Las Positas College

Curriculum Committee Meeting

05/05/2025

6.0 Second Reading/Voting Packet

# 6.1 New Courses

Course Outline of Record - Effective Term: **Fall 2025**

- NBUS 215 Work Force Power Skills
- NBUS 216 Career Success Through Compassion

Course Outline of Record - Effective Term: **Fall 2026**

- BIO 1R Organismal Biology
- LGBT 3 Transgender Lives
- 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

Enrollment Limitations - Effective Term: **Fall 2026**

- 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
- BIO 1R Organismal Biology
- NTHE 247 Performance in Play Production for Older Adults
- NTHE 257 Performance in Musical Productions for Older Adults

Distance Education (DE) - Effective Term: **Fall 2025**

- NBUS 215 Work Force Power Skills
- NBUS 216 Career Success Through Compassion

Distance Education (DE) - Effective Term: **Fall 2026**

- BIO 1R Organismal Biology
- LGBT 3 Transgender Lives

CSU Transfer - Effective Term: **Fall 2026**

- BIO 1R Organismal Biology
- GEOL 13 Introduction to Climate Science
- LGBT 3 Transgender Lives

Associate Degree General Education - Effective Term: **Fall 2026**

- BIO 1R Organismal Biology - Natural Sciences

- GEOL 13 Introduction to Climate Science -  Natural Sciences
- LGBT 3 Transgender Lives - Arts and Humanities, Social and Behavioral Sciences

# Admin 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 |

**Justification for course proposal**

This course will help students develop and practice new skills necessary for success in the workplace.

## 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.

# 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.

# DE Proposal

**Delivery Methods**
- **Fully Online (FO)**

**Rationale for DE**

**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.

**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:** 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

- **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

- **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

## Codes and Dates

**Course CB Codes**
**CB03: TOP Code**
050630 - Management Development and Supervision

**CB04: Credit Status**
N - Non Credit

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**

D – Possibly Occupational

**CB21: Course Prior to College**

Y – Not applicable

**CB22: Non Credit Course Category**

J – Workforce Preparation

# DE for NBUS 215
# Workforce Power Skills

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

**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.

**Accessibility all materials must be accessible to students with disabilities**

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- 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:** 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

- **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

- **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

# Admin 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 |

Justification for course proposal
This course will help students develop and practice new skills necessary for success in the workplace.

## 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.

## 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

## DE Proposal

**Delivery Methods**
- **Partially Online**

**Rationale for DE**
**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.

**Accessibility all materials must be accessible to students with disabilities**
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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.

**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:** 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**

- **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**

- **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

## Codes and Dates

**Course CB Codes**

**CB03: TOP Code**

050630 - Management Development and Supervision

**CB04: Credit Status**

N - Non Credit

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

D - Possibly Occupational

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

J - Workforce Preparation

**Las Positas College**

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# DE for NBUS 216
# Career Success Through Compassion

## DE Proposal

**Delivery Methods**

- **Partially Online**

**Rationale for DE**

**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.

**Accessibility all materials must be accessible to students with disabilities**

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**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:** 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**

- **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**

- **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

# Admin 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 |

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.

## 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).

## 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.

## Requisite Skills

**Before entering this course, it is recommended that a student be able to:**

A. BIO 30
1. Describe and apply the scientific method and how it is used by scientists to further scientific knowledge
2. Cite the characteristics and levels of organization exhibited by all living organisms
3. Know the use of light microscope and dissecting scope
4. Describe how cells/specialized cells are structured and function
5. Describe basic cell metabolism
6. Describe/contrast, mitosis, and meiosis
7. Describe structure, transmission and expression of genes
8. Explain the Darwinian concept of evolution as modified by modern scientific knowledge
9. Describe how the modern (binomial) system names and classifies organisms

## DE Proposal

Delivery Methods
- **Partially Online**
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

Rationale for DE

**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.

**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:** 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**

- **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**

- **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.

# Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000353788

**CB03: TOP Code**

040100 - Biology, General

**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.

**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

**Las Positas College**

3000 Campus Hill Drive

Livermore, CA 94551-7650

(925) 424-1000

(925) 443-0742 (Fax)

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# DE for BIO 1R
# Organismal Biology

## DE Proposal

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- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

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- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** At the discretion of the instructor.

## Requisite Skills:

**Before entering this course, it is recommended that a student be able to:**

A. BIO 30
   1. Describe and apply the scientific method and how it is used by scientists to further scientific knowledge
   2. Cite the characteristics and levels of organization exhibited by all living organisms
   3. Know the use of light microscope and dissecting scope
   4. Describe how cells/specialized cells are structured and function
   5. Describe basic cell metabolism
   6. Describe/contrast, mitosis, and meiosis
   7. Describe structure, transmission and expression of genes
   8. Explain the Darwinian concept of evolution as modified by modern scientific knowledge
   9. Describe how the modern (binomial) system names and classifies organisms

LAS POSITAS
C O L L E G E

# Admin 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 |

**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.

## Discipline:

History, or Psychology, or Sociology, or Women's 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. 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.

## 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.

# DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**

Rationale for DE

**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.

**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.
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- 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:** 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

- **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

- **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.*

## Codes and Dates

**Course CB Codes**

**CB03: TOP Code**

220140 - Social Justice: LGBTQ Studies

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

E - Non-Occupational

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

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# DE for LGBT 3
# Transgender Lives

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**

**Rationale for DE**

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

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- **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**

- **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

- **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

# Admin 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 |

**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.

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

**Lecture:**
1. Lectures will focus on piano technology concepts such as:
   1. Piano tuning in equal temperament
   2. Piano regulation and voicing
   3. Piano repair
   4. The history of the piano
   5. The mechanics of the piano
   6. 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:
   1. 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. .

# 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.

# Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000642904

**CB03: TOP Code**

096200 - Musical Instrument Repair

**CB04: Credit Status**

N - Non Credit

**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.

**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)

LAS POSITAS
C O L L E G E

# Admin 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 |

**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.

## 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.

## 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.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000560355

**CB03: TOP Code**

100700 - Dramatic Arts

**CB04: Credit Status**

N - Non Credit

**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.

**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

# Admin 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 |

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.

## 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..

## 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.

## Codes and Dates

**Course CB Codes**
**CB03: TOP Code**

100700 - Dramatic Arts

**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

# 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.
- 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
- **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

# 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

# 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.
- 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 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

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

# 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**

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
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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

# 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.
- 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 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
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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

# 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**

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.**
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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

# 6.2 Course Modifications

## Course Outline of Record - Effective Term: **Fall 2026**

- 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

## Enrollment Limitations - Effective Term: **Fall 2026**

- BIO 1C Cell and Molecular Biology
- ECON C2001 Principles of Microeconomics
- ECON C2002 Principles of Macroeconomics
- FLMS 7 Introduction to Screenwriting

# Distance Education (DE) - Effective Term: **Fall 2025**

- 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 50L Introduction to Stage Lighting

# Admin 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..

## Equity Based Curriculum

- Course Content
  **Address**
  While course focuses on Western Art History, it includes discussion of influences and artistic exchange with non-Western cultures including Persia and and Medieval Islamic Empires.

## DE Proposal

**Delivery Methods**
- **Fully Online (FO)**

**Rationale for DE**

**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.

**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.

**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:** 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

- **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

- **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:** Twice 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.

# Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000521440

**CB03: TOP Code**

100100 - Fine Arts, General

**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.

**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

**Las Positas College**

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# DE for ARTH C1100
# Survey of Art from Prehistory to the Medieval Era

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

**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.

**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.

**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:** 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

- **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

- **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:** Twice 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.

# Admin 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..

# Equity Based Curriculum

- Course Content
  **Address**
  Course content explores the artistic contributions of different cultures and groups to Western Art History.
- Assignments
  **Address**
  Assignments encourage students to draw connections with their own cultures/communities.
- Typical Texts
  **Address**
  No-cost textbook options available

# DE Proposal

**Delivery Methods**
- **Fully Online (FO)**

**Rationale for DE**
**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.

**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:** 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**

- **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.*
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- **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

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

# Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000521442

**CB03: TOP Code**
100100 - Fine Arts, General

**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.

**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

**Las Positas College**

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Livermore, CA 94551-7650

(925) 424-1000

(925) 443-0742 (Fax)

# DE for ARTH C1200
# Survey of Art from the Renaissance to Contemporary

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

**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.

**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:** 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

- **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

- **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.

# Admin 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.

## Equity Based Curriculum

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

## Requisite Skills

**Before entering this course, it is recommended that a student be able to:**

A. ARTS 2A
   1. Accurately render three-dimensional objects on a two-dimensional surface from observation
   2. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
   3. Organize spaces and objects within a drawing according to basic principles of design and composition
   4. Accurately describe forms and space through gradations of value
   5. Evaluate and critique class projects using relevant terminology in oral or written formats

# DE Proposal

**Delivery Methods**
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

**Rationale for DE**

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

**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.

**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.

**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:** At least once per semester.
- **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:** Feedback will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 9 times per semester.

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** Chat is available for students every online class.

Student-Content Interaction

- **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:** 6 times per semester.

# Codes and Dates

**Course CB Codes**
**CB00: State ID**
CCC000521403

**CB03: TOP Code**
100210 - Painting and Drawing

**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.

**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

# DE for ARTS 7A
# Introduction to Watercolor Painting

## DE Proposal

**Delivery Methods**

- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

**Rationale for DE**

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

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.

**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.

**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.

**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:** At least once per semester.
- **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:** Feedback will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 9 times per semester.

### Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** Chat is available for students every online class.

### Student-Content Interaction

- **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:** 6 times per semester.

## Requisite Skills:

**Before entering this course, it is recommended that a student be able to:**
A. ARTS 2A
   1. Accurately render three-dimensional objects on a two-dimensional surface from observation
   2. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
   3. Organize spaces and objects within a drawing according to basic principles of design and composition

4. Accurately describe forms and space through gradations of value
5. Evaluate and critique class projects using relevant terminology in oral or written formats

# Admin 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.

## Equity Based Curriculum

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

# Requisite Skills

**Before entering this course, it is required that a student be able to:**

A. ARTS 7A
1. Demonstrate the handling of watercolor painting media
2. Demonstrate specific techniques and concepts relative to watercolor painting
3. Produce finished paintings demonstrating a variety of technical skills and utilizing a number of art concepts appropriate to the beginning level
4. Express a critical view of their own work and the work of others
5. Develop expressive content through manipulation of mark, color, value and composition
6. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology
7. Safely handle and use studio painting materials and equipment

**Before entering this course, it is recommended that a student be able to:**

A. ARTS 2A
1. Accurately render three-dimensional objects on a two-dimensional surface from observation
2. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
3. Develop expressive content through manipulation of line, form, value, and composition
4. Evaluate and critique class projects using relevant terminology in oral or written formats

# DE Proposal

Delivery Methods
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

Rationale for DE

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

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.

