Las Positas College

Curriculum Committee Meeting

12/01/2025

6.0 Second Reading/Voting Packet

6.1. New Courses

Effective Term: **Fall 2026**

- CIS XXX AI (Artificial Intelligence) in the Workplace
- FLMS 2/HUMN 2 Introduction to Film Studies
- HNRS 1 Honors Research Seminar I
- HNRS 2 Honors Research Seminar II
- KIN 18C Athletic Training Practicum 3
- KIN 18D Athletic Training Practicum 4
- KIN 42A Pre-Season Intercollegiate Women's Beach Volleyball
- KIN 42B Intercollegiate Beach Volleyball
- KIN 42C Off Season Intercollegiate Beach Volleyball
- KIN AR2 Archery 2 - Intermediate Archery
- NKIN PLOA Pilates for Older Adults
- NKIN SWOA Swimming for Older Adults
- NKIN WTOA Weight Training For Older Adults
- LRNS 116 Learning Disabilities and Executive Functioning
- MUS XXX Live Concert Sound
- NAJ XXX Juvenile Corrections Officer (JCO) Core
- NARH 206 Museum & Gallery Studies
- NCIS XXX AI (Artificial Intelligence) in the Workplace

CPL – Credit-by-Exam – Effective Term: **Fall 2026**

- CIS XXX AI (Artificial Intelligence) in the Workplace
- NARH 206 Museum & Gallery Studies
- NCIS XXX AI (Artificial Intelligence) in the Workplace

Distance Education – Effective Term: **Fall 2026**

- CIS XXX AI (Artificial Intelligence) in the Workplace – FO, PO
- FLMS 2/HUMN 2 Introduction to Film Studies – FO, PO
- KIN 18C Athletic Training Practicum 3 – FO, OFI, PO
- KIN 18D Athletic Training Practicum 4 – FO, OFI, PO
- KIN 42A Pre-season Intercollegiate Women’s Beach Volleyball – EFO, EOFI
- KIN 42B Intercollegiate Women’s Beach Volleyball – EFO, EOFI
- KIN 42C Off Season Intercollegiate Women’s Beach Volleyball – EFO, EOFI
- NARH 206 Museum & Gallery Studies – FO, PO
- NCIS XXX AI (Artificial Intelligence) in the Workplace – FO, PO
- NKIN PLOA Pilates for Older Adults – FO, OFI, PO

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

- FLMS 9 Introduction to Sound Design and Production
- HNRS 1 Honors Research Seminar I
- HNRS 2 Honors Research Seminar II

- KIN 18C Athletic Training Practicum 3
- KIN 18D Athletic Training Practicum 4
- KIN 42A Pre-season Intercollegiate Women’s Beach Volleyball
- KIN 42B Intercollegiate Women’s Beach Volleyball
- KIN 42C Off Season Intercollegiate Women’s Beach Volleyball
- KIN AR2 Archery 2 - Intermediate Archery
- MUS XXX Live Concert Sound

LPC ADGE: Area 7 – Effective Term: **Fall 2026**

- KIN 42A Pre-Season Intercollegiate Women's Beach Volleyball
- KIN 42B Intercollegiate Beach Volleyball
- KIN 42C Off Season Intercollegiate Beach Volleyball
- KIN AR2 Archery 2 - Intermediate Archery

LAS POSITAS COLLEGE

Admin Outline for Computer Information Systems XXX
AI (Artificial Intelligence) in the Workplace

Effective: Fall 2026

Catalog Description:

CIS XXX - AI (Artificial Intelligence) in the Workplace
3.00 Units

Artificial Intelligence literacy (AI) course covers foundational knowledge and concepts of AI, practical skills for using AI tools, and critical thinking about AI's ethical and societal impacts. This course aims to empower individuals to use, understand, and responsibly evaluate AI technologies in their personal and professional lives, often without requiring a coding background. Topics include prompt engineering, identifying AI-generated content, analyzing data and bias, and discussing privacy and ethical considerations. AI tools are increasingly being integrated into various aspects of business office operations to streamline tasks, enhance efficiency, and improve decision-making. This course offers a focused exploration of AI technologies and their practical integration into various workplace contexts. Emphasizing hands-on learning and real-world applications, students will gain the skills and knowledge necessary to effectively deploy AI tools in professional settings.

2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation: CIS 50 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

Justification for course proposal

world wide interest in AI, Ca Community College AI Literacy (AB 2876), CA Community College Chancellor's Office AI Workplan, and CA Vision 2030, CIS advisory committee,

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. Describe existing and emerging artificial intelligence (AI) technologies and their impact on organizations and society
B. Develop and integrate AI-powered solutions, including AI agents for the front-end of real-world applications
C. Describe the capabilities, use, and characteristics of artificial intelligence (AI) tools in a workplace environment
D. Differentiate and apply fundamental AI concepts and types
E. Analyze and mitigate ethical, bias, and privacy concerns in AI systems
F. Design, implement, and refine effective prompts for AI interaction
G. Solve common business problems using appropriate Artificial Intelligence tools in applications and systems

Course Content:

Lab:

1. Write an original email asking your instructor for an extension in an assignment, ask ChatGPT to write professor for an extension
2. Create an effective prompt using clear and specific guidelines: be objective (avoid bias), be precise (say what you do/do not want), be polite, provide context, explain who you are, who your audience is.

Lecture:

1. Introduction to AI and Foundational Concepts
    1. What is AI: Define artificial intelligence, differentiating between traditional AI and Generative AI.
    2. History and Evolution**:** Trace the history of AI from early systems to current deep learning models.
    3. Key Terminology**:** Explain core concepts like algorithms, models, tokens, and context windows.
    4. Types of AI**:** Differentiate between various types, such as machine learning (supervised vs. unsupervised), deep learning, and neural networks.
    5. AI in Daily Life**:** Explore how AI is used across different industries like healthcare, finance, and entertainment.
2. Using and Applying AI
    1. Practical Applications**:** Learn how to use AI tools for various tasks, from simple queries to complex problem-solving.
    2. Prompt Engineering**:** Develop skills in crafting effective prompts to achieve desired outcomes and critique/revise them for better results.
    3. Generative AI Tools**:** Explore different AI platforms and tools for text, image, audio, and code generation.
    4. Computational and Creative Thinking**:** Use AI to enhance creativity and develop computational thinking skills.
    5. Collaboration with AI**:** Understand how to work alongside AI as a tool for collaboration.
3. Critical Evaluation of AI
    1. Evaluating Outputs**:** Develop higher-order thinking skills to evaluate, design, and critique AI-generated content.
    2. Identifying Limitations**:** Learn what AI can and cannot do, and when to override AI results.
    3. Analyzing AI Impact**:** Assess how AI affects student learning, critical thinking, and academic integrity.
4. Ethical and Societal Implications
    1. Ethics and Bias**:** Analyze the ethical dimensions of AI, including bias, fairness, transparency, and privacy.
    2. Responsible Use**:** Learn to use AI safely and productively, including how to cite AI-generated content appropriately.
    3. Societal Impacts**:** Discuss AI's impact on labor, education, media, and the environment.
    4. Policy and Governance**:** Understand the importance of AI policies, governance, and data security in different organizations.
5. Productivity With AI Tools
    1. Language models: ChatGPT, Google Gemini, Claude, Co-Pilot
    2. Image/Graphics creation/editing tools
    3. Video creation/editing tools
    4. Document Processing
    5. Applications Integration: AI embedded in word processing, spreadsheets, presentations, databases
    6. Collaboration tools
6. Rapid Application Development:Coding and development

Methods of Instruction:

1. Audio-visual Activity - presentation slides, videos, simulations
2. Classroom Activity - Read text, view videos, research other supplemental sources (example, Internet sites)
3. Demonstration - Software demonstrations with overhead display panel or shared screen
4. Lab - Lab experience: Hands-on lab assignments
5. Lecture - Lecture and classroom discussion with demonstrations
6. Student Presentations - Display software generated results: images, videos, etc

Typical Outside-of-Class Assignments

A. Writing:
    1. Write an email to instructor requesting extension on assignment, ask ChatGPT (or other AI tool) requesting an extension on an assignment. Compare the results
B. Laboratory:
    1. Use embedded AI tool with application software (word processing, spreadsheets, presentations, databases)

2. Use AI tool (colab.google.com) to input a simple spreadsheet, ask AI tool to complete formula and create chart. Ask AI tool to translate into Python code
3. Use AI tool to generate/edit images
4. Use AI tool to generate text to video

Methods of Evaluating Student Progress

A. Class Participation
   1. regular, active participation
B. Exams/Tests
   1. one final exam
C. Lab Activities
   1. weekly hands-on activities
D. Quizzes
   1. chapter quizzes

Student Learning Outcomes

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

A. Differentiate between various AI tools and applications.
B. Define key AI concepts, including machine learning, generative AI, and neural networks.
C. Critically assess the capabilities, limitations, and reliability of different AI tools.
D. Use AI tools for tasks within their specific discipline or for creative projects.
E. Understand the potential for AI to generate inaccurate information and develop strategies for fact-checking AI-generated content

Textbooks (Typical):

Textbook:

1. Corinne Hoisington *Introduction to Artificial Intelligence: A Business Perspective.* 1st ed., Cengage, 2026.
2. Thomas Davenport *Working with AI.* 1st ed., MIT Press, 2022.
3. Jess Stratton *Copilot for Microsoft 365: Harness the Power of Generative AI in the Microsoft Apps You Use Every Day (Inside Copilot).* 1st ed., Independently published, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Google account for collaborative work.
2. Access to AI tools (free tiers available): ChatGPT, Claude, or similar .
3. MS Office software: Microsoft 365.
4. Access to the World Wide Web with any major Web browser.

Equity Based Curriculum

- DE Course Interaction
  Address
  DE Course Interaction
  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.

Requisite Skills

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

A. CIS 50

DE Proposal

Delivery Methods

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

Rationale for DE

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

1. Accessibility-DE can break down barriers to education, allowing students who may not have access to traditional on-campus courses to participate.
2. Flexibility-students, particularly non-traditional students such as working adults or parents, require flexible scheduling options.
3. Cost-effectiveness-Offering courses through DE can be more cost-effective for both students and institutions. Students can save on commuting and housing expenses, and institutions can save on facilities and overhead costs associated with traditional classroom settings.

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

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

2. Decision was collectively made from input from CIS colleagues, high school instructors, students, advisory board, and what other schools/regions are doing.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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 emails, other announcements as needed
- **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 feedback on submitted assignments

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: As needed, announcements on class specific and/or college specific news

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: As needed
- **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: several (6-8 times per semester) as needed
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: As needed

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: As needed
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: weekly chapter quizzes, one final exam
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: As needed

Codes and Dates

Course CB Codes

CB03: TOP Code
070100 - Information Technology, General

CIP Code
11.0101 - Computer and Information Sciences, General.

CB04: Credit Status
C - Credit - Not Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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 Yes
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Film Studies 2
Introduction to Film Studies

Effective: Fall 2026

Catalog Description:

FLMS 2 - Introduction to Film Studies
3.00 Units

(See also HUMN 2)

Introduction to film aesthetics, styles, and devices, as well as film theory and critical approaches to film analysis. Overview of film history, in addition to film production, technology, and distribution. Emphasis on diverse responses to the art form of cinema and its impact on contemporary culture. Students may receive credit for FLMS 2 or HUMN 2, but not both.
3 Units Lecture

Course Grading: Optional

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

Justification for course proposal
We are proposing a new FTVE Associate Degree for Transfer and feel that HUMN 2 Intro to Film Studies should have a cloned course with the FLMS descriptor since it is one of the required core courses for the new degree and will be taught by either Film Studies or Humanities faculty.

