusive learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Instructions

List tasks the committee completed in 2024-2025 in support of the committee charge.

1. Reviewed and approved new courses and programs
2. Reviewed and approved course and program modifications and deactivations
3. Developed and approved Curriculum Committee Policies
4. Revised Curriculum Committee Charge and Committee Membership
5. Approved first six common course number (CCN) course revisions
6. Updated the Associate Degree General Education pattern and standards

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LPC GOVERNANCE WORKSHEET FOR 2025-2026

Use the information from the Shared Governance Handbook and the Committee Participants list to determine whether changes need to be made for 2025-2026.

1. **Charge:**

   _____ The Charge is satisfactory, no changes.

   _X_ The Charge will change. The updated Charge is attached.

2. **Reporting Relationship:**

   _X_ It is recommended the reporting relationship remains the same.

   _____ It is recommended the reporting relationship changes.

   The committee will report to:

   _____ Academic Senate _____ College Council

   _____ Faculty Association _____ President

   _____ Vice President of _____

   _____ Other _____

3. **Chairmanship:**

   It is recommended that the chair:

   _X_ Selection remains the same

   _____ Selection method changes to: _____

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LPC GOVERNANCE WORKSHEET FOR 2025-2026

4. Membership:

_____The committee has the expertise and collegial representation to successfully meet the charge; it is recommended membership remains the same.

_X_ The committee recommends membership changes to ensure expertise and collegial representation to successfully meet the charge.

Voting Members (list positions, not actual names): (e.g., V.P. of Student Services, 4 Classified, 1 faculty from each Division, etc.)

1. 2 Faculty from each Division
2. 1 Librarian
3. Articulation Officer
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Total Voting Members: 12 Quorum (50% + 1): 7

Non-Voting Members (Advisors): (e.g., President, 2 students, 1 faculty from each Division, etc.)

1. Curriculum & Student Learning Outcomes Specialist
2. 1 Academic Services Division Dean
3. Vice President of Academic Services
4. Student Services Division Dean
5. 1 Student Government Representative
6. Curriculum & Scheduling Specialist(s)
7. Student Records Evaluator(s)

Members appointed by: (check all that apply)

_X_ Academic Senate
_____ Faculty Association
_____ Classified Senate
_____ SEIU
_____ Administration
_X_ Student Senate

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5. Term: (check one)

____1 year X___2 years ____Other

Committee Chair/Co-Chair Approval

Printed Name	Signature	Date
_____	_____	_____
_____	_____	_____

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Overview

Responsibility for reviewing curriculum, establishing prerequisites, course placement in disciplines, assigning course identifiers, degree and certificate requirements, developing process and timelines for review of academic programs, grading policies, maintaining and updating discipline list, and making recommendations to the President for action by the Board of Trustees. All new courses and programs, as well as changes in current course and program content, structure, or credit, must be reviewed by this committee.

Reporting Relationship

The Curriculum Committee is a subcommittee of the Academic Senate.

Charge

The Curriculum Committee (hereafter referred to as "the Committee") is responsible for ensuring and preserving the academic integrity and quality of all courses and programs offered by Las Positas College. The Committee's primary responsibilities lie in five major areas, as specified by Title V [Title 5 §53200]:

- Curriculum
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success

As a sub-committee of the Academic Senate, the Committee reports its recommendations for approval in the areas of Curriculum and Educational Programs to the Senate as informational items, and forwards its recommendations in these areas to the Office of the Vice President of Academic Services. This office prepares the recommendations for presentation to the Board of Trustees by way of the President's Office at the College. The Board of Trustees is the sole authority for approval of all curriculum recommendations in the areas of Curriculum and Educational Programs.

In the area of Degree and Certificate Requirements, it is the duty of the Committee to formulate policies for approving degree and certificate requirements for presentation to the Senate. "It is not the role of the Senate to change these recommendations. However, it is appropriate for the Senate to review the policies and procedures used [Title V §53203(a)] and call attention to any irregularities which might require a recommendation to be returned to the Committee for reconsideration. Changes to the General Education pattern for the Associate ~~degree~~ Degree may be recommended by the Committee~~, but must be agreed upon through collegial consultation with the Curriculum Committees and Academic Senates of both colleges and approved by the Board of Trustees~~.