**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.

**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.

**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:** At least once per semester.
- **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:** Feedback will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 9 times per semester.

**Student-Student Interaction**

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** Chat is available for students every online class.

**Student-Content Interaction**

- **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.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000521404

**CB03: TOP Code**

100210 - Painting and Drawing

**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.

**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

**Las Positas College**
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

# DE for ARTS 7B
# Watercolor Painting

## DE Proposal

**Delivery Methods**

- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

**Rationale for DE**

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

**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.

**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.

**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:** At least once per semester.
- **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:** Feedback will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 9 times per semester.

### Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** Chat is available for students every online class.

### Student-Content Interaction

- **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.

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**
   A. ARTS 7A
   1. Demonstrate the handling of watercolor painting media
   2. Demonstrate specific techniques and concepts relative to watercolor painting
   3. Produce finished paintings demonstrating a variety of technical skills and utilizing a number of art concepts appropriate to the beginning level
   4. Express a critical view of their own work and the work of others
   5. Develop expressive content through manipulation of mark, color, value and composition

6.  Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology
7.  Safely handle and use studio painting materials and equipment

**Before entering this course, it is recommended that a student be able to:**

A.  ARTS 2A
1.  Accurately render three-dimensional objects on a two-dimensional surface from observation
2.  Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
3.  Develop expressive content through manipulation of line, form, value, and composition
4.  Evaluate and critique class projects using relevant terminology in oral or written formats

## Admin 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.

## 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.

## Requisite Skills

**Before entering this course, it is required that a student be able to:**

A. ARTS 7B
   1. Use somewhat sophisticated direct and indirect watercolor techniques including salt lift and blending
   2. Express some of the less obvious dynamics of composition
   3. Demonstrate color relations beyond simple theoretical models
   4. Express an increasingly critical view of their own work and the work of others noting the presence of an emerging "personal style"
   5. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology
   6. Safely handle and use studio painting materials and equipment

**Before entering this course, it is recommended that a student be able to:**

A. ARTS 2A
   1. Accurately render three-dimensional objects on a two-dimensional surface from observation
   2. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
   3. Organize spaces and objects within a drawing according to basic principles of design and composition
   4. Accurately describe forms and space through gradations of value
   5. Develop expressive content through manipulation of line, form, value, and composition
   6. Evaluate and critique class projects using relevant terminology in oral or written formats

## DE Proposal

Delivery Methods
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

Rationale for DE
**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.

**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:** At least once per semester.
- **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:** Feedback will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 9 times per semester.

**Student-Student Interaction**

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** Once a semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Once a semester.

**Student-Content Interaction**

- **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:** 6 times per semester.
- **Other:**
  **Frequency:** 5 times per semester.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000521405

**CB03: TOP Code**

100210 - Painting and Drawing

**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.

**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

**Las Positas College**
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# DE for ARTS 7C
# Advanced Watercolor Painting I

## DE Proposal

**Delivery Methods**
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

**Rationale for DE**

**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.

**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:** At least once per semester.
- **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:** Feedback will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 9 times per semester.

### Student-Student Interaction

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** Once a semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Once a semester.

### Student-Content Interaction

- **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:** 6 times per semester.
- **Other:**
  **Frequency:** 5 times per semester.

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**
A.  ARTS 7B

1. Use somewhat sophisticated direct and indirect watercolor techniques including salt lift and blending
2. Express some of the less obvious dynamics of composition
3. Demonstrate color relations beyond simple theoretical models
4. Express an increasingly critical view of their own work and the work of others noting the presence of an emerging "personal style"
5. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology
6. Safely handle and use studio painting materials and equipment

**Before entering this course, it is recommended that a student be able to:**

A. ARTS 2A
1. Accurately render three-dimensional objects on a two-dimensional surface from observation
2. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
3. Organize spaces and objects within a drawing according to basic principles of design and composition
4. Accurately describe forms and space through gradations of value
5. Develop expressive content through manipulation of line, form, value, and composition
6. Evaluate and critique class projects using relevant terminology in oral or written formats

LAS POSITAS
COLLEGE

# Admin 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.

## Equity Based Curriculum

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

## Requisite Skills

**Before entering this course, it is required that a student be able to:**

A. ARTS 7C
  1. Demonstrate practical fundamentals of tools and techniques of water color painting
  2. Demonstrate various visual dynamics that occur in watercolor painting
  3. Express an appreciation of the value of artistic assumptions of painters other than oneself
  4. Display development of an organized awareness of some of one's own developing artistic assumptions
  5. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology and more advanced vocabulary
  6. Demonstrate and research safe practices in the handling and use of studio painting materials and equipment

**Before entering this course, it is recommended that a student be able to:**

A. ARTS 2A
  1. Accurately render three-dimensional objects on a two-dimensional surface from observation
  2. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
  3. Organize spaces and objects within a drawing according to basic principles of design and composition
  4. Accurately describe forms and space through gradations of value
  5. Develop expressive content through manipulation of line, form, value, and composition
  6. Evaluate and critique class projects using relevant terminology in oral or written formats

## DE Proposal

Delivery Methods
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

**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:** At least once per semester.
- **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:** Feedback will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 9 times per semester.

**Student-Student Interaction**

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** 8-10 times per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Once a semester.

**Student-Content Interaction**

- **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.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000521406

**CB03: TOP Code**

100210 - Painting and Drawing

**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.

**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

**Las Positas College**

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# DE for ARTS 7D
# Advanced Watercolor Painting II

## DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

**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:** At least once per semester.
- **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:** Feedback will be given on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least once per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** 9 times per semester.

## Student-Student Interaction

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** 8-10 times per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Once a semester.

## Student-Content Interaction

- **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.

# Requisite Skills:

**Before entering this course, it is required that a student be able to:**

A. ARTS 7C
   1. Demonstrate practical fundamentals of tools and techniques of water color painting
   2. Demonstrate various visual dynamics that occur in watercolor painting
   3. Express an appreciation of the value of artistic assumptions of painters other than oneself
   4. Display development of an organized awareness of some of one's own developing artistic assumptions
   5. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology and more advanced vocabulary

6. Demonstrate and research safe practices in the handling and use of studio painting materials and equipment

**Before entering this course, it is recommended that a student be able to:**

A. ARTS 2A
1. Accurately render three-dimensional objects on a two-dimensional surface from observation
2. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
3. Organize spaces and objects within a drawing according to basic principles of design and composition
4. Accurately describe forms and space through gradations of value
5. Develop expressive content through manipulation of line, form, value, and composition
6. Evaluate and critique class projects using relevant terminology in oral or written formats

# Admin 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 $CO_2$.
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).

## Equity Based Curriculum

- Methods of Instruction

**Address**

Methods of instruction vary to support diversity in student learning styles such as lectures, discussions, field trips, 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.

## Requisite Skills

**Before entering this course, it is required that a student be able to:**

A. BIO 1R

1. Explain the essential elements of life, major hypotheses for life's history, and mechanisms for the diversification of life.
2. Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of organisms.
3. Evaluate the relationships of organisms to each other and their environments.
4. Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of organisms.
5. Summarize evolutionary relationships using phylogenetic trees and build phylogenetic trees using morphological or molecular data.
6. Explain diffusion, osmosis, osmoregulation and water balance at the cellular and organismal level.
7. Distinguish among and explain the structure and function of the different types cells and tissues.
8. Compare and contrast asexual and sexual reproduction.
9. Explain mechanisms of evolutionary change.
10. Explain the evidence for evolution.
11. Apply scientific methodology and critical thinking through experimentation and experiences.
12. Perform laboratory experiments in an efficient, safe, and purposeful manner.
13. Keep a detailed, well-organized, and comprehensive lab notebook.
14. Properly use and care for compound and dissecting microscopes for microscopic examination of biological structures.
15. Apply scientific methodology and reasoning through experimentation and experiences.
16. Demonstrate proficiency with dissection and proper and safe care, use, and choice of dissection tools, including microscopic examination.
17. Acquire, use, and properly cite scientific literature appropriately in scientific writing.

18. Conduct a biology research project or experiment, and clearly convey the results using correct scientific format.

B. BIO 1A

1. Recognize the evolutionary relationships among the major groups of plants, fungi, and photosynthetic protistan taxa
2. Summarize evolutionary relationships using phylogenetic trees and build phylogenetic trees using morphological or molecular data
3. Describe and contrast life cycles within and among major plant, fungal, and photosynthetic protistan taxa
4. Explain diffusion, osmosis, osmoregulation and water balance at the cellular and organismal level
5. Acquire, use, and cite scientific literature for scientific writing
6. Conduct a biology research project or experiment, and clearly convey the results using correct scientific format
7. Apply scientific methodology and reasoning through experimentation and experiences
8. Use a compound or dissecting microscope to identify organisms, tissues, and cell types
9. Perform laboratory experiments in an efficient, safe, and purposeful manner

C. BIO 1B

1. Explain, construct, and interpret phylogenies
2. Summarize the phylogenetic relationships among animal taxa
3. Explain diffusion and osmosis; explain and give examples of osmoregulation in different organisms
4. Properly use and care for compound and dissecting microscopes for microscopic examination of biological structures
5. Apply scientific methodology and critical thinking through experimentation and experiences
6. Perform laboratory experiments in an efficient, safe, and purposeful manner
7. Keep a detailed, well-organized, and comprehensive lab notebook
8. Demonstrate proficiency with dissection and proper and safe care, use, and choice of dissection tools, including microscopic examination
9. Acquire, use, and properly cite scientific literature appropriately in scientific writing
10. Conduct a biology research project or experiment, and clearly convey the results using correct scientific format

D. CHEM 1A

1. Solve complex problems involving the concepts listed under course content;
2. Write short explanations describing various chemical phenomena studied;
3. Write balanced chemical equations including net ionic equations;
4. Write balanced chemical equations for oxidation-reduction reactions;
5. Describe the different models of the atom;
6. Use standard nomenclature and notation;
7. Calculate enthalpies of reaction using calorimetry, Hess's Law, heats of formation, and bond energies;
8. Describe hybridization, geometry and polarity for molecules and polyatomic ions;
9. Describe bonding in compounds and ions;
10. Describe simple molecular orbitals of homonuclear systems;
11. Describe the nature of solids, liquids, gases and phase changes;

12. Describe metallic bonding and semiconductors;
13. Describe network covalent bonding;
14. Define concentrations of solutions in terms of molarity, molality, normality, percent composition, and ppm;
15. Describe colligative properties of solutions;
16. Solve solution stoichiometry problems;
17. Determine the extent of molecular reactions through the study of equilibrium;
18. Apply Le Châtelier's principle to equilibria;
19. Utilize library and Internet resources in Chemistry;
20. Collect and analyze scientific data, using statistical and graphical methods;
21. Perform volumetric analyses;
22. Use a visible spectrophotometer;
23. Acquire and analyze data with a computer and appropriate software.