Discipline:

Film Studies, or Humanities, or Media Production

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 Film Studies as an academic discipline and a distinct approach to the Humanities
B. Distinguish between various types of films (narrative, documentary, and experimental), as well as major film genres
C. Differentiate between various theoretical approaches to film, and use some of those approaches to compose brief analyses of films
D. Identify the common elements of narrative films, such as the 3-act structure, plot vs. story, and types of duration
E. Describe and analyze the function of mise-en-scene in film, in terms of various elements of design and composition
F. Identify and analyze the function of the basic elements of cinematography, e.g. shots, lighting, camera angles and movement, framing, and special effects
G. Describe the evolution of screen acting and distinguish between various aspects of performance and acting styles
H. Identify and analyze the effects of major editing techniques in terms of continuity and discontinuity
I. Describe and evaluate the qualities, sources, types, and functions of film sound
J. Discuss developments in film history from pre-cinema to the present, and describe major trends in global traditions that influenced film history
K. Identify the various phases in movie making (pre-production, production, and post-production), and distinguish between the studio system and independent filmmaking

L. Explain the basic aspects of the financing, marketing, and distribution of movies

Course Content:

1. Overview of Film Studies as a distinct discipline and introduction to Film Studies as part of the Humanities.
2. Overview of terminology and methods necessary for Film Studies:
    1. Basics of film form
    2. Cinematic language
    3. Historical and cultural interpretations
    4. Film genres
    5. Narrative structure
    6. Editing techniques
    7. Sound and music
    8. Ways of seeing/looking at movies.
3. Overview of common approaches to speaking and writing about films, including an introduction to common approaches in Film Theory and Criticism:
    1. Formalism, Realism, Auteur Theory, Genre Theory, Structuralism, Ideology, Marxism, Poststructuralism and Psychoanalysis, Postcolonialism, Feminism and Queer Theory, Reception Theory, Race/Ethnicity and Representation.
4. Narrative, documentary, and experimental film types.
5. Narrative film genres and conventions for each major genre.
6. Mise-en-Scene in film design and composition.
7. Introduction to major aspects of cinematography:
    1. Shots
    2. Lighting
    3. Camera angles and movement
    4. Framing
    5. Special effects.
8. Overview of the evolution of screen acting and aspects of performance.
9. Major editing techniques in terms of continuity and discontinuity editing.
10. Film Sound:
    1. Qualities
    2. Sources
    3. Types
    4. Functions of film sound.
11. Film History:
    1. Basic approaches to film history
    2. Overview of developments in cinema
    3. Introduction to selected global traditions that influenced film history.
12. Studio system vs. independent filmmaking.
13. Overview of the basics of financing, marketing, and distribution of movies.

Methods of Instruction:

1. Audio-visual Activity - Frequent screenings of film clips and/or whole films.
2. Discussion - Frequent discussions class-wide and/or in small groups on the course readings and lecture content, as well as the films/film clips screened during class.
3. Lecture - Lectures complement readings that students are required to do outside of class through review and clarification, as well as provide new information and stimulate discussion.
4. Research - Students conduct research on various topics covered in the textbook, films screened for homework analysis, and on the director/topic chosen for their final project presentation.
5. Student Presentations - In small groups, students will present on selected topics covered in the textbook, and/or on selected films, directors, and/or film genres.
6. Classroom Activity - Frequent in-class group activities, such as lightning review rounds with whole class, small groups outline chapter sections then present back to class, discussing and then responding in small groups to instructor questions on

films/clips screened in class. More specifically, storyboarding for narrative film structure in small groups, or redesigning scenes from film clips to work with different cinematic styles and design elements.

Typical Outside-of-Class Assignments

A. Reading:
Short answer quiz on assigned reading: after reading a chapter on Elements of Film Narrative, students are asked to describe the difference between a narrative film, film narration, and types of narrators, or after reading about Film Theory (Feminist, Structuralist, Psychoanalytical, Marxist, etc.), students are asked to offer a brief analysis of a short film using one of those approaches.

B. Writing:
   1. Short film-analysis essay: to demonstrate knowledge and put into practice film analysis skills, students are asked to watch "Citizen Kane" (for example) and analyze it for its use of innovative cinematographic devices and editing techniques.
   2. Notes: students are required to take notes on class lectures, discussions, and clips/films viewed in class, as well as on homework readings; instructor reviews students' notebooks during the semester for a component of the final grade.

C. Project:
   1. Group project and presentation: as a final project, students are asked to work in small groups to research and prepare both an oral presentation and an individual short essay on the work of an important film director.

Methods of Evaluating Student Progress

A. Class Participation
   1. Frequent class participation through attendance, discussion, small-group work, etc.

B. Class Work
   1. Frequent class work through short in-class writing assignments, note-taking, discussion and film analysis.

C. Exams/Tests
   1. At least 2 exams.

D. Group Projects
   1. At least one group project (creative and/or research-based).

E. Home Work
   1. Weekly home work, including reading and taking notes on textbook chapters, screening films and/or film clips, analyzing films, practicing cinematic techniques and devices in creative home work assignments, etc.

F. Oral Presentation
   1. At least one group or individual oral presentation.

G. Projects
   1. At least one project (creative and/or research-based).

H. Quizzes
   1. At least 2 quizzes.

I. Research Projects
   1. At least 1 research project.

Student Learning Outcomes

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

A. Compare and contrast major film types and film genres.
B. Analyze films in terms of their formal elements, e.g. narrative structure, mise-en-scene, cinematography, editing, and sound.
C. Describe the evolution of cinema as an art form and a business, referencing the major film styles and industries in film history.

Textbooks (Typical):

OER:

1. Sherman, R. *Moving Pictures: An Introd.* 1st /e, University of Arkansas, 2023. https://uark.pressbooks.pub/movingpictures/.
   ,
2. Moss, Y. and Wilson, C. *Film Appreciation.* 2024 /e, Affordable Learning Georgia, 2024. https://alg.manifoldapp.org/projects/film-appreciation.

Textbook:

1. Richard Barsam, Dave Monahan *Looking at Movies.* 7th ed., Norton, 2021.
2. Glyn Davis, Kay Dickinson, Lisa Patti, Amy Villarejo *Film Studies: A Global Introduction.* 1st ed., Routledge, 2015.
3. Timothy Corrigan, Patricia White *The Film Experience.* 6th ed., Bedford/St. Martin's, 2021.

Equity Based Curriculum

- Course Content
  Address
  The material this course explores includes a diverse array of films, directors, cinematic traditions and styles.
- 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 course can be taught as a Zero Textbook Cost course, using one or two scholarly OER e-books. The textbook options for this course and other readings and videos are written/produced by a diverse list of authors (women, people of color, both Western and non-Western, etc.).

DE Proposal

Delivery Methods

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

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 much consideration and some discussion between faculty in our department and division.

Accessibility:

- 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:

- 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: 2-3 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 monthly
- **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: 1-2 times per month.
- **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: Every three weeks, when in PO mode.

Student-Student Interaction

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

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: 5-6 times per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 3-4 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 2 quizzes and 2 exams 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: At least two times per month.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least once per semester.

- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: At least once per semester.

General Education/Transfer Request

General Education/Transfer Request

Cal-GETC

- 3A - Arts - Approved
- 3B - Humanities - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: FTVE 105

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606125

CB03: TOP Code

061200 - Film Studies

CIP Code

50.0601 - Film/Cinema/Media Studies.

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

Admin Outline for Honors 1
Honors Research Seminar I

Effective: Fall 2026

Catalog Description:

HNRS 1 - Honors Research Seminar I
1.00 Units

Introductory interdisciplinary research seminar for students admitted into the Honors Project program. An introduction to research methods used in different disciplines, critical inquiry and scholarly collaboration and communication. This course focuses on formulating a research question, identifying and utilizing sources, constructing and critiquing scholarly arguments, and creating an effective final written and oral product. As students learn about scholarly research, they simultaneously identify and refine their own research topic, engage in scholarly conversations on their work, apply discipline-specific methodologies to create their own original and independent research.

1 Units Lecture

Enrollment Limitation: Students must be a member of the Honors program.

Course Grading: Letter Grade Only

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Justification for course proposal

This course is the first in a series of two seminars intended to provide all Honors students with support in their first year in the Honors Program. This course will provide students with basic knowledge and skills necessary to conduct independent original research. Such a foundation is critical for students to be able to start working on Honors contracts with faculty mentors, so that the faculty mentors can focus on providing expertise on their subject matter while mentoring the students, instead of teaching research methods one-one-one in office hours.

Discipline:

Interdisciplinary 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. Model scholarly collaborative interaction with students from different disciplines.
B. Deliver and provide constructive feedback on poster and/or oral presentations
C. Identify the components of an academic poster and oral presentation.
D. Complete the distinct stages of a research project within their discipline.
E. Compare and contrast the research process in different academic disciplines.

Course Content:

1. Thesis Development
    1. Finding a topic

    2. Reviewing the existing literature
    3. Refining the topic
    4. Developing a research question or thesis statement
    5. Creating a research proposal
2. Experimental Research
    1. Literature review
    2. Hypothesis formulation
    3. Experimental design and implementation
    4. Evaluation of results
    5. Conclusion and communication of results
3. Non-Experimental Research
    1. Review of the literature
    2. Development of an argument; crafting a thesis statement
    3. Using sources to craft and support your arguments
    4. Anticipating and responding to critics
4. Finding, Evaluating, and Using Sources
    1. Primary sources in different disciplines
    2. Finding and evaluating secondary sources
    3. Strategies for effective reading and synthesizing information
    4. Using library databases and open educational resources to find scholarly resources
    5. Avoiding plagiarism and using proper discipline-specific citation methods
5. Time Management
    1. Determining the scope of an Honors project
    2. Setting and meeting deadlines
    3. Coordination and collaboration with others
6. Writing Process
    1. Creating an annotated bibliography and/or a literature review
    2. Creating and revising an abstract
    3. Developing a working outline
    4. Construction of supporting arguments
    5. Offering constructive criticism
    6. Incorporating feedback and the continuous revision process
    7. Formatting (e.g. MLA, APA, CSE) of the paper and bibliography
7. Presentation of Final Product
    1. Components of an effective poster presentation
    2. Development of an effective oral presentation
    3. Assessing the audience for your presentation
    4. Engaging your audience
    5. How to give meaningful feedback
    6. Incorporating feedback to improve your presentation

Methods of Instruction:

1. Classroom Activity - small group analysis
2. Critique - Peer review, analysis of readings
3. Directed Study - Work on research methods
4. Discussion - Discuss research topics, methods, ethical considerations, results and interpretations of findings
5. Guest Lecturers - Researchers from different disciplines
6. Lecture - Teaching about research processes

Typical Outside-of-Class Assignments

A. Reading:
    1. 10-20 pages assigned readings per week
B. Other:

1. Field trips: possibly, depending on project
2. Preparation for class discussion on textbook topics as they relate to student work

C. Research:
1. Project research: 10-30 pages per week
2. Library research: Using library databases and other resources for research related to project
3. Internet research: Finding credible web-based sources related to project

D. Writing:
1. Project proposal (1-2 pages)
2. Annotated bibliography and/or literature review (2-5 pages)
3. Project outline (1-5 pages)
4. Drafts of final project (8-12 pages at least twice during the semester)
5. Final project (10-12 pages)
6. Final reflection (2-3 pages)
7. Feedback on colleagues work within and across disciplines (1-2 paragraphs; weekly)

Methods of Evaluating Student Progress

A. Class Participation
1. weekly

B. Class Work
1. weekly

C. Final Class Performance
1. once

D. Group Projects
1. bi-monthly

E. Home Work
1. weekly

F. Oral Presentation
1. once in a te

G. Papers
1. monthly

H. Portfolios
1. once in a term

I. Projects
1. monthly

J. Research Projects
1. monthly

K. Poster Presentation

Student Learning Outcomes

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

A. Demonstrate an understanding of the research process across disciplines.
B. Constructively collaborate with students from different disciplines.
C. Prepare and execute a scholarly paper and/or presentation.