The Committee's duties and responsibilities in each of the areas are defined as follows:

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Curriculum

In the area of curriculum, the Committee's duties include – but are not limited to – approval of:

- New and revised course outlines of record for degree-applicable credit courses, non-degree-applicable credit courses, and non-credit courses
- Pre-requisites, co-requisites, and advisories for courses
- Limitations on the number of times a course may be repeated
- Units for courses and programs
- Courses to be taught in distance education mode
- Courses for inclusion in the requirements for the Associate ~~degree~~ Degree (AA or AS)
- Courses for ~~articulation and~~ transfer to CSU ~~and submission of courses for UC transfer, IGETC, and CSU GE Breadth~~
- Discontinuation of existing courses or programs
- Placement of courses within disciplines
- Assigning course identifiers
- Maintaining and updating the discipline list
- Maintaining and updating program maps

Degree and Certificate Requirements

In this area, the Committee's duties include – but are not limited to – the following:

- Recommendations for changes to the General Education pattern for the Associate ~~degree~~Degree
- Definition of criteria for placement of courses within General Education areas
- Periodic review for appropriateness and relevancy of the courses listed within a specific ~~general~~ General Education area

Grading Policies

The Committee's duties in this area include – but are not limited to – the following:

- Review of grading policies for individual courses (e.g., whether the course is grade only)
- Review of coursework required of students (as specified in the course outline of record), to ensure that coursework meets rigorous academic standards

Educational Programs

Educational programs are initiated and developed within appropriate areas or disciplines. The Committee's duties include – but are not limited to – approval of:

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- Educational (degree and certificate) programs and requirements for such programs
- Additional program specific graduation requirements
-

~~Pre-requisites, co-requisites, and advisories for new and revised programs~~

Standards or Policies Regarding Student Preparation and Success

The Committee's role in this area is related to its charge to approve course outlines and pre-requisites. The Committee must ensure that pre-requisites, co-requisites, and advisories are appropriately selected in such a way as to ensure students are adequately prepared for a course and will have the skills necessary to succeed in the course. The Committee must also ensure that pre-requisites, co-requisites, and advisories do not act as a barrier to students seeking to complete coursework or programs.

Committee Membership

Chair:

- Votes only in case of a tie~~; see below for more information~~

Voting Members: ~~(Voting):~~

- 2 Faculty from each Division~~(each Division shall have a maximum of two votes)~~
- 1 Librarian~~(may also serve as a division representative)~~
-
- Articulation Officer~~(may also serve as a division representative)~~
- ~~Division Dean (1 / academic year)~~

If the Librarian and/or Articulation Officer serve as the Chair they shall only vote in their capacity as Chair.

~~(Note: If the Librarian and/or Articulation Officer also serves as a division representative, they will have only one vote.)~~

~~Notes for Voting Members:~~

~~While all members of the Committee take seriously the charge of the group, the voting members have a special duty to develop expertise in curriculum matters, to attend all meetings of the Committee, to thoroughly review all matters presented to the Committee before voting, and to abstain from voting in situations where the Committee member is not adequately prepared to make an informed decision.~~

~~Non-Voting Members~~Advisors:

- Curriculum & Student Learning Outcomes Specialist (acts as Secretary of the Committee)

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- Vice President of Academic Services
- 1 Academic Services Division Dean
- Student Services Division Dean
- ~~Chair (votes only in case of a tie; see below for more information)~~
- ~~Academic Services Curriculum & Student Learning Outcomes Specialist (acts as Secretary of the Committee)~~
- ~~Division Dean (1 / academic year)~~
- ~~Vice President of Academic Services~~
- ~~Student Services Division Dean~~
- Student Records Evaluator ~~(attends as needed)~~
- ~~Academic Services~~ Curriculum & Scheduling Specialist ~~(attends as needed)~~
- Other Classified Professional/s (appointed by the Chair)
- ~~2~~ 1 Student ~~Senate~~ Government Representative~~s~~

- **Appointments by:** Academic Senate; College President; Student ~~Senate~~Government; Curriculum Chair

Term

It is hoped that ~~voting members~~ voting members will serve for a minimum of two years and should be allowed to serve longer if ~~so~~ selected by their constituency, in order to preserve valuable expertise amongst the Committee members. At the same time, it is important to bring new ~~members~~ voting members onto the Committee within any two-year cycle, in order to develop curriculum expertise amongst all ~~faculty members~~voting members.

The term of office for the position of Chair is two years. The Chair may serve for more than one term, and may serve consecutive terms.

Voting and Quorum

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Chair:

- Votes only in case of a tie~~; see below for more information~~

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- 2 Faculty from each Division~~(each Division shall have a maximum of two votes)~~
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- Vice President of Academic Services
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Voting and Quorum

~~**Quorum:** 10 voting members, Quorum = 6~~Voting is limited to voting members and the quorum is determined by the number of voting members on the Committee in each term.

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