## DE Proposal

Delivery Methods
- **Partially Online**
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

Rationale for DE

**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.

**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

- **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

- **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

- **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

## Codes and Dates

**Course CB Codes**
**CB00: State ID**
CCC000379383

**CB03: TOP Code**
040100 - Biology, General

**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.

**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

**Las Positas College**

3000 Campus Hill Drive

Livermore, CA 94551-7650

(925) 424-1000

(925) 443-0742 (Fax)

# DE for BIO 1C
# Cell and Molecular Biology

## DE Proposal

Delivery Methods

- **Partially Online**
- **Emergency Fully Online (EFO)**
- **Emergency Online with Flexible In-Person Component (EOFI)**

Rationale for DE

**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.

**Accessibility all materials must be accessible to students with disabilities**

- Closed captioning for videos.
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- 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.
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## DE Course Interaction

### Instructor-Student Interaction

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  **Frequency:** Four exams per semester,
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  **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

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**
A. BIO 1R
  1. Explain the essential elements of life, major hypotheses for life's history, and mechanisms for the diversification of life.
  2. Compare and contrast the development, life cycles, anatomical and physiological characteristics of major taxa of organisms.
  3. Evaluate the relationships of organisms to each other and their environments.

4. Apply the processes of scientific inquiry, phylogenetic analysis, and experimental design to the diversity of organisms.
5. Summarize evolutionary relationships using phylogenetic trees and build phylogenetic trees using morphological or molecular data.
6. Explain diffusion, osmosis, osmoregulation and water balance at the cellular and organismal level.
7. Distinguish among and explain the structure and function of the different types cells and tissues.
8. Compare and contrast asexual and sexual reproduction.
9. Explain mechanisms of evolutionary change.
10. Explain the evidence for evolution.
11. Apply scientific methodology and critical thinking through experimentation and experiences.
12. Perform laboratory experiments in an efficient, safe, and purposeful manner.
13. Keep a detailed, well-organized, and comprehensive lab notebook.
14. Properly use and care for compound and dissecting microscopes for microscopic examination of biological structures.
15. Apply scientific methodology and reasoning through experimentation and experiences.
16. Demonstrate proficiency with dissection and proper and safe care, use, and choice of dissection tools, including microscopic examination.
17. Acquire, use, and properly cite scientific literature appropriately in scientific writing.
18. Conduct a biology research project or experiment, and clearly convey the results using correct scientific format.

B. BIO 1A
1. Recognize the evolutionary relationships among the major groups of plants, fungi, and photosynthetic protistan taxa
2. Summarize evolutionary relationships using phylogenetic trees and build phylogenetic trees using morphological or molecular data
3. Describe and contrast life cycles within and among major plant, fungal, and photosynthetic protistan taxa
4. Explain diffusion, osmosis, osmoregulation and water balance at the cellular and organismal level
5. Acquire, use, and cite scientific literature for scientific writing
6. Conduct a biology research project or experiment, and clearly convey the results using correct scientific format
7. Apply scientific methodology and reasoning through experimentation and experiences
8. Use a compound or dissecting microscope to identify organisms, tissues, and cell types
9. Perform laboratory experiments in an efficient, safe, and purposeful manner

C. BIO 1B
1. Explain, construct, and interpret phylogenies
2. Summarize the phylogenetic relationships among animal taxa
3. Explain diffusion and osmosis; explain and give examples of osmoregulation in different organisms
4. Properly use and care for compound and dissecting microscopes for microscopic examination of biological structures

5. Apply scientific methodology and critical thinking through experimentation and experiences
6. Perform laboratory experiments in an efficient, safe, and purposeful manner
7. Keep a detailed, well-organized, and comprehensive lab notebook
8. Demonstrate proficiency with dissection and proper and safe care, use, and choice of dissection tools, including microscopic examination
9. Acquire, use, and properly cite scientific literature appropriately in scientific writing
10. Conduct a biology research project or experiment, and clearly convey the results using correct scientific format

D. CHEM 1A
1. Solve complex problems involving the concepts listed under course content;
2. Write short explanations describing various chemical phenomena studied;
3. Write balanced chemical equations including net ionic equations;
4. Write balanced chemical equations for oxidation-reduction reactions;
5. Describe the different models of the atom;
6. Use standard nomenclature and notation;
7. Calculate enthalpies of reaction using calorimetry, Hess's Law, heats of formation, and bond energies;
8. Describe hybridization, geometry and polarity for molecules and polyatomic ions;
9. Describe bonding in compounds and ions;
10. Describe simple molecular orbitals of homonuclear systems;
11. Describe the nature of solids, liquids, gases and phase changes;
12. Describe metallic bonding and semiconductors;
13. Describe network covalent bonding;
14. Define concentrations of solutions in terms of molarity, molality, normality, percent composition, and ppm;
15. Describe colligative properties of solutions;
16. Solve solution stoichiometry problems;
17. Determine the extent of molecular reactions through the study of equilibrium;
18. Apply Le Châtelier's principle to equilibria;
19. Utilize library and Internet resources in Chemistry;
20. Collect and analyze scientific data, using statistical and graphical methods;
21. Perform volumetric analyses;
22. Use a visible spectrophotometer;
23. Acquire and analyze data with a computer and appropriate software.

# Admin 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.

# 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.

# DE Proposal

**Delivery Methods**
- **Partially Online**
- **Emergency Fully Online (EFO)**

**Rationale for DE**
**Explain why this course should be offered in Distance Education mode.**
This course can function well with a lecture component online, but lab activities would need to be done in person.

**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.

**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:** 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.
- **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:** At least one per semester.
- **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:** At least once every two weeks.

### Student-Student Interaction

- **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 participate in a minimum of two discussion boards per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** Minimum of once per semester, this information may then be presented to the class.

### Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** At least one paper will be written during the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Students will complete at least one assignment 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 3 quizzes each semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

**Frequency:** Students will attend or access two lectures per week, unless an exam, project, field trip, or other class-related event occurs in its place.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
**Frequency:** At the discretion of the instructor.
- **Field Trips:** *Students will attend live or virtual field trips.*
**Frequency:** Students will attend at least one field trip (live or virtual) each semester.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000376012

**CB03: TOP Code**

040100 - Biology, General

**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.

**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

**Las Positas College**

3000 Campus Hill Drive

Livermore, CA 94551-7650

(925) 424-1000

(925) 443-0742 (Fax)

# DE for BIO 60
# Marine Biology

## DE Proposal

**Delivery Methods**

- **Partially Online**
- **Emergency Fully Online (EFO)**

**Rationale for DE**

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

This course can function well with a lecture component online, but lab activities would need to be done in person.

**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.

**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:** 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.
- **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:** At least one per semester.
- **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:** At least once every two weeks.

### Student-Student Interaction

- **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 participate in a minimum of two discussion boards per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** Minimum of once per semester, this information may then be presented to the class.

### Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** At least one paper will be written during the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Students will complete at least one assignment 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 3 quizzes each semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

**Frequency:** Students will attend or access two lectures per week, unless an exam, project, field trip, or other class-related event occurs in its place.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** At the discretion of the instructor.
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** Students will attend at least one field trip (live or virtual) each semester.

![Las Positas College logo]

# Admin 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 .

## 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.

## Requisite Skills

**Before entering this course, it is recommended that a student be able to:**
    A. CIS 54
        1. Create, edit, save, print and debug simple spreadsheets for business data processing applications;
        2. Develop proficiency in planning and producing spreadsheets;

3.  Manipulate spreadsheet data files;
4.  Use formulas and functions to analyze data for different business applications;
5.  Use Excel's Table features to maintain lists;
6.  Integrate worksheet data with other Office applications;
7.  Perform What-If analysis using tools such as Goal Seek, Scenario Manager, Solver, and one and two variable data tables;
8.  Create, edit, format, and print charts from spreadsheet data;
9.  Create complex formulas using Excel functions such including IF, VLOOKUP, PMT, FV, RATE, IFERROR, etc.

# DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**

Rationale for DE

**Explain why this course should be offered in Distance Education mode.**
Student from outside the local area could be interested in this course. Flexibility to offer on-campus and xlisted online class.

**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 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:** 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. 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:** Feedback on Assignments - The instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Announcements - Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.
- **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-Student Interaction

- **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 post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is... Share one item from your security check list

## Student-Content Interaction

- **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

# Codes and Dates

Course CB Codes
CB00: State ID
CCC000606104

**CB03: TOP Code**

070200 - Computer Information Systems

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**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.

**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**

2 - Not Program Applicable

**CB25: Course General Education Status**

Y.  Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

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# DE for CIS 10
# Business Data Analytics

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**

**Rationale for DE**

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

Student from outside the local area could be interested in this course. Flexibility to offer on-campus and xlisted online class.

**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 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:** 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. 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:** Feedback on Assignments - The instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Announcements - Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.
- **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-Student Interaction

- **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 post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is... Share one item from your security check list

### Student-Content Interaction

- **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

## Requisite Skills:

**Before entering this course, it is recommended that a student be able to:**

A. CIS 54
   1. Create, edit, save, print and debug simple spreadsheets for business data processing applications;
   2. Develop proficiency in planning and producing spreadsheets;
   3. Manipulate spreadsheet data files;
   4. Use formulas and functions to analyze data for different business applications;
   5. Use Excel's Table features to maintain lists;
   6. Integrate worksheet data with other Office applications;
   7. Perform What-If analysis using tools such as Goal Seek, Scenario Manager, Solver, and one and two variable data tables;
   8. Create, edit, format, and print charts from spreadsheet data;
   9. Create complex formulas using Excel functions such including IF, VLOOKUP, PMT, FV, RATE, IFERROR, etc.

# Admin 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.

## 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

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**

**Rationale for DE**

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

Student from outside the local area could be interested in this course. Flexibility to offer on-campus and xlisted online class.