Textbooks (Typical):

Textbook:

1. Bell, J., Waters, S. *Doing Your Research: A Guide for First-Time Researchers.* 7th ed., McGraw-Hill Education, 2018.
2. Graff, Gerald, et al. *They Say, I Say.* 4th ed., WW Norton , 2024.
3. Mullaney, Thomas and Christopher Rea *Where Research Begins: Choosing a Research Project That Matters to You (and the World).* 1st ed., University of Chicago Press, 2022.

Equity Based Curriculum

- Methods of Instruction
  Address
  Teaching methods will include multiple ways to introduce materials that will be accessible to various students with different needs and preferences.
- Assignments
  Address
  Students will have a free choice for the topic for their research - topics will range across disciplines, cultures, gender.

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

499900 - Other Interdisciplinary Studies

CIP Code

30.9999 - Multi-/Interdisciplinary Studies, Other.

CB04: Credit Status

C - Credit - Not 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

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Honors 2
Honors Research Seminar II

Effective: Fall 2026

Catalog Description:

HNRS 2 - Honors Research Seminar II
1.00 Units

For Honors Transfer Program students who already completed Honors seminar I, this seminar further develops their mastery of interdisciplinary theory, research methodologies, project planning, and critical inquiry. Focuses on incorporating primary sources, writing scholarly articles for publication in undergraduate research journals, as well as presenting research at conferences. Emphasis on the pursuit of more original and more advanced independent research, peer collaboration, and effective written and oral presentation.

1 Units Lecture

Enrollment Limitation: Students must be a member of the Honors program.

Course Grading: Letter Grade Only

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Justification for course proposal

This course is the second in a series of two seminars intended to provide all Honors students with support in their first year in the Honors Program. This course will continue to provide students with basic knowledge and skills necessary to conduct independent original research, while focusing on more advanced steps, such as preparing a scholarly article for publication in an undergraduate research journal and presenting at a symposium.

Discipline:

Interdisciplinary 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. Expanding knowledge and understanding of a chosen academic field inside and outside of the classroom
B. Building community and developing one-to-one connections with peers, faculty and organizations on- and off-campus in their fields
C. Applying and expanding on the methods of academic research; including writing a literature review, developing a methodology, collecting and analyzing data and findings
D. Constructing and delivering a presentation for an interdisciplinary research project and/or write a peer-reviewed and polished paper for undergraduate publication

Course Content:

1. Incorporating primary sources and peer-reviewed articles
2. Critical inquiry and research methods

3. Developing mentoring skills for IDST 105 students.
    1. Learn how to create productive conversations across a variety of disciplines
    2. Complete research project assignments.
    3. Guide students to pursue more original interdisciplinary scholarly projects
4. Developing, expanding and refining each student's honors project
5. Publishing their findings in an undergraduate research journal.
6. Peer mentoring
7. Facilitating conversations
    1. Facilitating conversations
    2. Self-disclosure and reflection
    3. Synthesizing information
    4. Project proposal

Methods of Instruction:

1. Classroom Activity - small group analysis
2. Critique - peer review, analysis of readings
3. Demonstration - research presentations
4. Directed Study - Work on research methods
5. Discussion - Discuss research topics, methods, ethical considerations, results and interpretations of findings
6. Field Trips - symposium participation
7. Guest Lecturers - Researchers from different disciplines
8. Individualized Instruction - one-on-one help with projects
9. Lecture - Teaching about research processes
10. Projects
11. Student Presentations - project presentations

Typical Outside-of-Class Assignments

A. Writing:
    1. Interdisciplinary seminar theme critiques
    2. Project proposal (2-3 pages/once a semester)
    3. Annotated bibliography (3-5 pages/once a semester)
    4. Project outline (3-5 pages/once a semester)
    5. Weekly feedback/workshop exercises (1-2 pages every two weeks)
    6. Interdisciplinary seminar theme questions/activities for mentoring students
    7. Final research project (10-20 pages depending on discipline/once a semester)
    8. Weekly journals and reflections (1-2 pages every two weeks)
B. Reading:
    1. Interdisciplinary seminar theme readings, including outside research related to seminar theme readings
    2. Readings on mentoring skills and strategies (50-100 pages/semester)
    3. Readings on primary source research skills (50-100 pages/per semester)
    4. Outside readings for project topic (50-100 pages/per semester)
    5. Reading and reviewing drafts of peer writing (10-30 pages/per semester)
C. Research:
    1. Library research assignments
    2. Applying informational literacy to web-based research (using academic databases)
    3. Field trips
    4. Presenting original research at undergrade research conferences
    5. Participate as presenters in student research panel discussions
    6. Present at student lead research activities on campus

Methods of Evaluating Student Progress

A. Class Participation

1. weekly

B. Class Work
    1. weekly
C. Field Trips
    1. once
D. Final Class Performance
    1. once
E. Group Projects
    1. bi-monthly
F. Home Work
    1. weekly
G. Oral Presentation
    1. once in a term
H. Papers
    1. monthly
I. Portfolios
    1. once in a term
J. Projects
    1. monthly
K. Research Projects
    1. monthly

Student Learning Outcomes

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

A. Analyze and expand on their methods of academic research and publication
B. Identify, analyze and engage in the practical application of research theories, frameworks, and methodologies
C. Demonstrate self-reflection, teamwork, and clear communication working with peers on a research project

Textbooks (Typical):

Textbook:

1. Locket, A., Ruiz, I., Sanchez, J., Carter, *Race, Rhetoric, and Research Methods*. 1st ed., CO: University Press of Colorado, , 2021.
2. Lindsay, D. *Scientific Writing = Thinking in Words*. 2nd ed., CSIRO Publishing, 2020.

Manual:

1. Birag, G., Hernandez, R., Wu, B. Undergraduate Research & Creative Activities Journal (URCAJ). UC Santa Barbara Volume II , 2020.

Equity Based Curriculum

- Methods of Instruction
  Address
  Teaching methods will include multiple ways to introduce materials that will be accessible to various students with different needs and preferences.
- Assignments
  Address
  Students will have a free choice for the topic for their research - topics will range across disciplines, cultures, gender.
- Typical Texts
  Address
  Locket, A., Ruiz, I., Sanchez, J., Carter, C. Race, Rhetoric, and Research Methods, 1st ed. Louisville, CO: University Press of Colorado, 2021

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

499900 - Other Interdisciplinary Studies

CIP Code

30.9999 - Multi-/Interdisciplinary Studies, Other.

CB04: Credit Status

C - Credit - Not 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

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Kinesiology 18C
Athletic Training Practicum 3

Effective: Fall 2026

Catalog Description:

KIN 18C - Athletic Training Practicum 3
1.00 Units

This is a third level course that will provide settings related to the students' area of study in prevention and care of athletic injuries, prophylactic taping, bracing, equipment fitting, and evaluation and assessment. Students will assist in the rehabilitation and management of athletic injuries based on the knowledge they have learned in their coursework and under the supervision of a Certified Athletic Trainer. Students will assist in the documentation and organization of athlete information in compliance with HIPAA guidelines.

1 Units Lab

Prerequisite: KIN 18B with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

This course will allow students to further their knowledge and hands-on experience in a clinical setting.

Discipline:

Athletic Training

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 a high level of care and responsibility to a diverse patient population
B. Utilize evidence-based research from a variety of sources and apply this skill when evaluating and treating injuries
C. Assist in the development of a rehabilitation program
D. Assist in the operations and management of the clinical setting and athletic event sideline

Course Content:

1. Injury prevention
    1. Taping and bracing
    2. Protective equipment
2. Treatment of injuries
    1. Chooses treatment parameters
3. Orthopedic tests
    1. Choose the most appropriate test based on evidence
    2. Apply correct test/s for differential diagnosis
4. Injury evaluation

    1. On the field evaluations
    2. Clinical evaluations
    3. HIPS/HOPS
    4. Justify choice with evidence
5. Rehabilitation
    1. Create rehabilitation programs based on injury
    2. Progress through rehabilitation programs based on phases of healing
6. Documentation and Record Keeping
    1. Document SOAP notes
    2. Manage athlete files
7. Event Management
    1. Set up/Take down
    2. Sideline emergency care
    3. Facilitate EMS
    4. Crowd control
8. Clinical Operations and Management
    1. Sanitization
    2. Organization
    3. Inventory
    4. OSHA standards
    5. Equipment maintenance

Methods of Instruction:

1. Lab - Clinical documentation SOAP notes
2. Demonstration - Perform orthopedic special tests
3. Observation - Treatment of injuries Therapeutic exercise prescription
4. The instructor will acknowledge and adjust their teaching methods in order to accommodate a diverse audience.

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Assessment tools that demonstrate writing skill and/or require students to select, organize and explain ideas in writing
    2. Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly
B. Lab Activities
    1. Minimum 5 per semester
C. Skill Demonstration: the student will perform and be evaluated by the supervising clinician. The following will be considered: Modality choice and administering treatment Upon completion, the clinician will determine whether the student is capable of performing the skill on athletes/clients in a safe and effective manner. orthopedic tests stretching techniques manual therapy techniques taping and wrapping therapeutic modalities injury evaluations rehab program design communication (oral and written)

Student Learning Outcomes

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

A. Assist in the development of a rehabilitation program
B. Assist in the operations and management of the clinical setting and athletic event sideline
C. Utilize evidence-based research from a variety of sources and apply the results in the evaluation, treatment and rehabilitation of injuries
D. Demonstrate a high level of care and responsibility to a diverse population

Textbooks (Typical):

Textbook:

1. Lorin A. Cartwright, Kimberly Peer *Fundamentals of Athletic Training and Sports Medicine-5th Edition* . 5th ed., Human Kinetics, 2025.
2. William E. Prentice *Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice*. 17 ed., Mc Graw Hill, 2022.
3. Lorin A. Cartwright, Kimberly S. Peer *Fundamentals of Athletic Training*. 4 ed., Human Kinetics, 2019.
4. William Prentice *Principles of Athletic Training A Competency-based Approach* . 15th ed., McGraw Hill , 2016.
5. David Perrin *Athletic Taping and Bracing* . 3rd ed., Human Kinetics, 2016.
6. Chad Starkey, Sara Brown *Examination of Orthopedic & Athletic Injuries*. 4th ed., E.A.Davis, 2015.

Equity Based Curriculum

- Measurable Objectives
  Address
  The language will be inclusive and promote acceptance and consideration of all cultural backgrounds, national origin, language, gender, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information.
- Course Content
  Address
  Content and material will be presented in a way that showcases all students' perspectives and experiences within a diverse community.
- Methods of Instruction
  Address
  The instructor will acknowledge and adjust their teaching methods in order to accommodate a diverse audience.

Requisite Skills

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

A. KIN 18B
   1. Identify environmental and facility hazards and discuss corrective measures.
   2. Choose and apply appropriate treatment methods for injuries
   3. Identify and locate anatomical landmarks via palpation
   4. Demonstrate proficiency in performing orthopedic tests for the purpose of identifying injuries
   5. Identify other instruments available for the purpose of diagnosing injuries
   6. Identify rehabilitation techniques appropriate for the injury and be able to suggest parameters
   7. Develop conditioning programs appropriate for the sport and season discussed
   8. Discuss baseline concussion tests, signs and symptoms of concussions, identification, treatment and return to play protocol guidelines

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 should be offered online for the flexibility and convenience of online learning and to accommodate and support students in their academic efforts.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made to make this course DE to again support the student in achieving their academic goals. KIN 18A is an advanced level practical course and part of a certificate program that assists students in obtaining employment upon the completion

of the certificate. By offering this course online, it will give the student the opportunity to continue to work toward this goal without the hinderance of a schedule or in an emergency situation.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Minimum four 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: Minimum three per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum five per semester
- **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: Minimum three hours per week for skills demonstration

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: Minimum four 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 four per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum four per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Minimum four per semester

- **Other:**
  Frequency: One skills demonstration per semester

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584330

CB03: TOP Code
122800 - Athletic Training and Sports Medicine

CIP Code
51.0913 - Athletic Training/Trainer.

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
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
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 Kinesiology 18D
Athletic Training Practicum 4

Effective: Fall 2026

Catalog Description:

KIN 18D - Athletic Training Practicum 4
1.00 Units

This is a fourth level course that offers advanced clinical experience related to the student's area of study (Rehabilitation of Athletic Injuries). This course will give the student the opportunity to integrate and apply their skills under the supervision of a Certified Athletic Trainer. This course helps progress students' knowledge and skills in a clinical setting in preparation for employment or academic advancement.

1 Units Lab

Prerequisite: KIN 18C with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

This course will further allow students to assist and manage the care of student athletes.

Discipline:

Athletic Training

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Assist in the supervision and mentoring of other athletic training practicum students
B. Assist in the overall management of injury cases
C. Develop rehabilitation programs based on the phases of injury healing and progression under the supervision of a certified athletic trainer
D. Discuss and document athlete injury and/or rehab progress

Course Content:

1. Injury prevention
    1. Strength and conditioning
    2. Functional movement screens
2. Management of Injury Cases
    1. Clinical diagnosis
    2. Treatment plan
    3. Rehab assignment and schedule
    4. Return to play
3. Athlete Management

    1. Modify activity
    2. Sport specific acticity
    3. Communicate with other members of the healthcare team
4. Individual project
    1. Team coverage end of year review
    2. Off-season strength and conditioning program
    3. Inventory review and supply order
    4. Medical/fitness facility design
    5. Other individual projects
5. Career preparation
    1. Resume
    2. University application
    3. Program application

Methods of Instruction:

1. Lab - Create a rehabilitation program Operate therapeutic modalities
2. Demonstration - Clinic management, cleanliness and organization Event management
3. Observation - Assist in student management Case management Return to activity decisions
4. The instructor will acknowledge and adjust their teaching methods in order to accommodate a diverse audience.

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Assessment tools that demonstrate writing skill and/or require students to select, organize and explain ideas in writing.
    2. Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly
B. Lab Activities
    1. Minimum 5 per semester
C. Skill Demonstration: the student will perform and be evaluated by the supervising clinician. The following will be considered: Choice of therapeutic exercises and determining when it is appropriate to progress or regress treatment. Upon completion, the clinician will determine whether the student is capable of performing the skill on athletes/clients in a safe and effective manner. orthopedic tests stretching techniques manual therapy techniques taping and wrapping therapeutic modalities injury evaluations rehab program design and implementation note taking and documentation organization and management case management return to play decisions event management communication (oral and written)

Student Learning Outcomes

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

A. Discuss and document athlete injury and/or rehab progress
B. Develop rehabilitation programs based on evidence-based research considering the phases of injury healing and progression
C. Assist in the overall management of injury cases
D. Assist in the supervision and mentoring of other athletic training practicum students

Textbooks (Typical):

Textbook:

1. Lorin A. Cartwright, Kimberly Peer *Fundamentals of Athletic Training and Sports Medicine-5th Edition* . 5th ed., Human Kinetics, 2025.
2. William E. Prentice *Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice.* 17 ed., Mc Graw Hill, 2022.
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6. Chad Starkey, Sara Brown *Examination of Orthopedic & Athletic Injuries.* 4th ed., E.A.Davis, 2015.

Equity Based Curriculum

- Measurable Objectives
  Address
  The language will be inclusive and promote acceptance and consideration of all cultural backgrounds, national origin, language, gender, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information.
- Course Content
  Address
  Content and material will be presented in a way that showcases all students' perspectives and experiences within a diverse community.
- Methods of Instruction
  Address
  The instructor will acknowledge and adjust their teaching methods in order to accommodate a diverse audience.

Requisite Skills

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

A. KIN 18C
   1. Demonstrate a high level of care and responsibility to a diverse patient population
   2. Utilize evidence-based research from a variety of sources and apply this skill when evaluating and treating injuries
   3. Assist in the development of a rehabilitation program
   4. Assist in the operations and management of the clinical setting and athletic event sideline

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 should be offered online for the flexibility and convenience of online learning and to accommodate and support students in their academic efforts.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made to make this course DE to again support the student in achieving their academic goals. KIN 18A is an advanced level practical course and part of a certificate program that assists students in obtaining employment upon the completion of the certificate. By offering this course online, it will give the student the opportunity to continue to work toward this goal without the hinderance of a schedule or in an emergency situation.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Minimum four 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: Minimum three per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum five per semester
- **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: Minimum three hours per week for skills demonstration

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: Minimum four 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 four per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum four per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum four per semester
- **Other:**
  Frequency: One skills demonstration per semester

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584330

CB03: TOP Code

122800 - Athletic Training and Sports Medicine

CIP Code

51.0913 - Athletic Training/Trainer.

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

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

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 Kinesiology 42A
Pre-Season Intercollegiate Women's Beach Volleyball

Effective: Fall 2026

Catalog Description:

KIN 42A - Pre-Season Intercollegiate Women's Beach Volleyball
1.00 - 2.00 Units

Preseason preparation for intercollegiate competition in the sport of women's beach volleyball. Students will be taught to execute technical skills of beach volleyball in game situations. For example, how to apply the techniques of passing, receiving and hitting, as well as offensive and defensive strategies.

1 - 2 Units Lab

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Justification for course proposal

Adding beach volleyball courts to LPC so working on this now in case we decide to offer an intercollegiate team.

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 fundamental skills of attacking play including bumping, setting and spiking.
B. Demonstrate the fundamental skill of serving.
C. Understand and demonstrate basic offensive and defensive principles.
D. Demonstrate improvement in physical conditioning.
E. Interpret basic beach volleyball rules, terminology, and scoring procedures.

Course Content:

1. Conditioning
    1. Aerobic
    2. Anaroebic
    3. Strength
    4. Power
2. Skill Introduction
    1. Basic - Bump, set, spike and serve
3. Tactics
    1. Offensive Principles
    2. Defensive Principles

Methods of Instruction:

1. Lab - This course will require students to observe and develop various skill sets through active participation.

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Students will have pre, mid and post physical fitness testing through the semester.
    2. Students will demonstrate the basic skills of bumping, setting, spiking and serving.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly

Student Learning Outcomes

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

A. Describe the rules and regulations used in intercollegiate beach volleyball competitions.
B. Students will demonstrate an understanding of the physical training/conditioning needed to compete in Beach Volleyball.
C. Demonstrate an understanding of the responsibilities and assignments of each position in beach volleyball from an offensive and defensive standpoint.
D. Demonstrate and understand how to work with teammates in a positive environment.

Textbooks (Typical):

Textbook:

1. Angela Rock *Angela Rock's Advanced Beach Volleyball Tactics.* 2nd ed., Mericle Publishing, 2020.
2. Travis Mewhirter *We were kings: A deep dive inside the lives of professional beach volleyball players.* 2nd ed., Paper Courts, 2021.
3. Hayden Jones *The Essential Beach Volleyball Drill Book.* 2nd ed., Beach Volleyball California.com, 2021.

Equity Based Curriculum

- Measurable Objectives
  Address
  As a collegiate institution we must abide by Title IX.
  Athletics programs are considered educational programs and activities. Adding women's beach volleyball enables us to comply with participation requirements: Title IX requires that women and men be provided equitable opportunities to participate in sports. Title IX does not require institutions to offer identical sports but an equal opportunity to play;
- Methods of Instruction
  Address
  Create an inclusive space for students. Discussions should represent a variety of views, and students should feel comfortable expressing themselves.
- Methods of Evaluation
  Address
  Hold every student accountable to high expectations.
- Typical Texts
  Address
  Expose students to a spectrum of multicultural and female experts, writers and artists.

DE Proposal

Delivery Methods

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

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Minimum three per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once 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.*
  Frequency: Minimum three 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 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: 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
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 4 quizzes, One Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Minimum twice per week

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 7 - Kinesiology

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589075

CB03: TOP Code

083550 - Intercollegiate Athletics

CIP Code

31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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

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

Admin Outline for Kinesiology 42B
Intercollegiate Women's Beach Volleyball

Effective: Fall 2026

Catalog Description:

KIN 42B - Intercollegiate Women's Beach Volleyball
3.00 Units

Intercollegiate competition in the sport of women's beach volleyball.
3 Units Lab

Recommended Course Preparation: KIN 42A with a minimum grade of C, ability to demonstrate the following skills: bump, set, spike, serve.

Course Grading: Letter Grade Only

Lab Hours	162
Inside of Class Hours	162

Justification for course proposal
Adding beach volleyball courts to LPC so working on this now in case we decide to offer an intercollegiate team.

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 all the proper skills and techniques related to the different positions of beach volleyball.
B. Apply all rules and strategies involved in the game of beach volleyball.
C. Execute different offensive and defensive philosophies.
D. Demonstrate improvement in physical conditioning.

Course Content:

1. Conditioning
    1. Running Program
    2. Agility/Speed
    3. Plyometrics
    4. Reaction/Reflexes
2. Skill Development
    1. Basic
        1. Bump
        2. Set
        3. Spike
        4. Serve
    2. Advance overhead pass and blocking

3. Defensive techniques
    1. Rolls and dives
4. Hitting Options

3. Game Strategies
    1. Line-ups 2-0 or 2-1
    2. Defensive Alignments
    3. Offensive plays and patterns
    4. Position responsibilities
4. Scrimmage/Game Preparation
    1. Controlled "game-like" situations
    2. Play vs other group

Methods of Instruction:

1. Lab - This course will require various skill sets students will learn through active participation. Demonstrations, visualizations and instructor feedback will be used throughout the semester to ensure students comprehension. Small group discussions, peer review, and mini-lectures that are skill specific.

Typical Outside-of-Class Assignments

A. Laboratory:
    1. You will draw a diagram of a 16 meters long x 8 meters wide beach volleyball court.
        1. In this diagram, you will draw up the different schemes used in the sport of beach volleyball.
        2. You must illustrate positions for both players on the court, their role in the position, and create a list of goals using the different defenses.
        3. On the other side of the paper, you must give a narrative of your favorite defense used in Women's Intercollegiate Beach Volleyball and explain why you have chosen that particular defense.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly
B. Class Performance
    1. Weekly
C. Lab Activities
    1. Weekly
D. Students will be evaluated through active participation, demonstration of proper techniques as well as comprehension of basic terminology. Skills analysis for the following strongly recommended skills: 1. Bump 2. Set. 3. Spike 4. Serve

Student Learning Outcomes

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

A. Demonstrate appropriate offensive and defensive strategies to compete at the intercollegiate level.
B. Demonstrate and apply etiquette and sportsmanship during intercollegiate competition.
C. Demonstrate effective technical skills used in intercollegiate beach volleyball competitions.