**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 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:** 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. 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.
- **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:** Class Discussion Board - The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive. Such students will post relevant helpful websites that other students can utilize in their future presentations.
- **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:** Feedback on Assignments - The instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Announcements - Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.
- **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 to discuss any facet of the course and receive direction and/or feedback.

## Student-Student Interaction

- **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 post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is... Share one item from your security check list

## Student-Content Interaction

- **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

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000606105

**CB03: TOP Code**
070200 - Computer Information Systems

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB05: Transfer Status**
B - Transferable to CSU only.

**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.

**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**
2 - Not Program Applicable

**CB25: Course General Education Status**
   Y.  Not Applicable

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

**Las Positas College**

3000 Campus Hill Drive

Livermore, CA 94551-7650

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(925) 443-0742 (Fax)

# DE for CIS 11
# Data Visualization Tools

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**

**Rationale for DE**

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

Student from outside the local area could be interested in this course. Flexibility to offer on-campus and xlisted online class.

**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 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:** 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. 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.
- **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:** Class Discussion Board - The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive. Such students will post relevant helpful websites that other students can utilize in their future presentations.
- **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:** Feedback on Assignments - The instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Announcements - Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a

lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.

- **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 to discuss any facet of the course and receive direction and/or feedback.

## Student-Student Interaction

- **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 post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is... Share one item from your security check list

## Student-Content Interaction

- **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

# Admin 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.

## 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.

## Requisite Skills

**Before entering this course, it is recommended that a student be able to:**
  A. CIS 59

1. Create basic web pages using hypertext markup language (HTML), cascading style sheets (CSS) and Javascript;
2. Discuss the role of web browsers, client side processing, server side processing;
3. Using Javascript coding techniques to create interactive web pages, form validation;

# DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

**Explain why this course should be offered in Distance Education mode.**
With many businesses embracing online/virtual work environments, it is appropriate and beneficial to students that the content of this course be offered in an online modality. Offering this course online also allows more flexibility for our students.

**Explain how the decision was made to offer this course in a Distance Education mode.**
Previously, students with Macs or older PCs faced challenges in completing assignments with their own equipment, which limited the course to on-campus offerings. However, we now have the capability to provide access to various online tools, enabling students to complete the curriculum regardless of their computer's operating system.

**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:** A minimum of twice.
- **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:** Minimum of 3 per semester.
- **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:** A minimum of 6 times.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** A minimum of 2 times.
- **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:** If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.

## Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** A minimum of twice.
- **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:** Minimum of 3 times during the semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** A minimum of one time during the semester.

## Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Minimum of 3 times during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** A minimum of 4 hands-on projects and quizzes per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly lectures.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** 2-3 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** 2-3 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

**Frequency:** A minimum of 4 hands-on projects per semester.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000584387

**CB03: TOP Code**

070200 - Computer Information Systems

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

B - Transferable to CSU only.

**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.

**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

**Las Positas College**
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# DE for CIS 59C
# Web Programming - JavaScript

## DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

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

With many businesses embracing online/virtual work environments, it is appropriate and beneficial to students that the content of this course be offered in an online modality. Offering this course online also allows more flexibility for our students.

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

Previously, students with Macs or older PCs faced challenges in completing assignments with their own equipment, which limited the course to on-campus offerings. However, we now have the capability to provide access to various online tools, enabling students to complete the curriculum regardless of their computer's operating system.

**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:** A minimum of twice.
- **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:** Minimum of 3 per semester.
- **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:** A minimum of 6 times.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** A minimum of 2 times.
- **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:** If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** A minimum of twice.
- **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:** Minimum of 3 times during the semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** A minimum of one time during the semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Minimum of 3 times during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** A minimum of 4 hands-on projects and quizzes per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly lectures.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** 2-3 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** 2-3 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** A minimum of 4 hands-on projects per semester.

## Requisite Skills:

**Before entering this course, it is recommended that a student be able to:**

A. CIS 59

1. Create basic web pages using hypertext markup language (HTML), cascading style sheets (CSS) and Javascript;
2. Discuss the role of web browsers, client side processing, server side processing;
3. Using Javascript coding techniques to create interactive web pages, form validation;

# LAS POSITAS COLLEGE

## Admin 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
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.

## Equity Based Curriculum

- Methods of Instruction

Address

To the extent possible, faculty diversifies curriculum. By exposing students to a spectrum of multicultural and female experts faculty establishes a cultural connection for students

- Methods of Evaluation
Address

All students are held to high expectations. By setting a high bar of achievement faculty encourages all students to engage in class and avoids any stereotypes of what students are capable of accomplishing

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
The course has been offered in DE mode for the past fifteen years

**Explain how the decision was made to offer this course in a Distance Education mode.**
A collective decision was made by the Economics faculty

**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.

**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:** 1 per topic

- **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 per topic
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 1 per topic
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** At least once per semester

### Student-Student Interaction

- **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 per topic
- **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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** 1 per topic
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** 1 per term
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** 2 per term
- **Other:**
  **Frequency:** Homework: 1 per topic

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000359725

**CB03: TOP Code**
220400 - Economics

**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.

**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

**Las Positas College**

3000 Campus Hill Drive

Livermore, CA 94551-7650

(925) 424-1000

(925) 443-0742 (Fax)

# DE for ECON C2001
# Principles of Microeconomics

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

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

The course has been offered in DE mode for the past fifteen years

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

A collective decision was made by the Economics faculty

**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.

**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:** 1 per topic
- **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 per topic
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 1 per topic
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** At least once per semester

### Student-Student Interaction

- **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 per topic
- **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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** 1 per topic
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** 1 per term
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** 2 per term
- **Other:**
  **Frequency:** Homework: 1 per topic

# Admin 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
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.

## Equity Based Curriculum

- Methods of Instruction

Address

To the extent possible, faculty diversifies curriculum. By exposing students to a spectrum of multicultural and female experts faculty establishes a cultural connection for students

- Methods of Evaluation
Address

All students are held to high expectations. By setting a high bar of achievement faculty encourages all students to engage in class and avoids any stereotypes of what students are capable of accomplishing

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
The course has been offered in DE mode for the past fifteen years

**Explain how the decision was made to offer this course in a Distance Education mode.**
A collective decision was made by the Economics faculty

**Accessibility all materials must be accessible to students with disabilities**

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  **Frequency:** 1 per topic
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** At least 1 per semester

## Student-Student Interaction

- **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.*
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- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** 2 per term
- **Other:**
  **Frequency:** Homework: 1 per topic

# Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000349443

**CB03: TOP Code**
220400 - Economics

**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.

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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

# DE for ECON C2002
# Principles of Macroeconomics

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

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

The course has been offered in DE mode for the past fifteen years

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

A collective decision was made by the Economics faculty

**Accessibility all materials must be accessible to students with disabilities**

- Closed captioning for videos.
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- 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.

**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:** 1 per topic
- **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 per topic
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 1 per topic
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  **Frequency:** At least 1 per semester

### Student-Student Interaction

- **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 per topic
- **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 1 per semester

### Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** 1 per topic
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** 1 per term
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** 2 per term
- **Other:**
  **Frequency:** Homework: 1 per topic

# Admin 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:
1. Complete a professional typed lab report on the Thevenin Equivalent Circuit and Max Power lab. The lab report should include all sections of a lab report including: Background, Procedure, Data and Results, Discussion and Conclusions.
   1. 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 figure captions.
2. Weekly laboratory activities take place which may involve direct experimentation and use of electrical engineering related equipment and components. For each lab, students will complete a lab worksheet documenting the work done during the lab.
   1. Lab worksheets should be graded on quality and completeness of the information provided. Worksheets may include sample calculations, computer simulations, collected data, answers to discussion questions and conclusions based on what was learned.
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.

## 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. LTSpice is an open source software similar to PSpice that is used in circuit analysis. LTSpice is also available on classroom computers.

## Requisite Skills

**Before entering this course, it is required that a student be able to:**

A. PHYS 1A
1. Construct vectors in three dimensions to model physical phenomena, and perform algebraic calculations with these vectors.
2. Use algebra, trigonometry, geometry, and calculus to model physical phenomena and calculate relevant physical parameters.
3. Analyze a physical situation with multiple forces acting on a point mass or extended object using concepts of work and energy.
4. Analyze collisions of point masses and extended objects using the concept of conservation of linear and angular momentum.
5. Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.
6. Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
7. Analyze real-world experimental data, including appropriate use of error propagation, units and significant figures.
8. Relate the results of experimental data to the physical concepts discussed in the lecture portion of the class.
9. 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.

## DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE
**Explain why this course should be offered in Distance Education mode.**
Engineering faculty discussed the course and felt that there must 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.

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

The decision was made after departmental discussion and hearing from students.

**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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

**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 2-3 weeks.
- **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 1-2 weeks.
- **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:** At least two sessions per 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:** If offered partially online, students will come to campus at least once per semester for course activities.

**Student-Student Interaction**

- **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:** 1-2 times each week.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** One hour of scheduled office hours per week with frequent unscheduled office hours.

Student-Content Interaction

- **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.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** 5 to 10 quizzes/exams throughout the semester, plus a final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** 1-2 times per semester.

# Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000347775

**CB03: TOP Code**
090100 - Engineering, General (requires Calculus) (Transfer)

**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.

**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

# DE for ENGR 44
# Introduction to Circuit Analysis

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

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

Engineering faculty discussed the course and felt that there must 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.

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

The decision was made after departmental discussion and hearing from students.

**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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

**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 2-3 weeks.
- **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 1-2 weeks.
- **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:** At least two sessions per 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:** If offered partially online, students will come to campus at least once per semester for course activities.

### Student-Student Interaction

- **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:** 1-2 times each week.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** One hour of scheduled office hours per week with frequent unscheduled office hours.

### Student-Content Interaction

- **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.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** 5 to 10 quizzes/exams throughout the semester, plus a final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.* **Frequency:** 1-2 times per semester.

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**

A. PHYS 1A

1. Construct vectors in three dimensions to model physical phenomena, and perform algebraic calculations with these vectors.
2. Use algebra, trigonometry, geometry, and calculus to model physical phenomena and calculate relevant physical parameters.
3. Analyze a physical situation with multiple forces acting on a point mass or extended object using concepts of work and energy.
4. Analyze collisions of point masses and extended objects using the concept of conservation of linear and angular momentum.
5. Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.
6. Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
7. Analyze real-world experimental data, including appropriate use of error propagation, units and significant figures.
8. Relate the results of experimental data to the physical concepts discussed in the lecture portion of the class.
9. 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.