Textbooks (Typical):

Textbook:

1. Angela Rock *Angela Rock's Advanced Beach Volleyball Tactics.* 2nd ed., Mericle Publishing, 2020.
2. Travis Mewhirter *We were kings: A deep dive inside the lives of professional beach volleyball players.* . 2nd ed., Paper Courts, 2021.
3. Paul Sapsford *The Essential Beach Volleyball Drill Book.* 2nd ed., Beach Volleyball California.com, 2021.

Equity Based Curriculum

- Methods of Instruction

Address
Create an inclusive space for students. Discussions should represent a variety of views, and students should feel comfortable expressing themselves. Demonstrations, visualizations and instructor feedback will be used throughout the semester to ensure students comprehension. Small group discussions, peer review, and mini-lectures that are skill specific.

- Methods of Evaluation
  Address
  Hold every student accountable to high expectations.
- Typical Texts
  Address
  Expose students to a spectrum of multicultural and female experts, writers and artists.

Requisite Skills

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

A. KIN 42A

DE Proposal

Delivery Methods

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

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Minimum three per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once 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.*
  Frequency: Minimum three 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 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: 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
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 4 quizzes, One Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum twice per week

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 7 - Kinesiology

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589054

CB03: TOP Code
083550 - Intercollegiate Athletics

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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

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

Admin Outline for Kinesiology 42C
Off Season Intercollegiate Women's Beach Volleyball

Effective: Fall 2026

Catalog Description:

KIN 42C - Off Season Intercollegiate Women's Beach Volleyball
1.00 - 2.00 Units

Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of women's beach volleyball.

1 - 2 Units Lab

Recommended Course Preparation: KIN 42B with a minimum grade of C

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Justification for course proposal

Adding beach volleyball courts to LPC so working on this now in case we decide to offer an intercollegiate team.

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 improvement in physical strength, endurance, agility and speed.
B. Independently analyze the values of various workouts.
C. Formulate and assess solutions to attaining physical abilities which enable them to compete in intercollegiate volleyball.

Course Content:

1. Flexibility Exercises
    1. Active range of motion exercises
    2. Passive range of motion exercises
2. Weight Training (Sport Specific)
3. Aerobic Activities
4. Anaerobic Activities
5. Conditioning Drills
6. Individually Programmed
    1. Stationary Bicycles
    2. Treadmills

Methods of Instruction:

1. Lab - This course will require various skill sets students will learn through active participation. Demonstrations, visualization and instructor feedback will be used throughout the semester to ensure student comprehension. Small group discussions, peer review and mini-lectures that are skill specific.

Typical Outside-of-Class Assignments

A. Laboratory:
    1. You will present and demonstrate proper offensive and defensive volleyball schemes in a classroom, practice and game setting.
        1. You will describe each scenario as well as provide examples to the class.
    2. You will create a workout utilizing the FIIT principle.
        1. A pre-test and a series of follow up tests will be conducted in which you will modify your workout throughout the semester.
        2. You will create a daily workout log which will be submitted a week before the course ends.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly
B. Class Performance
    1. Weekly
C. Lab Activities
    1. Weekly
D. Students will be evaulated through active participation, demonstration of proper techniques as well as comprehension of basic terminology. Skills analysis on the following advanced skills: 1. Bump 2. Set 3. Spike 4. Jump Serve

Student Learning Outcomes

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

A. Effectively hit the ball into certain parts of the beach volleyball court (deep line, tip short, angle).
B. Identify individual areas (technical or tactical) for improvement
C. Utilize competitive motivation.
D. Demonstrate an understanding of the playing rules and acceptable conduct, behavior, and demonstrate good sportsmanship that is associated with being an intercollegiate athlete.

Textbooks (Typical):

Textbook:

1. Angela Rock *Angela Rock's Advanced Beach Volleyball Tactics.* 2nd ed., Mericle Publishing, 2020.
2. Travis Mewhirter *We were kings: A deep dive inside the lives of professional beach volleyball players.* . 2nd ed., Paper Courts, 2021.
3. Hayden Jones *The Essential Beach Volleyball Drill Book.* 2nd ed., Beach Volleyball California.com, 2021.

Equity Based Curriculum

- Methods of Instruction
  Address
  Create an inclusive space for students. Discussions should represent a variety of views, and students should feel comfortable expressing themselves. Demonstrations, visualization and instructor feedback will be used throughout the semester to ensure student comprehension. Small group discussions, peer review and mini-lectures that are skill specific.
- Methods of Evaluation
  Address
  Hold every student accountable to high expectations.
- Typical Texts
  Address
  Expose students to a spectrum of multicultural and female experts, writers and artists.

Requisite Skills

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

A. KIN 42B

DE Proposal

Delivery Methods

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

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Minimum three per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once 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.*
  Frequency: Minimum three 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 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: 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
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 4 quizzes, One Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum twice per week

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 7 - Kinesiology

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589070

CB03: TOP Code
083550 - Intercollegiate Athletics

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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

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

Admin Outline for Kinesiology AR2
Archery 2 - Intermediate Archery

Effective: Fall 2026

Catalog Description:

KIN AR2 - Archery 2 - Intermediate Archery
1.00 Units

Intermediate archery will review basic skills, rules, safety, and scoring. Additional skills and techniques will include improved consistency, an increase in shooting distances, shooting endurance, and mental concentration.
1 Units Lab

Recommended Course Preparation: KIN AR1 with a minimum grade of C.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal
Adding a continuation to the popular Archery 1 - Beginning Archery Course and creating an Archery Family of courses.

Discipline:

Physical Education

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 mental shooting and self-correction techniques
B. Design a 900 round tournament
C. Execute the 11 steps to the USA Archery shooting techniques
D. Demonstrate how to repair an arrow
E. Demonstrate correct range etiquette
F. Define the shooting lines and rules

Course Content:

1. Rules and safety requirements
    1. Shooting line rules
    2. Range etiquette
2. Intermediate equipment, terminology and maintenance
    1. Equipment and terminology
        1. Bow Sling
            1. Finger
            2. Wrist
        2. Stabilizer
            1. Long

            2. Short
        3. Mechanical sight
    2. Maintenance
        1. Arrow repair
            1. Fletch repair
            2. Nock repair
            3. Shaft replacement
        2. String replacement
            1. Brace height
            2. Nocking point placement
        3. Arrow rest replacement
3. Intermediate USA Archery shooting steps and techniques
    1. Stance
        1. Open - 45 degrees
        2. Closed
    2. Nock
    3. Hook and grip
        1. 3 fingers under
        2. 3 fingers over/under
    4. Set posture and alignment
    5. Set-Up - raise the bow
    6. Draw to load
    7. Anchor
    8. Transfer to load
    9. Aim
    10. Release/Follow through
    11. Feedback
4. Tournament procedures and scoring
    1. USA Archery format
    2. Outdoor format
    3. Field shoot
    4. 3D shoot
    5. 900 round tournament
    6. Fun shoots
5. Mental shooting and self-coaching techniques
    1. Self-correction
    2. Self-motivation
    3. Visualization

Methods of Instruction:

1. Lecture - Explain procedures for a 900 round tournament
2. Demonstration - Stance, knock, hook and grip, set, set-up, draw to load, anchoring, transfer to hold, aiming, release, follow through, feedback.
3. Simulations - Shoot and score a field archery round
4. Discussion - Shooting line setup and rules

Typical Outside-of-Class Assignments

A. Other:
    1. Student will shoot and score a 900 round tournament for themselves.
    2. Student will demonstrate correct release technique with an open 45 degree stance.

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily
B. Class Performance
    1. Weekly
C. Exams/Tests
    1. 1 Midterm and 1 Final

Student Learning Outcomes

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

A. Explain the rules and safety requirements to perform archery at an intermediate level
B. Integrate and maintain intermediate-level archery equipment
C. Execute intermediate skills necessary to perform basic competitive shooting techniques

Textbooks (Typical):

Textbook:

1. Wise, Larry *Planning to Peak in Archery.* 1st ed., Coaches Choice, 2022.
2. Haywood, Kathleen and Catherine Lewis *Archery: Steps to Success.* 5th ed., Human Kinetics, 2024.
3. Christian Berg *Archery from A to Z: An Introductory Guide Everyone Can Enjoy.* 1st ed., Stackpole Books, 2019.
4. Jake Kaminski *Training for Archery: A Comprehensive Archery Training Guide.* 1st ed., CreateSpace Independent Publishing Platform, 2017.
5. Steve Ruis, Mike Gerard *Archery Drill Book.* 1st ed., Human Kinetics, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Arrows - 1 dozen Optional Equipment: Arm guard, glove/finger tab.

Equity Based Curriculum

- Course Content
  Address
  Course content is reflective of all interests and abilities, and easily modifiable for any student.

Requisite Skills

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

A. KIN AR1

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 7 - Kinesiology

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612029

CB03: TOP Code

083500 - Physical Education

CIP Code

31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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

Admin Outline for Learning Skills 116
Learning Disabilities and Executive Functioning

Effective: Fall 2026

Catalog Description:

LRNS 116 - Learning Disabilities and Executive Functioning
2.00 Units

This course will explore the basic cognitive processes involved in learning. This will include the biology of learning, learning styles, memory, retention, retrieval of information and executive functioning. Examination of how learning disabilities, Autism, and Attention Deficit Hyperactivity Disorder impact learning. Practical instruction is provided on executive functioning skill development, note-taking and basic study skills. This course is appropriate for students enrolled in the DSPS program experiencing academic achievement difficulties in any area.

2 Units Lecture

Course Grading: Letter Grade Only

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Justification for course proposal

To support DSPS students in addressing academic challenges by deepening their understanding of their learning profile, strengthening executive functioning skills, and developing practical strategies for efficient learning and effective note-taking.

Discipline:

Learning Disabilities: Specialist

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 preferred learning style/s and strengths through a multiple intelligences inventory.
B. Explain how the learning circuit (basic cognitive processes) works for neurotypical individuals and individuals with Autism, Attention Deficit-Hyperactivity Disorder, and learning disabilities.
C. Describe how executive functioning impacts learning/academic success and identify strengths and weaknesses through an executive skills questionnaire.
D. Develop a personal plan for supporting identified executive functioning skill weaknesses.
E. Apply efficient note taking methods to learn new information.
F. Identify preferred study method, when to study and how to avoid common study mistakes.
G. Recognize how to use academic accommodations, college resources and self-advocate with instructors and college staff to support identified learning challenges.

Course Content:

1. How Am I Smart?
    1. Theory of Multiple Intelligences

    2. Fixed vs. growth Mindset
2. How Do Our Brains Learn?
    1. The brain circuit: How the brain works (neurons)
    2. Three brain sections that drive learning (the emotional center-amygdala, the front brain-prefrontal cortex, the back brain)
    3. The learning circuit: memorization vs learning
    4. The learning circuit for individuals with Autism
    5. The learning circuit for Individuals with ADHD
    6. The learning circuit for individuals with Learning Disabilities
3. Executive Functioning
    1. Inhibitory control: response inhibition, emotional control, stress tolerance, planning/prioritizing, organization, task initiation, sustained attention, goal-directed persistence
    2. Cognitive flexibility & metacognition
    3. Working memory: How working memory is used during note-taking.
4. How to Listen and Take Notes
    1. Preview sources of material prior to the lecture or video
    2. During the lecture or video
    3. Note formatting: Cornell notes method
    4. Note formatting: what to write
    5. Note taking accommodation/assistive technology
5. How Do I Study and Learn New Terms?
    1. Concept Maps (paper vs. technology options)
    2. How to study efficiently using questions
    3. Using Quizlet/note cards
    4. Time-spaced learning/when to study
    5. How to avoid common study mistakes
    6. Review of accommodations/DSPS services to support learning challenges.

Methods of Instruction:

1. Audio-visual Activity - Power point Presentations, Videos of the learning circuit and executive functioning skills.
2. Lecture - Lecture on course content per course outline
3. Student Presentations - An option for final project: Executive Functioning Improvement Plan
4. Guest Lecturers - DSPS Assistive Technology/Alternative Media Specialist
5. Demonstration - Demonstration of note-taking techniques (Cornell method; note-taking accommodations), concept map programs (Ie. Mindomo)
6. Projects - Culminating/Final Project: Executive Functioning Improvement Plan
7. Discussion - Ie. : Paired discussions of learning strengths and challenges; strategies that students have attempted.

Typical Outside-of-Class Assignments

A. Writing:
    1. Weekly Journal Entries: Reflection based on course content.
        1. Complete Multiple Intelligences inventory & Executive Skills questionnaire and discuss results (strengths & weaknesses).
        2. Were you surprised by your results? Include real life examples of your results. (Visual learner; Often late to class.etc).
    2. Attempt a support strategy discussed in class for your identified Executive Functioning skill weakness (3 total).
        1. Were you successful? What went well and what did not work?
        2. What is another strategy you plan to attempt to support his area of weakness?
B. Other:
    1. Work Samples:
        1. Identify preferred note taking method and summit an example for instructor feedback. OR
        2. Identify preferred study method (ie. concept map vs. notecards) and submit an example for instructor feedback.
C. Project:
    1. Culminating/Final Project: Executive functioning improvement plan.

1. Using weekly reflection journal entries as a guide, complete a paper or presentation that addresses the following:
    1. Based on your Executive Functioning Skills Questionnaire results, what were your identified areas of strength and weaknesses?
    2. Describe your experience attempting support strategies for each identified executive functioning skill weakness. Were you successful? What went well and what did not work? If it did not work, reflect on why. What strategy/ies would you like to try next?
    3. Maintenance: What strategies will you use to ensure the maintenance of new habits to support your executive functioning weaknesses? (ie. Accountability partner, reinforcer from reinforcer menu, visual reminder of long-term goal etc.)
    4. Support: Identify positive self-statements to support your plan when feeling discouraged or getting off track.
2. Why are you working on this area of weakness (ie. Long term goal/s, improve relationships etc.)?
3. What benefits will you get from implementing this plan successfully?
4. How will you feel?

Methods of Evaluating Student Progress

A. Class Participation
    1. Each class session
B. Home Work
    1. Weekly. Can include journal entries or work sample/s
C. Oral Presentation
    1. Once as an option for the cumulative/final project
D. Papers
    1. Once as an option for the cumulative/final project
E. Student work samples

Student Learning Outcomes

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

A. Identify preferred learning style/modality and application to note-taking and study skills to increase academic success.
B. Assess learning and executive functioning weaknesses, recognize impact on academic success, and develop an improvement plan.
C. Utilize DSPS accommodations and college resources to support identified learning challenges.

Textbooks (Typical):

Textbook:

1. Dawson, P & Guare R. *The Smart but Scattered Guide to Success: How to Use Your Brain's Executive Skills to Keep Up, Stay Calm, and Get Organized at Work and at Home.* Reprint ed., The Guilford Press, 2016.

Manual:

1. Susan Kruger Winter, M.Ed.. SOAR Learning & Soft Skills Student Workbook . Grand Lighthouse Publishing, Lake Orion, MI, 2024.

Other Learning Materials:

1. https://www.chconline.org/resourcelibrary/executive-functioning-modules-for-college-students/

Equity Based Curriculum

- Assignments
  Address
  Assignments are intentionally structured to support students who may experience difficulty completing extensive tasks. The cumulative/final project is scaffolded into manageable components, enabling students to integrate knowledge and skills developed through earlier assignments into the final project.

- Methods of Evaluation

Address

Students may complete the final project in the modality of their choice (e.g., presentation, paper, or video), allowing them to demonstrate their learning in a format that aligns with their individual strengths and preferences.

Codes and Dates

Course CB Codes

CB03: TOP Code

493032 - Learning Skills, Learning Disabled

CIP Code

32.0199 - Basic Skills and Developmental/Remedial Education, Other.

CB04: Credit Status

C - Credit - Not 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

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Music XXX
Live Concert Sound

Effective: Fall 2026

Catalog Description:

MUS XXX - Live Concert Sound
1.00 Units

This course is intended to provide students with an overview of live concert sound reinforcement with a heavy focus on hands-on training on industry-standard sound equipment in a variety of settings. Topics include basic sound system theory and its application as well as the operation of individual sound system components such as microphones, mixers, effects, amplifiers, and speaker arrays. Focus will be on sound checking, troubleshooting, mixing, and recording sound for live performance applications.
1 Units Lab

Course Grading: Letter Grade Only

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal
We are bulking up our music technology offerings as we now have very capable part-time faculty and will be getting a new recording studio in the near future. Live sound is a highly in-demand CTE field with many job openings. Many of our students interested in music technology will be employed by venues, schools, houses of worship, etc that need people to run live sound for their events. This will also be a part of a new certificate.

Discipline:

Commercial Music

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 proper care, management and minor repair of live sound reinforcement hardware;
B. Implement appropriate real-time multichannel mixing techniques in a live music event;
C. Properly wire P.A. speaker systems in a variety of settings;
D. Determine and implement appropriate microphone techniques for a live music event;
E. Design and implement appropriate wiring schematics for a multichannel live music event, including submixes and monitor mixes;

Course Content:

1. Multichannel analog mixing
2. Speaker placement and set-up
3. Cabling limitations
4. Feedback management
5. Equalization
6. Reverb

7. Compression
8. Submixes and monitor mixes
9. Instrument miking techniques for the concert stage
10. Sound isolation
11. The business of being a Live Sound Engineer

Methods of Instruction:

1. Demonstration - Instructor will demonstrate course content on industry-standard equipment.
2. Audio-visual Activity - Students will learn how to engineer live music in concert situations at a variety of venues.
3. Classroom Activity - Students will focus on a specific skillset as a group.
4. Discussion - Instructor will lead discussions about a variety of Live Sound subtopics such as cabling, mic placement, and effects.
5. Guest Lecturers - Professionals from the industry will be invited to talk with students.
6. Individualized Instruction - Instructor will work with students one-on-one as they work on a distinct Live Sound skill.
7. Lab - Weekly lab classes where students learn how to advance their Live Sound Skills.
8. Research - Students will research how to do things like place mics or route audio for a specific instrumentation.

Typical Outside-of-Class Assignments

A. Reading:
    1. Read chapter on Compression and be prepared to discuss
B. Laboratory:
    1. Run live audio for an on-campus event and address issues that may arise in real time with faculty guidance.
    2. Troubleshoot common issues that arise with cabling and audio
C. Research:
    1. Research multiple ways one can mic a standard rock or jazz group.

Methods of Evaluating Student Progress

A. Final Public Performance
    1. 1-2 (students to run live audio for on-campus events)
B. Lab Activities
    1. Weekly
C. Projects
    1. Monthly
D. Quizzes
    1. Monthly
E. Research Projects
    1. 1-3

Student Learning Outcomes

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

A. Implement an appropriate plan for running sound for a live event, including microphone placement and selection, wiring, monitors, audience mix, and equipment care and management.
B. Assess the quality of a live audio mix taking into consideration compression, EQ, reverb, and acoustics.
C. apply effective communication and stage management skills in coordinating with performers, stage crew, and production staff during a live event.

Textbooks (Typical):

Textbook:

1. Bobby Owsinski *The Recording Engineer's Handbook*. 5th ed., Bobby Owsinski Media Group, 2023.
2. Teddy Boyce *Introduction to Live Sound Reinforcement: The Science, the Art, and the Practice.* 2nd ed., FriesenPress, 2020.

Equity Based Curriculum

- Course Content
  Address
  Students will be able to learn on industry-standard equipment (which is often very expensive) regardless of their financial situation. Also, this is an in-demand and lucrative field which is generally male-dominated. We will be training our diverse population of students for the workforce.

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer
- Transfers to CSU

Codes and Dates

Course CB Codes

CB03: TOP Code
100500 - Commercial Music

CIP Code
15.0307 - Audio Engineering Technology/Technician.

CB04: Credit Status
C - Credit - Not Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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 Yes
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Noncredit Administration of Justice XXX
Juvenile Corrections Officer (JCO) Core

Effective: Fall 2026

Catalog Description:

NAJ XXX - Juvenile Corrections Officer (JCO) Core
470 Hours

This course provides the required training for entry-level juvenile corrections officers (JCO) in accordance with California state standards as mandated by the Standards and Training for Corrections (STC). Students will develop essential skills for supervising and interacting with juveniles, maintaining security, conducting interviews, writing reports, handling emergencies, and applying defensive tactics and restraint techniques. The course also emphasizes communication, counseling, interpersonal skills, and physical readiness, preparing students to meet the academic, behavioral, and physical standards required for employment as a JCO in California.

Course Grading: Pass/No Pass

Total Lecture Hours	150
Total Lab Hours	20
Total Inside of Class Hours	170
Total Outside of Class Hours	300
Total Noncredit Hours	470

Justification for course proposal

This course aligns with the Standards and Training for Corrections (STC) requirements for the Juvenile Corrections Officer (JCO) position and meets California state standards set by the Board of State and Community Corrections (BSCC). The JCO Core course prepares students for entry-level employment in juvenile detention and rehabilitation and addresses statewide workforce needs by developing essential skills in law, ethics, communication, and youth behavioral management for careers in juvenile justice corrections, and probation services.

Discipline:

Public Safety

Course Objectives:

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

A. Recognize the need to monitor medical and psychological services
B. Exercise verbal and written communication skills
C. Identify the physically demanding tasks required in handling of juveniles
D. Apply searching and securing techniques
E. Identify the skills necessary to handle emergencies, fires, life safety issues and evacuations
F. Develop and demonstrate the skills in the areas of receiving, booking, and releasing
G. Recognize major areas of liability of the juvenile corrections officer
H. Identify the laws, policies, and procedures regarding juvenile corrections officers
I. Identify the role, responsibilities, and duties of a juvenile corrections officer

Course Content:

Lab:

1. Defensive Tactics and Restraint Techniques

2. Physical Testing
3. Maintaining Security
4. Booking, Receiving and Releasing
5. Emergency Procedures
6. Communication and Conflict Management
7. Supervising Juvenile
8. Classification and Case Planning
9. Report Writing and Record Keeping

Lecture:

1. California Criminal Justice System
    1. Criminal Justice System and Process
    2. Roles and Responsibilities
    3. Title 15
    4. Legal Foundations and Liability
    5. Confidentiality and Records
2. Professionalism and Ethics
    1. Social Media
3. Gangs
    1. Overview
    2. Supervision
4. Communication
    1. Interpersonal Communication
    2. Crisis Communication and De-escalation
    3. Effective Communication
5. Maintaining Security
    1. Security and Key Control
    2. Counts
    3. Facility Searches
    4. Contraband and Evidence
6. Booking, Receiving and Releasing
    1. Booking and Intake
    2. Booking Procedures
    3. Orientation, Clothing and Supplies
    4. Releasing Juveniles
7. Supervising Juveniles
    1. Manipulation of Staff
    2. Disturbances and Disputes
    3. Safety/Health Standards and Procedures
    4. Recreation
    5. Progressive Discipline and Juvenile Grievances
    6. Group Dynamics
    7. Movement
    8. Juvenile Workers
8. Medical
    1. Issues and Universal Precautions
    2. Emergencies
    3. Legal Issues
9. Classification of Juveniles
10. Cultural Awareness
    1. Cultural Diversity and Ethnic Disparity
    2. Gender Identity
11. Report Writing and Record Keeping
    1. Information Gathering and Interviewing