# Admin 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.  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

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. Reading:
1. Read textbook on material to be taught during next lecture, so prepared to ask questions.
B. Other:
1. Homework Assignments - Typical 10 - 20 word problems per assignment practicing concepts learned in class.
C. 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.
D. 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.
1. 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.
2. 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.
1. 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.

## 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).

# 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.

# Requisite Skills

**Before entering this course, it is required that a student be able to:**

A. PHYS 1A
1. Use algebra, trigonometry, geometry, and calculus to model physical phenomena and calculate relevant physical parameters.
2. Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.
3. Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
4. Analyze real-world experimental data, including appropriate use of error propagation, units and significant figures.
5. Relate the results of experimental data to the physical concepts discussed in the lecture portion of the class.
6. 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.

B. CHEM 1A
1. Describe the different models of the atom;
2. Use standard nomenclature and notation;
3. Calculate enthalpies of reaction using calorimetry, Hess's Law, heats of formation, and bond energies;
4. Describe bonding in compounds and ions;
5. Describe the nature of solids, liquids, gases and phase changes;
6. Describe metallic bonding and semiconductors;
7. Describe network covalent bonding;
8. Collect and analyze scientific data, using statistical and graphical methods;

9. Acquire and analyze data with a computer and appropriate software.

# DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

**Explain why this course should be offered in Distance Education mode.**
ENGR 46 should be made available to teach in Distance Education (DE) format as a way to offer the course in case of an emergency.   This course is required for most Engineering transfer students, and is typically taken by students immediately before transferring.

**Explain how the decision was made to offer this course in a Distance Education mode.**
The decision was made after discussion with colleagues, our STEM dean Nan Ho, and hearing from students.

**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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

**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 2-3 weeks.
- **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 1-2 weeks.

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 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:** If offered partially online, students will come to campus at least once per semester for course activities.

## Student-Student Interaction

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** 10 to 15 times per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** One to Two times each week.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Every 1-2 weeks throughout the semester.

## Student-Content Interaction

- **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:** Every 1-2 weeks throughout the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Every 1-2 weeks throughout the semester, for a total of 8-10 quizzes and exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** 1-2 times per semester (as part of some design and build projects).
- **Other:**
  **Frequency:** One per semester.

# Codes and Dates

**Course CB Codes**
**CB00: State ID**
CCC000595130

**CB03: TOP Code**
090100 - Engineering, General (requires Calculus) (Transfer)

**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.

**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**

2 - Not Program Applicable

**Las Positas College**

3000 Campus Hill Drive

Livermore, CA 94551-7650

(925) 424-1000

(925) 443-0742 (Fax)

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# DE for ENGR 46
# Materials of Engineering

## DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

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

ENGR 46 should be made available to teach in Distance Education (DE) format as a way to offer the course in case of an emergency. This course is required for most Engineering transfer students, and is typically taken by students immediately before transferring.

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

The decision was made after discussion with colleagues, our STEM dean Nan Ho, and hearing from students.

**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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

**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 2-3 weeks.
- **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 1-2 weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** 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:** If offered partially online, students will come to campus at least once per semester for course activities.

### Student-Student Interaction

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** 10 to 15 times per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  **Frequency:** One to Two times each week.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** Every 1-2 weeks throughout the semester.

### Student-Content Interaction

- **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:** Every 1-2 weeks throughout the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Every 1-2 weeks throughout the semester, for a total of 8-10 quizzes and exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** 1-2 times per semester (as part of some design and build projects).

- **Other:**
  **Frequency:** One per semester.

# Requisite Skills:

**Before entering this course, it is required that a student be able to:**
A. PHYS 1A
   1. Use algebra, trigonometry, geometry, and calculus to model physical phenomena and calculate relevant physical parameters.
   2. Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.
   3. Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
   4. Analyze real-world experimental data, including appropriate use of error propagation, units and significant figures.
   5. Relate the results of experimental data to the physical concepts discussed in the lecture portion of the class.
   6. 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.
B. CHEM 1A
   1. Describe the different models of the atom;
   2. Use standard nomenclature and notation;
   3. Calculate enthalpies of reaction using calorimetry, Hess's Law, heats of formation, and bond energies;
   4. Describe bonding in compounds and ions;
   5. Describe the nature of solids, liquids, gases and phase changes;
   6. Describe metallic bonding and semiconductors;
   7. Describe network covalent bonding;
   8. Collect and analyze scientific data, using statistical and graphical methods;
   9. Acquire and analyze data with a computer and appropriate software.

# LAS POSITAS COLLEGE

**Admin 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.

## Equity Based Curriculum

- Course Content
  **Address**
  The material this course explores a diverse array of screenplays, representing a spectrum of films, directors, and film styles.
- Methods of Instruction
  **Address**
  This course implements a variety of methods of instruction that meet students with varying learning styles where they are, including lecture, participatory group activities, class discussion, and collaborative feedback on scripts and screenplays.
- Assignments
  **Address**
  This course has a range of assignments and evaluation methods that allow students ample room to succeed in the course, instead of just a few high stakes options. Evaluation occurs on a frequent basis with "low stakes" assignments that assess student learning and require practicing screenwriting skills. There are also a couple of tests and projects that are worth more. Frequent group work and collaboration also helps students feel comfortable and supported in the writing process.
- Methods of Evaluation
  **Address**
  This course has a range of assignments and evaluation methods that allow students ample room to succeed in the course, instead of just a few high stakes options. Evaluation occurs on a frequent basis with "low stakes" assignments that assess student learning and require practicing screenwriting skills. There are also a couple of tests and projects that are worth more. Frequent group work and collaboration also helps students feel comfortable and supported in the writing process.

## Requisite Skills

**Before entering this course, it is required that a student be able to:**
  A. ENGL C1000

## DE Proposal

**Delivery Methods**
- **Fully Online (FO)**

**Rationale for DE**
**Explain why this course should be offered in Distance Education mode.**
We feel that this course could effectively be offered in both the traditional face-to-face mode and through distance education; multiple delivery methods would offer our students more options.

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

The decision to apply for DE approval was made after discussion between faculty in our department and our division dean.

**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:** 3-4 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:** Feedback on discussions, essays, and projects will be given at least twice a month.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least one announcement per month.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Offered weekly via Zoom office hours.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

**Frequency:** At least once per semester.

- **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.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** At least twice per semester.

Student-Content Interaction

- **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:** 1-2 times 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 once per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At least 4 per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** At least twice a month.
- **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 3 per semester.

# Codes and Dates

**Course CB Codes**
**CB00: State ID**
CCC000646240

**CB03: TOP Code**
061200 - Film Studies

**CB04: Credit Status**
D - Credit - Degree Applicable

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
E - Non-Occupational

**CB21: Course Prior to College**

A - One level below transfer

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**Las Positas College**

3000 Campus Hill Drive

Livermore, CA 94551-7650

(925) 424-1000

(925) 443-0742 (Fax)

# DE for FLMS 7
# Introduction to Screenwriting

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

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

We feel that this course could effectively be offered in both the traditional face-to-face mode and through distance education; multiple delivery methods would offer our students more options.

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

The decision to apply for DE approval was made after discussion between faculty in our department and our division dean.

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- 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:** 3-4 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:** Feedback on discussions, essays, and projects will be given at least twice a month.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least one announcement per month.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Offered weekly via Zoom office hours.

### Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** At least once per semester.
- **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.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** At least twice per semester.

### Student-Content Interaction

- **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:** 1-2 times 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 once per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At least 4 per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** At least twice a month.
- **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 3 per semester.

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**

A. ENGL C1000

# Admin 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:
1. 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:
1. 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:
1. 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.

## 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.

# DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

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

This course is already offered in web-based delivery mode, in addition to traditional face to face mode.

1)This course is a high demand general education course.  The web-based delivery format meets student need for scheduling flexibility.

2) The decision to offer this course in a Distance Education mode was made many years ago.  This offering is reviewed in both program review and department semester scheduling processes.

**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:** 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.

- **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:** The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Additional comments may be provided in feedback on students' grades for discussion board posts.
- **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-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Students may email each other in the class when completing group assignments.
- **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:** Assignments can include posting to the class discussion board, answering questions posed by the instructor. Students will also reply to each others' postings.
- **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 be assigned group work to collaborate on completing assignments or projects together. Group discussion boards, file exchanges, web-conferencing or chat, and/or email can be utilized by students for these types of assignments.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Assignments will include posting weekly to the class discussion board, answering questions posed by the instructor. Students will also reply to each others' postings.
- **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:** Students may be assigned group work to collaborate on completing assignments or projects together to demonstrate knowledge of content or skills. Group discussion boards, file exchanges, web-conferencing or chat, and/or email can be utilized by students for these types of assignments.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Written 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 will be asked to perform internet research, including utilizing specific resources through the library website, for a course Health Improvement Project.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Quizzes or tests/exams will be utilized by the instructor to assess student learning of course content. There will be at least 2 quizzes/tests/exams.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Practice quizzes may be utilized by students to evaluate their level of knowledge and understanding.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Lecture content, which includes text and mini-videos will be provided by the instructor weekly to delivery course content in an easy-to-access online format for students to view.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Mini-videos will be utilized in most weekly modules to delivery course content in easy-to-access online format. Videos will be closed captioned.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Students will complete a Health Improvement Project, which extends multiple weeks in duration.
- **Other:**
  **Frequency:** 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.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000353606

**CB03: TOP Code**

083700 - Health Education

**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.

**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

# DE for HEA 1
# Introduction to Personal Health

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

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

This course is already offered in web-based delivery mode, in addition to traditional face to face mode.

1)This course is a high demand general education course.  The web-based delivery format meets student need for scheduling flexibility.

2) The decision to offer this course in a Distance Education mode was made many years ago.  This offering is reviewed in both program review and department semester scheduling processes.

**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:** 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.
- **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:** The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Additional comments may be provided in feedback on students' grades for discussion board posts.
- **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-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Students may email each other in the class when completing group assignments.
- **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:** Assignments can include posting to the class discussion board, answering questions posed by the instructor. Students will also reply to each others' postings.
- **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 be assigned group work to collaborate on completing assignments or projects together. Group discussion boards, file exchanges, web-conferencing or chat, and/or email

can be utilized by students for these types of assignments.

## Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Assignments will include posting weekly to the class discussion board, answering questions posed by the instructor. Students will also reply to each others' postings.
- **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:** Students may be assigned group work to collaborate on completing assignments or projects together to demonstrate knowledge of content or skills. Group discussion boards, file exchanges, web-conferencing or chat, and/or email can be utilized by students for these types of assignments.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Written 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 will be asked to perform internet research, including utilizing specific resources through the library website, for a course Health Improvement Project.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Quizzes or tests/exams will be utilized by the instructor to assess student learning of course content. There will be at least 2 quizzes/tests/exams.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Practice quizzes may be utilized by students to evaluate their level of knowledge and understanding.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Lecture content, which includes text and mini-videos will be provided by the instructor weekly to delivery course content in an easy-to-access online format for students to view.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Mini-videos will be utilized in most weekly modules to delivery course content in easy-to-access online format. Videos will be closed captioned.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Students will complete a Health Improvement Project, which extends multiple weeks in duration.
- **Other:**
  **Frequency:** 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.

# Admin 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.

## Equity Based Curriculum

- Course 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.

## DE Proposal

**Delivery Methods**
- **Fully Online (FO)**
- **Partially Online**

**Rationale for DE**

**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.

**Explain how the decision was made to offer this course in a Distance Education mode.**
One of the goals in the Health Program Review is to meet the needs of our students through a new AS-T Public Health Science. Introduction to Public Health is one of the two "core courses" required for the AS-T degree. Adding this course to our inventory particularly in a DE format provides an accessible delivery method for many of our students who work full- or part-time. There are LOTS of materials available on line to support online teaching for this course, including Centers for Disease Control (CDC) materials, American Public Health Association resources, and public health agency websites. DE mode also allows students to enroll from a distance, which is important when considering service learning opportunities that support the objectives of this course.

**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:** The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. 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.
- **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:** The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and wither the instructor or other students will reply to selected postings. Replies will be substantive.
- **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:** The instructor will make substantive comments on student submissions.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Announcements will be posted to the class regularly. Announcements will include reminders about due dates, any changes in the syllabus, and current events related to Public Health.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  **Frequency:** The instructor is available by phone to interact with students individually to answer questions, review student work, etc.

- **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:** The instructor is available to interact with students face-to-face during office hours to answer questions, review student work, or discuss any facet of the course.

## Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Students will be encouraged to email each other to ask questions about the course, including assignments.
- **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 post to the discussion board frequently answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is - Having students research, compose, and then post whether they support strengthening, repealing, or replacing the Affordable Care Act including discussion of any potential disparities that could results; students will then reply to another student's post agreeing or rebutting with arguments.
- **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 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 critique another student's work. They will edit another student's written work and give feedback.

## Student-Content Interaction

- **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 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.
- **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:** There will be at least one group project during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of written papers, visual presentations, or student created video clips. An example assignment would be groups researching and then presenting on different infectious diseases of public health concern.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Students will be expected to complete class readings and online activities and regularly, and comlete 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? Alternatively, Powerpoint presentations—with or without audio narration— may be used. Material will be chunked into sub topics, to facilitate learning.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Online videos may be used in various ways, including: 1. Pose a question at the beginning of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different video clips; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each in a discussion board. closed captioning and / or transcripts will be available for any videos used.
- **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 minorityhealth.hhs.gov website to research health disparities. 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.

## Codes and Dates

Course CB Codes
CB00: State ID

CCC000584327

**CB03: TOP Code**

083700 - Health Education

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

A - Transferable to both UC and CSU.

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N - Not Basic Skills

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E - Non-Occupational

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Y - Not applicable

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Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

# DE for HEA 11
# Health and Social Justice

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**
- **Partially Online**

**Rationale for DE**

**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.

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

One of the goals in the Health Program Review is to meet the needs of our students through a new AS-T Public Health Science. Introduction to Public Health is one of the two "core courses" required for the AS-T degree. Adding this course to our inventory particularly in a DE format provides an accessible delivery method for many of our students who work full- or part-time. There are LOTS of materials available on line to support online teaching for this course, including Centers for Disease Control (CDC) materials, American Public Health Association resources, and public health agency websites. DE mode also allows students to enroll from a distance, which is important when considering service learning opportunities that support the objectives of this course.

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- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  **Frequency:** The instructor is available by phone to interact with students individually to answer questions, review student work, etc.
- **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:** The instructor is available to interact with students face-to-face during office hours to answer questions, review student work, or discuss any facet of the course.

## Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Students will be encouraged to email each other to ask questions about the course, including assignments.
- **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 post to the discussion board frequently answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is - Having students research, compose, and then post whether they support strengthening, repealing, or replacing the Affordable Care Act including discussion of any potential disparities that could results; students will then reply to another student's post agreeing or rebutting with arguments.
- **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 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 critique another student's work. They will edit another student's written work and give feedback.

## Student-Content Interaction

- **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 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.
- **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:** There will be at least one group project during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of written papers, visual presentations, or student created video clips. An example assignment would be groups researching and then presenting on different infectious diseases of public health concern.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Students will be expected to complete class readings and online activities and regularly, and comlete 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? Alternatively, Powerpoint presentations—with or without audio narration— may be used. Material will be chunked into sub topics, to facilitate learning.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Online videos may be used in various ways, including: 1. Pose a question at the beginning of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different video clips; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each in a discussion board. closed captioning and / or transcripts will be available for any videos used.
- **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 minorityhealth.hhs.gov website to research health disparities. 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.

# Admin 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, Examination books, scantrons .
   2. Access to the World Wide Web with any major Web browser.

## Equity Based Curriculum

- DE Course Interaction
  **Address**
  This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.
- Measurable Objectives
  **Address**
  The course objectives encompass understanding American history from multiple perspectives.
- Course Content
  **Address**
  The course content includes material that students from diverse backgrounds will be able to connect with
- Assignments
  **Address**
  This course involves a diverse range of assignments that support students with varied learning styles to learn and succeed.
- Typical Texts
  **Address**
  Most history faculty are now using a free online textbook for History 7, called the American Yawp, which also includes a free primary source reader. The supplemental text that are used "low-cost" books.
- Library
  **Address**
  Multiple copies of required books are kept on long- and short-term reserve at the library.

## DE Proposal

**Delivery Methods**
- **Fully Online (FO)**
- **Partially Online**

**Rationale for DE**

**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.**
Discussions between Discipline Faculty and their Dean resulted in the decision to offer the course through Distance Education.

**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**

- **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:** At least one discussion forum per module
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly
- **Other:**
  **Frequency:** Weekly

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** students will have access to other students through the online course management system.
- **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 one discussion forum per module

**Student-Content Interaction**

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** At least one discussion forum per module
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*

**Frequency:** At least one per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At least one exam per semester and one quiz per module
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** One per semester

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000370056

**CB03: TOP Code**

220500 - History

**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.

**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

**Las Positas College**
3000 Campus Hill Drive
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(925) 424-1000
(925) 443-0742 (Fax)

# DE for HIST C1001
# United States History to 1877

## DE Proposal

**Delivery Methods**
- **Fully Online (FO)**
- **Partially Online**

**Rationale for DE**

**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.**
Discussions between Discipline Faculty and their Dean resulted in the decision to offer the course through Distance Education.

**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

- **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:** At least one discussion forum per module
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly
- **Other:**
  **Frequency:** Weekly

### Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** students will have access to other students through the online course management system.
- **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 one discussion forum per module

### Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** At least one discussion forum per module
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** At least one per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At least one exam per semester and one quiz per module
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** One per semester

## Admin 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

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. .

## Equity Based Curriculum

- Course Content
  **Address**
  American experience from multiple perspectives (race, class, ethnicity, gender, nationality)
- Methods of Instruction
  **Address**
  Multiple methods of instruction to accommodate diverse learning styles
- Typical Texts
  **Address**
  Texts/readings represent diverse voices from the past

## DE Proposal

**Delivery Methods**
- **Fully Online (FO)**
- **Partially Online**

**Rationale for DE**

**Explain why this course should be offered in Distance Education mode.**
This course was previously approved for Distance Education and has been offered in Distance Education mode for several years. I've updated the DE proposal to align with the way the course has been taught and to align with the distance education standards of more recently developed distance education courses in our program.

**Explain how the decision was made to offer this course in a Distance Education mode.**
This decision was made in consulation among full-time faculty in the history program when completing DE Addendums for other history courses in the summer of 2020.

**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.

**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:** Weekly per the instructor's discretion
- **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:** At least one discussion forum per module
- **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:** Feedback for each module assignment/forum post; feedback for exams within two weeks of the exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** There will be a regular weekly announcement, plus additional announcements as needs/opportunities arise
- **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:** If the course is offered partially online, students will come to campus at least once per semester for activities and/or assessments.

**Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
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- **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.*
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- **Other:**

**Frequency:** Depending on the instructor's teaching method, they may implement other methods of student-to-student interaction, including, but not limited to: group work; web conferencing; wiki pages.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** At least one discussion board per module
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Quizzes for each module; exams for each unit
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Lectures for each module
- **Other:**
  **Frequency:** Written assignments: once per module for short assignments; once per unit for larger assignments - papers/essays/oral presentations.

# Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000359678

**CB03: TOP Code**

220500 - History

**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.

**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

# DE for HIST C1002
# United States History since 1865

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**
- **Partially Online**

**Rationale for DE**

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  **Frequency:** Quizzes for each module; exams for each unit
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  **Frequency:** Lectures for each module
- **Other:**
  **Frequency:** Written assignments: once per module for short assignments; once per unit for larger assignments - papers/essays/oral presentations.

# Admin 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.

## Equity Based Curriculum

- Course Content
  **Address**
  The material this course explores includes a diverse array of films, directors, cinematic traditions and styles that come from around the world. Our diverse student body feels connected in meaningful personal ways and reflected in the films and cultures we study, and to the themes of the films - from race, gender, sexuality, diaspora and migration, to family issues.
- 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 film viewing.
- Assignments
  **Address**
  This course has a range of assignments and evaluation methods that allow students ample room to succeed in the course, 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 movies we study and film history and industry topics we explore. There are also 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.
- Methods of Evaluation
  **Address**
  This course has a range of assignments and evaluation methods that allow students ample room to succeed in the course, 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 movies we study and film history and industry topics we explore. There are also 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 handed out in class or posted online are written by a diverse list of authors (women, people of color, both Western and non-Western authors, etc.).
- Library

Address

Our library has fantastic databases that this course relies on for free access to an extensive array of films from around the world for students to watch in class or at home, along with other film research resources that students use for their final projects.

# DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

**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.

**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:** 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

- **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

- **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.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000646378

**CB03: TOP Code**

061210 - Film History and Criticism

**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.

**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**

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# DE for HUMN 4
# Global Cinemas

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- **Fully Online (FO)**

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**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.

**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:** 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**

- **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

- **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.
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- **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.

# LAS POSITAS COLLEGE

## Admin 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.

## 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.).

## DE Proposal

**Delivery Methods**
- **Fully Online (FO)**

**Rationale for DE**
**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.

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

**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:** 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.*
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  **Frequency:** During Zoom office hours each week.

### Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
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### Student-Content Interaction

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  **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.
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  **Frequency:** At least one group project.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** At least one group presentation.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000372505

**CB03: TOP Code**

159900 - Other Humanities

**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.

**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

# DE for HUMN 10
# American Arts and Ideas

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

**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.

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

Already Approved

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**Student-Content Interaction**

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  **Frequency:** Weekly.
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  **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.

# Admin 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.

## 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.).

## DE Proposal

**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

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

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

**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.
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- 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.*
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- **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 occasional announcements from the instructor, at least four per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Weekly Zoom office hours.

### Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
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  **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:** At least 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.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000376510

**CB03: TOP Code**
159900 - Other Humanities

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

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**CB26: Course Support Course Status**

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**Las Positas College**

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Livermore, CA 94551-7650

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# DE for HUMN 28
# World Mythology

## DE Proposal

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**Delivery Methods**

- **Fully Online (FO)**

**Rationale for DE**

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

Due to 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.

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

Already Approved

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  **Frequency:** At least one student group project culminating in a presentation.

# Admin 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.

## 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.

## DE Proposal

**Delivery Methods**
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

**Rationale for DE**
**Explain why this course should be offered in Distance Education mode.**

In discussing with my fellow Kinesiology colleagues, we felt providing the students the flexibility to utilize DE, 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 listening to students.

**Accessibility all materials must be accessible to students with disabilities**

- Closed captioning for videos.
- Transcription for audio.
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- 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.
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## DE Course Interaction

Instructor-Student Interaction

- **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:** Minimum twice per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Minimum twice per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Minimum once per 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:** Weekly Labs and Office Hours

Student-Student Interaction

- **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.*
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- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
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- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Minimum of 2 exams and 3 quizzes
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Minimum of 3 practice quizzes
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
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- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
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# Codes and Dates

**Course CB Codes**
**CB00: State ID**
CCC000589257

**CB03: TOP Code**
127000 - Kinesiology

**CB04: Credit Status**
D - Credit - Degree Applicable

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

**CB08: Basic Skills Status**
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**CB09: SAM Code**
E - Non-Occupational

**CB10: Cooperative Work Experience**
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**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**

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# DE for KIN 30
# Introduction to Kinesiology

## DE Proposal

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- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

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  **Frequency:** Minimum twice per semester

**Student-Content Interaction**

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

**Frequency:** Minimum twice per semester

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Minimum twice per semester
- **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:** Minimum once per semester
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Minimum twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Minimum of 2 exams and 3 quizzes
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Minimum of 3 practice quizzes
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Minimum twice per week
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Once per semester

# Admin 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..

## 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

## DE Proposal

**Delivery Methods**

- **Emergency Fully Online (EFO)**

**Rationale for DE**

**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

**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:** 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

- **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

- **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

# Codes and Dates

**Course CB Codes**

**CB00: State ID**
CCC000544053

**CB03: TOP Code**
083550 - Intercollegiate Athletics

**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.

**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

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# DE for KIN 48C
# Off Season Intercollegiate Women's Soccer

## DE Proposal

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**Delivery Methods**

- **Emergency Fully Online (EFO)**

**Rationale for DE**

**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

**Accessibility all materials must be accessible to students with disabilities**

- Closed captioning for videos.
- Transcription for audio.
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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.

**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:** 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

- **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

- **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

# Admin 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:

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.

## 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.

## DE Proposal

Delivery Methods
- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

**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.

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

1) Personal financial planning is a needed skills for a diverse population of students: employed part-time, full-time, or unemployed.  The course will cover topics appropriate for students who are new in their careers, established in their careers, or exploring a career.  Similar courses are available online by various investment firms and non-profit agencies. It is imperative that we offer our diverse population of students who can benefit from this course the flexibility needed to complete this course and learn this material.

2) The decision was made to offer this course in a Distance Education mode after consultation with other business faculty members.  Our collective view is this course is a critical course to student success (from all disciplines) and should be available to students who require flexible learning schedules such as returning students, students who have full-time jobs, students who are looking to acquire a specific skill, and students with transportation/resource limitations.

**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**

- **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:** The online class will include class discussion boards as an assessment tool for student's knowledge of the material covered. For example, Students may receive weekly questions that require a response on the class discussion board. The instructor will respond to students and use the student responses as a gauge of the student's understanding of the concepts covered. Students will be encouraged to reply/comment on other students' posts.

- **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:** The online class will have assignments due on a regular basis that will be graded and include feedback. For example, Students may receive weekly or bi-weekly homework assignments assigned from the textbook. The instructor will grade the homework assignments and offer feedback on a regular basis.

## Student-Student Interaction

- **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:** The online class will include class discussion boards as method of collaborative learning between students. For example, Students may receive weekly questions that require a response on the class discussion board. Students will be encouraged to reply/comment on other students' posts.

## Student-Content Interaction

- **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.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** The online class may include simulations to demonstrate the student's understanding of the material covered in the course. For example, students may participate in simulations such as "Assume your monthly salary is $5,000..." or "Assume you have $1,000 to invest in a long term strategy..."
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** The online class may include videos from third parties describing various topics covered in the course. For example, Students may be required or encouraged to watch online videos of guest lecturers who speak to the topics being covered.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

**Frequency:** The online class may include projects to demonstrate the student's understanding of the material covered in the course. For example, students may be required to complete a monthly budget v. actual or long term investment strategy as part of a term project.

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
**Frequency:** The online class may include case studies to demonstrate the student's understanding of the material covered in the course. For example, Students may be assigned periodic case studies based on the material covered in the textbook and in the lectures.

- **Other:**
**Frequency:** The online class may include student presentations to demonstrate the student's understanding of the material covered in the course. For example, students may be required or encouraged to present the results of assignments in a powerpoint or video presentation format.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000612347

**CB03: TOP Code**

130100 - Family and Consumer Sciences, General

**CB04: Credit Status**

N - Non Credit

**CB05: Transfer Status**

C - Not transferable

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

D - Possibly Occupational

**CB10: Cooperative Work Experience**

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

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

G - Home Economics: Education programs for home economics

**CB23: Funding Agency Category**

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

**CB24: Program Status**

2 - Not Program Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**Las Positas College**
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# DE for NBUS 233
# The Fundamentals of Personal and Family Financial Planning

## DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

**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.

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

1) Personal financial planning is a needed skills for a diverse population of students: employed part-time, full-time, or unemployed.  The course will cover topics appropriate for students who are new in their careers, established in their careers, or exploring a career.  Similar courses are available online by various investment firms and non-profit agencies. It is imperative that we offer our diverse population of students who can benefit from this course the flexibility needed to complete this course and learn this material.
2) The decision was made to offer this course in a Distance Education mode after consultation with other business faculty members.  Our collective view is this course is a critical course to student success (from all disciplines) and should be available to students who require flexible learning schedules such as returning students, students who have full-time jobs, students who are looking to acquire a specific skill, and students with transportation/resource limitations.

**Accessibility all materials must be accessible to students with disabilities**

- Closed captioning for videos.
- Transcription for audio.
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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.

**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

- **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:** The online class will include class discussion boards as an assessment tool for student's knowledge of the material covered. For example, Students may receive weekly questions that require a response on the class discussion board. The instructor will respond to students and use the student responses as a gauge of the student's understanding of the concepts covered. Students will be encouraged to reply/comment on other students' posts.
- **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:** The online class will have assignments due on a regular basis that will be graded and include feedback. For example, Students may receive weekly or bi-weekly homework assignments assigned from the textbook. The instructor will grade the homework assignments and offer feedback on a regular basis.

Student-Student Interaction

- **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:** The online class will include class discussion boards as method of collaborative learning between students. For example, Students may receive weekly questions that require a response on the class discussion board. Students will be encouraged to reply/comment on other students' posts.

Student-Content Interaction

- **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.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** The online class may include simulations to demonstrate the student's understanding of the material covered in the course. For example, students may participate in simulations such as "Assume your monthly salary is $5,000..." or "Assume you have $1,000 to invest in a long term strategy..."
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** The online class may include videos from third parties describing various topics covered in the course. For example, Students may be required or encouraged to watch online videos of guest lecturers who speak to the topics being covered.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** The online class may include projects to demonstrate the student's understanding of the material covered in the course. For example, students may be required to complete a monthly budget v. actual or long term investment strategy as part of a term project.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** The online class may include case studies to demonstrate the student's understanding of the material covered in the course. For example, Students may be assigned periodic case studies based on the material covered in the textbook and in the lectures.
- **Other:**
  **Frequency:** The online class may include student presentations to demonstrate the student's understanding of the material covered in the course. For example, students may be required or encouraged to present the results of assignments in a powerpoint or video presentation format.

![Las Positas College logo]

# Admin 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. <u>Backstage Handbook: An Illustrated Almanac of Technical Information</u>. Broadway Press, 1994.

# 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.

# Requisite Skills

**Before entering this course, it is required that a student be able to:**
    A.  THEA 48C
          1. Assist in the production 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;

2. Organize and manage a safe work environment  in one or more of the following areas of technical theater:
3. 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.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000595192

**CB03: TOP Code**

100600 - Technical Theater

**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**

B - Advanced Occupational

**CB10: Cooperative Work Experience**

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

**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

# Admin 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.

## 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.

## Codes and Dates

**Course CB Codes**
**CB00: State ID**
CCC000560352

**CB03: TOP Code**
100600 - Technical Theater

**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**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**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

# LAS POSITAS
### COLLEGE

## Admin 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..

# Equity Based Curriculum

- Methods of Instruction
  **Address**
  Emphasis on breaking old stereotypes regarding gender roles in theatrical professions.