    2. General Reports
12. Emergency Procedures
    1. Emergency Planning
    2. Fire and Life Safety
13. Visitation
14. Screening and Distribution of Supplies and Mail
15. Transportation
    1. Preparation for Transport
    2. Transport Procedures
16. Testifying in Court
17. Case Planning
18. Programs
    1. Evidence Based Practices and Programs
19. Assault and Abuse
    1. Sexual Assault and Abuse
    2. Child Abuse
20. Defensive Tactics and Restraint Techniques
    1. Use of Force
    2. Control Holds
    3. Falling
    4. Footwork and Balance
    5. Take-down
    6. Ground Control
    7. Personal Body Weapons
    8. Person Searches
    9. Use of Restraints
    10. Room Extractions
21. Behavioral Health
    1. Signs and Symptoms of Substance Abuse
    2. Trauma
    3. Interventions and Resources
    4. Stigma and Bias
    5. Roles and Responsibilities
    6. Liability
    7. Suicide Prevention
    8. Foundation and Definitions: Signs and Symptoms
    9. Safety
    10. Emotional Survival
22. Physical Testing
    1. Practice and Technique
    2. Assessments

Methods of Instruction:

1. Lecture - Use PowerPoint or slide decks to present constitutional law, Title 15, juvenile rights introduce foundational knowledge, laws, policy, definitions, frameworks. Course content includes topics including cultural diversity and ethnic disparity, gender identity, and stigma/bias of juvenile inmates.
2. Lab - Group and individual laboratory activities, Pat-down / frisk search drills (standing, kneeling), Room / cell search walkthroughs with hidden “contraband” items, Role-play intake interviews & orientation with new juveniles, Role-play conflict resolution / de-escalation
3. Discussion - Engage learners, promote critical thinking, pose scenario questions: “What would you do here?” Use small-group discussions and ask follow-up questions, use current events or case studies to spark debate
4. Demonstration - Instructor demonstrates a control hold, room extraction, or search technique

5. Written Exercises - Incident reports based on real or simulated events case studies: read scenario, answer questions, write decision rationale

Typical Outside-of-Class Assignments

A. Reading:
    1. Assigned readings from the Juvenile Corrections Officer Core Manual, facility policies, or case studies.
    2. Short reflection papers summarizing lessons learned or ethical issues raised in readings.
B. Writing:
    1. Write an “end of shift” summary report describing key incidents, juvenile behavior, and staff interactions.
    2. Ethical reflection essays on use-of-force scenarios or dilemmas presented in class.
    3. Short reflection papers summarizing lessons learned or ethical issues raised in readings.
C. Other:
    1. Red-line review: edit and correct another student’s draft report.
D. Research:
    1. Research current issues in juvenile justice and prepare a short, written summary or presentation

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily discussion of course content.
B. Exams/Tests
    1. Minimum of 5 exams/tests during the course.
C. Lab Activities
    1. No fewer than 5 lab activities during the course.
D. Simulation
    1. No fewer than 4 simulations during the course.

Student Learning Outcomes

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

A. Describeeffective interpersonal, crisis communication, and de-escalation techniques that promote safety, cooperation, and respect in juvenile correctional environments.
B. Demonstrate understanding of youth rehabilitation and wellbeing by recognizing behavioral health needs, trauma impacts, and applying evidence-based interventions to promote positive outcomes.
C. Demonstrate comprehensive understanding of the California juvenile justice process, relevant laws, and the juvenile corrections officer’s legal responsibilities under Title 15.
D. Describe ethical principles, professionalism, and integrity in the performance of peace officer duties, maintaining confidentiality and upholding the rights and dignity of juveniles in custody.

Textbooks (Typical):

Manual:

1. California Board of State and Community Corrections. Juvenile Corrections Office Core Course Manual. BSCC California, 2022.

Other Learning Materials:

1. Alameda County Probation Department Juvenile Corrections Core Course Manual

Equity Based Curriculum

- Course Content
  Address
  Course content includes topics ranging from cultural diversity and ethnic disparity, gender identity, and stigma/bias of juvenile inmates.

Codes and Dates

Course CB Codes

CB03: TOP Code

210510 - Corrections

CIP Code

43.0110 - Juvenile Corrections.

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

I - Short-term Vocational: Includes programs with high employment potential

LAS POSITAS COLLEGE

Admin Outline for Noncredit Art History 206
Museum & Gallery Studies

Effective: Fall 2026

Catalog Description:

NARH 206 - Museum & Gallery Studies
162 Hours

This course explores museum and gallery topics including: museum and gallery careers, art writing, curatorial practices, gallery techniques, and the history of art museums. Gain hands-on practice planning and installing an exhibition for the Las Positas College Gallery.

Course Grading: Optional

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Noncredit Hours	162

Justification for course proposal

So students can gain experience for museum restoration and gallery work.

Discipline:

Art History

Course Objectives:

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

A. Identify and discuss important historical and contemporary topics in the field of museum studies
B. Demonstrate different gallery techniques for curating and installing art exhibitions.
C. Apply interdisciplinary approaches to the interpretation of artwork.

Course Content:

1. Global history of art museums
2. Curatorial methods and techniques
3. Museum and gallery careers
4. Gallery installation techniques
5. Writing for museums and galleries

Methods of Instruction:

1. Lecture - Lectures on museum and gallery studies topics
2. Demonstration - Proper artwork handling, hanging, and curatorial techniques
3. Projects - gallery exhibition projects
4. Written Exercises - art writing assignments

Typical Outside-of-Class Assignments

A. Writing:

1. Identify a specific artist's motivation, artistic process, and hopes and expectations for the viewers.
2. Select a specific work by an artist and write an informative and educational "talk" about the artist and his/her work that you could offer to gallery visitors.

B. Other:
    1. Survey of a museum
        1. List the name of the museum, the type of museum, the types of collections in the museum, the mission of the museum, the architecture of the building, the museum experience (the flow, presentation, lighting, etc.).
    2. Survey of an exhibition
        1. List the title of the exhibition, the objects in the exhibition, the presentation techniques, the sequence and flow of the exhibit, the lighting, labels, etc, publications associated with the exhibit, and your experience of the exhibition.
    3. Participate in the hanging of a Las Positas College art exhibit.
    4. Greet and inform gallery visitors about the art currently on display.

Methods of Evaluating Student Progress

A. Group Projects
    1. planning and installing one art exhibit on campus
B. Projects
    1. 2-3 gallery curration projects

Student Learning Outcomes

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

A. Create written exhibition proposals.
B. Evaluate ethical debates within the museum and gallery field.
C. Identify the history of the contemporary art world.
D. Install an art exhibition.

Textbooks (Typical):

Textbook:

1. Rhiannon Mason *Museum and Gallery Studies: The Basics.* 1st ed., Routledge, 2017.
2. Barry Lord, Maria Piacente *The Manual of Museum Exhibitions.* 3rd ed., Altamira Press, 2022.
3. Mark Walhimer *Designing Museum Experiences.*, Rowman & Littlefield Publishers, 2021.

Equity Based Curriculum

- Course Content
  Address
  Course addresses topics of DEIA within the field museum and Gallery studies.

DE Proposal

Delivery Methods

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

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:

- Closed captioning for videos.
- Transcription for audio.

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

Syllabus:

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

Course Objectives:

- 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: 4-5 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: 5-6 per semester.
- **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.
- **Other:**
  Frequency: 2-3 docent/guide assignments.

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000521431

CB03: TOP Code
109900 - Other Fine and Applied Arts

CIP Code
30.1401 - Museology/Museum Studies.

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.

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
J - Workforce Preparation

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

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 Yes
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Noncredit Computer Information Systems XXX
AI (Artificial Intelligence) in the Workplace

Effective: Fall 2026

Catalog Description:

NCIS XXX - AI (Artificial Intelligence) in the Workplace
162 Hours

Artificial Intelligence literacy (AI) course covers foundational knowledge and concepts of AI, practical skills for using AI tools, and critical thinking about AI's ethical and societal impacts. This course aims to empower individuals to use, understand, and responsibly evaluate AI technologies in their personal and professional lives, often without requiring a coding background. Topics include prompt engineering, identifying AI-generated content, analyzing data and bias, and discussing privacy and ethical considerations. AI tools are increasingly being integrated into various aspects of business office operations to streamline tasks, enhance efficiency, and improve decision-making. This course offers a focused exploration of AI technologies and their practical integration into various workplace contexts. Emphasizing hands-on learning and real-world applications, students will gain the skills and knowledge necessary to effectively deploy AI tools in professional settings.

Recommended Course Preparation: CIS 50 with a minimum grade of C

Course Grading: Pass/No Pass

Total Lecture Hours	45
Total Lab Hours	27
Total Inside of Class Hours	72
Total Outside of Class Hours	90
Total Noncredit Hours	162

Justification for course proposal

world wide interest in AI, Ca Community College AI Literacy (AB 2876), CA Community College Chancellor's Office AI Workplan, and CA Vision 2030, CIS advisory committee,

Discipline:

Computer Information Systems

Course Objectives:

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

A. Describe existing and emerging artificial intelligence (AI) technologies and their impact on organizations and society
B. Develop and integrate AI-powered solutions, including AI agents for the front-end of real-world applications
C. Describe the capabilities, use, and characteristics of artificial intelligence (AI) tools in a workplace environment
D. Differentiate and apply fundamental AI concepts and types
E. Analyze and mitigate ethical, bias, and privacy concerns in AI systems
F. Design, implement, and refine effective prompts for AI interaction
G. Solve common business problems using appropriate Artificial Intelligence tools in applications and systems

Course Content:

Lab:

1. Write an original email asking your instructor for an extension in an assignment, ask ChatGPT to write professor for an extension

2. Create an effective prompt using clear and specific guidelines: be objective (avoid bias), be precise (say what you do/do not want), be polite, provide context, explain who you are, who your audience is.