# Requisite Skills

**Before entering this course, it is recommended that a student be able to:**

A. THEA 50

# DE Proposal

**Delivery Methods**
- **Fully Online (FO)**
- **Partially Online**

**Rationale for DE**

**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 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**

- **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:** Biweekly

- **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 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

- **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

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Biweekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Monthly
- **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
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Biweekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  **Frequency:** Biweekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Biweekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** Monthly

# Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000560352

**CB03: TOP Code**

100600 - Technical Theater

**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**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**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

**Las Positas College**

3000 Campus Hill Drive

Livermore, CA 94551-7650

(925) 424-1000

(925) 443-0742 (Fax)

# DE for THEA 50L
# Introduction to Stage Lighting

## DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

**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 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**

- **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:** Biweekly
- **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 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**

- **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

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Biweekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Monthly
- **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
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Biweekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  **Frequency:** Biweekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Biweekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** Monthly

# Requisite Skills:

**Before entering this course, it is recommended that a student be able to:**

A. THEA 50

# LAS POSITAS
## COLLEGE

## Admin 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 .

## 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

## Requisite Skills

**Before entering this course, it is recommended that a student be able to:**
   A. THEA 50
      1. Recognize and use backstage and shop terminology, tools, materials and techniques.
      2. Work collaboratively with designers, technicians, and other theatre personnel.
      3. Mix and apply paint using scenic art methods;
      4. Express an understanding of the basics of theater lighting, including color and mixing through design renderings, practical demonstration of instrucment use, and verbal explaination;
      5. Cooperate effectively as a member of a production and project team;
      6. Conceptualize, plan, create and successfully present a portfolio project;
      7. Describe the wide variety of career opportunities in technical theater and related fields.

## Codes and Dates

**Course CB Codes**

**CB00: State ID**

CCC000560353

**CB03: TOP Code**

100600 - Technical Theater

**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**

C - Clearly Occupational

**CB10: Cooperative Work Experience**

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

**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

# 6.3 New Programs

Narrative/Guided Map - Effective Term: **Fall 2025**

- Emotional Intelligence in the Workplace, NL

Narrative/Guided Map - Effective Term: **Fall 2026**

- AAG Automotive Chassis Technician, CA
- AAG Automotive Electrical Technician, CA
- AAG Automotive Emissions Technician, CA
- AAG Automotive Service Technician, CA
- AAG Automotive Technician, CA

# 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**

## New Program: AAG Automotive Chassis Technician - Certificate of Achievement (16 to fewer than 30 units)

The AAG Automotive Chassis Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

**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:** 6.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| APAG 2L | AAG Chassis Laboratory ➡] | 2.0 | Major/Required | Spring, Summer, Fall |
| APAG 2 | AAG Chassis ➡] | 4.0 | Major/Required | Spring, Summer, Fall |

➡] Gateway Course

**Term 2 - Spring Semester**                                                                                      **Units:** 14.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| APWX 94 | Apprenticeship Work Experience ➡] | 14.0 | Major/Required | Spring, Summer, Fall |

➡] Gateway Course

**Total: 20.0**

# New Program: AAG Automotive Electrical Technician - Certificate of Achievement (16 to fewer than 30 units)

The AAG Automotive Electrical Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

**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:** 6.0

| Course | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|
| | ➡] 6.0 | Major/Required | Spring, Summer, Fall |

➡] Gateway Course

**Term 2 - Spring Semester**      **Units:** 9.0

| Course | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|
| | ➡] 9.0 | Major/Required | Spring, Fall |

➡] Gateway Course

**Term 3 - Fall Semester**                                                              **Units:** 14.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| APWX 94 | Apprenticeship Work Experience ➜] | 14.0 | Major/Required | Spring, Summer, Fall |

➜] Gateway Course

**Total: 29.0**

# New Program: AAG Automotive Emissions Technician - Certificate of Achievement (30 to fewer than 60 units)

The AAG Automotive Emissions Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

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:** 6.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| APAG 3L | AAG Emissions Laboratory ➜] | 2.0 | Major/Required | Spring, Summer, Fall |
| APAG 3 | AAG Emissions ➜] | 4.0 | Major/Required | Spring, Summer, Fall |

➜] Gateway Course

**Term 2 - Spring Semester**      **Units:** 5.5

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| AUTO L1L2 | Smog Level One and Level Two ➜] | 5.5 | Major/Required | Spring, Fall |

➜] Gateway Course

**Term 3 - Fall Semester**      **Units:** 9.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| AUTO SDR | Specified Diagnostic and Repair ➜] | 5.0 | Major/Required | Spring, Fall |
| AUTO P1 | Powertrains: Modifications for Performance ➜] | 4.0 | Major/Required | Spring, Fall |

➜] Gateway Course

**Term 4 - Spring Semester**          **Units:** 14.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| APWX 94 | Apprenticeship Work Experience ➜] | 14.0 | Major/Required | Spring, Summer, Fall |

➜] Gateway Course

**Total: 34.5**

**LAS POSITAS**
C O L L E G E

## New Program: AAG Automotive Service Technician - Certificate of Achievement (16 to fewer than 30 units)

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The AAG Automotive Service Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

**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:** 6.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| APAG 1L | AAG Service Laboratory ➜] | 2.0 | Major/Required | Spring, Summer, Fall |
| APAG 1 | AAG Service ➜] | 4.0 | Major/Required | Spring, Summer, Fall |

➜] Gateway Course

**Term 2 - Spring Semester**                                                               **Units:** 14.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| APWX 94 | Apprenticeship Work Experience ➜] | 14.0 | Major/Required | Spring, Summer, Fall |

➜] Gateway Course

**Total: 20.0**

# New Program: AAG Automotive Technician - Certificate of Achievement (30 to fewer than 60 units)

The AAG Automotive Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

**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:** 6.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| APAG 3L | AAG Emissions Laboratory ➔] | 2.0 | Major/Required | Spring, Summer, Fall |
| APAG 3 | AAG Emissions ➔] | 4.0 | Major/Required | Spring, Summer, Fall |

➔] Gateway Course

**Term 2 - Spring Semester**                                                               **Units:** 6.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| APAG 1 | AAG Service ➔] | 4.0 | | Spring, Summer, Fall |
| APAG 1L | AAG Service Laboratory ➔] | 2.0 | Major/Required | Spring, Summer, Fall |

➔] Gateway Course

**Term 3 - Fall Semester**                                                                  **Units:** 6.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| APAG 2L | AAG Chassis Laboratory ➜] | 2.0 | Major/Required | Spring, Summer, Fall |
| APAG 2 | AAG Chassis ➜] | 4.0 | Major/Required | Spring, Summer, Fall |

➜] Gateway Course

**Term 4 - Spring Semester**                                                        **Units:** 20.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| APAG 4 | AAG Electrical | 4.0 | Major/Required | |
| APAG 4L | AAG Electrical Laboratory | 2.0 | Major/Required | |
| APWX 94 | Apprenticeship Work Experience ➜] | 14.0 | Major/Required | Spring, Summer, Fall |

➜] Gateway Course

**Total: 38.0**

# 6.4 Program Deactivations

Effective Term: **Fall 2025**

- Advanced ESL Communication Studies, NCL
- Automotive Summer Camp, NL
- Foundational Mathematics Pathway, NY

## 6.5 New Subject Codes

Effective Term: **Fall 2026**

- ARTH Art History

# 6.6 Credit for Prior Learning

Industry Recognized Training - Effective Term: **Fall 2026**

- 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

# 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

# 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.)** Yes

# 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.**

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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

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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

# 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 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

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

# 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 2 - Braking Systems -Part 1

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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

# 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

# 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 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

# 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
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Session 18 - Automatic Transmissions
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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

# 6.7 Shared Governance Worksheet and Curriculum Committee Charge

Effective Term: **Fall 2025**

# LPC GOVERNANCE WORKSHEET FOR 2025-2026

**Committee Name:**   Curriculum Committee

**Form Completed by:** Craig Kutil     **Position:** Chair

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**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.*

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## 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.<br>• 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).<br>• Governance Worksheet goes forward to College Council for approval.<br>• College Council Meeting – Approvals of Governance Committee Changes.<br>• 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.<br>• President's Office sends reminder to Academic and Student Services Divisions, Classified Senate, and Administrators to update membership.<br>• Student Services Division Meeting agenda item: committee memberships.<br>• Admin Staff Meeting agenda item: committee memberships.<br>• Classified Senate Meeting agenda item: committee memberships.<br>• Academic Divisions Meeting agenda item: committee memberships. |
| May | • Admin Staff finalizes committee memberships.<br>• Student Services Division finalizes committee memberships.<br>• Classified Senate finalizes committee memberships.<br>• Academic Divisions finalizes committee memberships.<br>• 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.<br>• LPCSG sends list of appointments to President's Office.<br>• Committees send President's Office Committee Chair selection.<br>• President's Office posts FINAL Governance Participants on website.<br>• Committee Chair/Support updates committee web site with changes and committee representation. |

# LPC GOVERNANCE WORKSHEET FOR 2025-2026

<div style="text-align: center; border: 1px solid black; display: inline-block;">

**Committee Tasks for 2024-25**

</div>

**Committee Name:**   Curriculum Committee

**Form Completed by:** Craig Kutil          **Position:** Chair

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**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.*

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## 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

# LPC GOVERNANCE WORKSHEET FOR 2025-2026

**Use the information from the <u>Shared Governance Handbook</u> and the <u>Committee Participants</u> 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: _____

# 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. 1 Curriculum & Scheduling Specialist
7. 1 Student Records Evaluator

**Members appointed by: (check all that apply)**

_X___Academic Senate          _____Faculty Association

_____Classified Senate          _____SEIU

_____Administration          _X___Student Senate

5.  **Term: (check one)**

       \_\_\_\_1 year        X\_\_\_2 years        \_\_\_\_Other

**Committee Chair/Co-Chair Approval**

| Printed Name | Signature | Date |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

# 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 may be recommended by the Committee.

The Committee's duties and responsibilities in each of the areas are defined as follows:

# 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 noncredit 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 (AA or AS)

- Courses for transfer to CSU

- 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

- 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 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:

- Educational (degree and certificate) programs and requirements for such programs

- Additional program specific graduation requirements

## 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

**Voting Members:**

- 2 Faculty from each Division
- 1 Librarian
- Articulation Officer

If the Librarian and/or Articulation Officer serve as the Chair they shall only vote in their capacity as Chair.

**Advisors:**

- Curriculum & Student Learning Outcomes Specialist (acts as Secretary of the Committee)
- Vice President of Academic Services
- 1 Academic Services Division Dean
- Student Services Division Dean
- 1 Student Records Evaluator
- 1 Curriculum & Scheduling Specialist
- Other Classified Professional/s (appointed by the Chair)
- 1 Student Government Representative

**Appointments by:** Academic Senate; College President; Student Government; Curriculum Chair

## Term

It is hoped that voting members will serve for a minimum of two years and should be allowed to serve longer if selected by their constituency, in order to preserve valuable expertise amongst the Committee members. At the same time, it is important to bring new voting members onto the Committee within any two-year cycle, in order to develop curriculum expertise amongst all 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

Voting is limited to voting members and the quorum is determined by the number of voting members on the Committee in each term.