Lecture:

1. Introduction to AI and Foundational Concepts
    1. What is AI: Define artificial intelligence, differentiating between traditional AI and Generative AI.
    2. History and Evolution**:** Trace the history of AI from early systems to current deep learning models.
    3. Key Terminology**:** Explain core concepts like algorithms, models, tokens, and context windows.
    4. Types of AI**:** Differentiate between various types, such as machine learning (supervised vs. unsupervised), deep learning, and neural networks.
    5. AI in Daily Life**:** Explore how AI is used across different industries like healthcare, finance, and entertainment.
2. Using and Applying AI
    1. Practical Applications**:** Learn how to use AI tools for various tasks, from simple queries to complex problem-solving.
    2. Prompt Engineering**:** Develop skills in crafting effective prompts to achieve desired outcomes and critique/revise them for better results.
    3. Generative AI Tools**:** Explore different AI platforms and tools for text, image, audio, and code generation.
    4. Computational and Creative Thinking**:** Use AI to enhance creativity and develop computational thinking skills.
    5. Collaboration with AI**:** Understand how to work alongside AI as a tool for collaboration.
3. Critical Evaluation of AI
    1. Evaluating Outputs**:** Develop higher-order thinking skills to evaluate, design, and critique AI-generated content.
    2. Identifying Limitations**:** Learn what AI can and cannot do, and when to override AI results.
    3. Analyzing AI Impact**:** Assess how AI affects student learning, critical thinking, and academic integrity.
4. Ethical and Societal Implications
    1. Ethics and Bias**:** Analyze the ethical dimensions of AI, including bias, fairness, transparency, and privacy.
    2. Responsible Use**:** Learn to use AI safely and productively, including how to cite AI-generated content appropriately.
    3. Societal Impacts**:** Discuss AI's impact on labor, education, media, and the environment.
    4. Policy and Governance**:** Understand the importance of AI policies, governance, and data security in different organizations.
5. Productivity With AI Tools
    1. Language models: ChatGPT, Google Gemini, Claude, Co-Pilot
    2. Image/Graphics creation/editing tools
    3. Video creation/editing tools
    4. Document Processing
    5. Applications Integration: AI embedded in word processing, spreadsheets, presentations, databases
    6. Collaboration tools
6. Rapid Application Development:Coding and development

Methods of Instruction:

1. Audio-visual Activity - presentation slides, videos, simulations
2. Classroom Activity - Read text, view videos, research other supplemental sources (example, Internet sites)
3. Demonstration - Software demonstrations with overhead display panel or shared screen
4. Lab - Lab experience: Hands-on lab assignments
5. Lecture - Lecture and classroom discussion with demonstrations
6. Student Presentations - Display software generated results: images, videos, etc

Typical Outside-of-Class Assignments

A. Writing:
    1. Write an email to instructor requesting extension on assignment, ask ChatGPT (or other AI tool) requesting an extension on an assignment. Compare the results
B. Laboratory:
    1. Use embedded AI tool with application software (word processing, spreadsheets, presentations, databases)
    2. Use AI tool (colab.google.com) to input a simple spreadsheet, ask AI tool to complete formula and create chart. Ask AI tool to translate into Python code

3. Use AI tool to generate/edit images
4. Use AI tool to generate text to video

Methods of Evaluating Student Progress

A. Class Participation
    1. regular, active participation
B. Exams/Tests
    1. one final exam
C. Lab Activities
    1. weekly hands-on activities
D. Quizzes
    1. chapter quizzes

Student Learning Outcomes

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

A. Differentiate between various AI tools and applications.
B. Define key AI concepts, including machine learning, generative AI, and neural networks.
C. Critically assess the capabilities, limitations, and reliability of different AI tools.
D. Use AI tools for tasks within their specific discipline or for creative projects.
E. Understand the potential for AI to generate inaccurate information and develop strategies for fact-checking AI-generated content

Textbooks (Typical):

Textbook:

1. Hoisington, Corinne *Introduction to Artificial Intelligence: A Business Perspective.* 1st ed., Cengage, 2026.
2. Davenport, Thomas *Working with AI.* 1st ed., MIT Press, 2022.
3. Stratton, Jess *Copilot for Microsoft 365: Harness the Power of Generative AI in the Microsoft Apps You Use Every Day (Inside Copilot).* 1st ed., Independently published, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Google account for collaborative work.
2. Access to AI tools (free tiers available): ChatGPT, Claude, or similar .
3. MS Office software: Microsoft 365.
4. Access to the World Wide Web with any major Web browser.

Equity Based Curriculum

- DE Course Interaction
  Address
  DE Course Interaction
  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.

Requisite Skills

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

A. CIS 50

DE Proposal

Delivery Methods

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

Rationale for DE

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

1. Accessibility-DE can break down barriers to education, allowing students who may not have access to traditional on-campus courses to participate.
2. Flexibility-students, particularly non-traditional students such as working adults or parents, require flexible scheduling options.
3. Cost-effectiveness-Offering courses through DE can be more cost-effective for both students and institutions. Students can save on commuting and housing expenses, and institutions can save on facilities and overhead costs associated with traditional classroom settings.

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

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

2. Decision was collectively made from input from CIS colleagues, high school instructors, students, advisory board, and what other schools/regions are doing.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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 emails, other announcements as needed
- **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 feedback on submitted assignments
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: As needed, announcements on class specific and/or college specific news

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: As needed
- **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: several (6-8 times per semester) as needed
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: As needed

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: As needed
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: weekly chapter quizzes, one final exam
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: As needed

Codes and Dates

Course CB Codes

CB03: TOP Code
070100 - Information Technology, General

CIP Code
11.0101 - Computer and Information Sciences, General.

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

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 Yes
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Additional Detail (List articulated courses, etc.) No

LAS POSITAS COLLEGE

Admin Outline for Noncredit Kinesiology PLOA
Pilates for Older Adults

Effective: Fall 2026

Catalog Description:

NKIN PLOA - Pilates for Older Adults
54 Hours

This course teaches students the Pilates Method of body conditioning for older adults. This course presents a system that helps build flexibility, balance and muscular endurance of the legs, abdominals, arms, hips and back. Strong emphasis is placed on spinal and pelvic alignment. Topics relevant to older adults will be presented such as mobility, balance, and lifestyle factors that can benefit longevity and quality of life.

Course Grading: Optional

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Noncredit Hours	54

Justification for course proposal

This course provides opportunities for students, faculty/staff, and community members and older adults to participate in an activity course which will improve mobility, strength, and balance.

Discipline:

Kinesiology

Course Objectives:

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

A. Identify the guiding principles of Pilates
B. Recognize the importance of proper alignment during Pilates exercises
C. Explain neutral spine
D. Perform basic level Pilates exercises with proper alignment
E. Recognize the importance of balancing strength and flexibility
F. Apply techniques learned to create a healthy balance of activity and rest

Course Content:

1. Introduction to the principles of Pilates
    1. Learn the 8 principles of Pilates
    2. Identify the key components of the principles
    3. Apply principles to Pilates exercises
2. Components of Neutral spine and their importance to a healthy lifestyle
    1. Understand proper pelvic alignment
    2. Recruitment of muscle groups to create neutral spine
    3. Stabilization of core during exercises
    4. Develop flexibility in balance with strength
3. Learn the pilates exercise program
    1. Memorize names of the Pilates exercises

    2. Explain proper alignment
    3. Use props to increase or decrease level of intensity
    4. Articulate benefits of the exercises
4. Benefits of exercise and it's importance to a healthy lifestyle
    1. Learn components of good posture
    2. Build stamina and muscular strength
    3. Practice stretches to promote flexibility
5. Practice relaxation techniques to reduce stress

Methods of Instruction:

1. Demonstration - Verbal explanation accompanied with visual demonstration
2. Classroom Activity - Class Participation

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Participation in daily activities

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily
B. Lab Activities
    1. Weekly

Student Learning Outcomes

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

A. Explain the physiological principles of palates and how they improve bone density, muscular endurance, and metabolism.
B. Utilize props to efficiently modify poses.
C. Demonstrate care and safety while performing palates movements

Textbooks (Typical):

Textbook:

1. Human Kinetics *Pilates for Rehabilitation.*, Human Kinetics, 2018.
2. Human Kinetics *Pilates Anatomy.*, Human Kinetics, 2020.
3. Lademan, Amy and Rick Lademan R. *Pilates and Conditioning for Athletes: An Integrated Approach to Performance and Recovery.* 1st ed., Human Kinetics, 2019.
4. R. Isacowitz *Pilates.* 3rd ed., Human Kinetics, 2022.
5. Martin, May *Pilates for Back Conditions: A Guide to Safe Movement and a Healthy Spine.* 1st ed., Veni Vidi Vici Publishing House, 2025.

Other Materials Required of Students

Other Materials Required of Students:

1. No equipment is needed for purchase, necessary equipment will be provided for students..

Equity Based Curriculum

- Measurable Objectives
  Address
  Measurable objectives allow for a variety of physical abilities to participate in the course.
- Course Content
  Address
  Course content/movements can be modified to suit a variety of physical abilities.

- Other Materials Required of Students
  Address
  No equipment is needed for purchase, necessary equipment will be provided 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.
It is cross-scheduled with Credit Pilates, which has a DE option. DE offers flexibility to students in regards to time and travel.

Explain how the decision was made to offer this course in a Distance Education mode.
The department has decided on a number of KIN classes that can effectively be taught online, and this course is one of them

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: 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

- **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: As needed (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

Student-Content Interaction

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

Codes and Dates

Course CB Codes

CB03: TOP Code
083500 - Physical Education

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, General.

CB04: Credit Status
N - Non Credit

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

LAS POSITAS COLLEGE

Admin Outline for Noncredit Kinesiology SWOA
Swimming for Older Adults

Effective: Fall 2026

Catalog Description:

NKIN SWOA - Swimming for Older Adults
54 Hours

This is a noncredit course designed to teach swimming skills for older adults. Emphasis will be on swimming techniques for the various strokes. Students will also learn aquatic safety methods.

Course Grading: Pass/No Pass

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Noncredit Hours	54

Justification for course proposal

Creating new noncredit curriculum to match up with our standard Kinesiology course

Discipline:

Kinesiology

Course Objectives:

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

A. Identify common swim training equipment
B. Perform fundamental entries into the water, shallow and deep
C. Demonstrate competency of beginning level swimmers, including floating skills, and comfort in the water
D. Demonstrate basic breathing techniques for each of the strokes
E. Demonstrate competency of beginning level swimming skills; including basic swim strokes (competitive and non-competitive)

Course Content:

1. Physical or psychological challenges behind building confidence in the water for the older adult population
2. Aquatic safety techniques, including drown-proofing, floating, and treading water
3. Non-competitive swim strokes
4. Fundamental techniques for competitive swim strokes
5. Breathing technique and strategies
6. General information about swimming: explanation of equipment, names of equipment, and how to use equipment
7. Benefits of regular swimming relating to the physical, mental, and emotional advantages

Methods of Instruction:

1. Demonstration - Physical demonstration of techniques and skills

Typical Outside-of-Class Assignments

A. Laboratory:

1. Participation in daily activities

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily
B. Exams/Tests
    1. One midterm, one final

Student Learning Outcomes

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

A. Demonstrate competency of beginning level swimmers, including floating skills, and comfort in the water
B. Illustrate the basic breathing techniques for each of the strokes
C. Demonstrate competency of beginning-level swimming skills; including basic swim strokes (competitive and noncompetitive) for 25 yards.

Textbooks (Typical):

Textbook:

1. Filip, Ezra *Adults Guide for Better Swimming: The Complete Adult Swimming Manual for Health, Fitness, and Fun.*, Independently Published, 2025.
2. Liyanage, Petrina *Adults' Guide To Swimming: It's Never Too Late To Learn.*, Change Empire Books, 2020.
3. Danielle R. Bouchard *Exercise and Physical Activity for Older Adults.* 1st ed., Human Kinetics, 2020.

Equity Based Curriculum

- Course Content
  Address
  Course content can be modified for students of all abilities and disabilities

Codes and Dates

Course CB Codes

CB03: TOP Code
083500 - Physical Education

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, General.

CB04: Credit Status
N - Non Credit

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

LAS POSITAS COLLEGE

Admin Outline for Noncredit Kinesiology WTOA
Weight Training for Older Adults

Effective: Fall 2026

Catalog Description:

NKIN WTOA - Weight Training for Older Adults
54 Hours

This course will instruct students on how to improve muscle strength and muscle endurance through the correct application of weight training principles. The following considerations for older adult populations will be incorporated: Maintaining bone density, improving balance, coordination, and mobility, as well as appropriate strength and endurance training exercises.

Course Grading: Optional

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Noncredit Hours	54

Justification for course proposal

Adding to the variety of offerings for Older Adults and Non Credit. Swimming for Older Adults and Fitness Center for Older Adults have done well.

Discipline:

Kinesiology

Course Objectives:

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

A. Demonstrate introductory knowledge of human anatomy/physiology as related to weight training
B. Demonstrate correct and safe operation of various pieces of cardio and strength training equipment
C. Identify and demonstrate basic weight training exercises for each major muscle group
D. Use basic weight training terms (including repetitions, sets, and weight) to describe weight training programs

Course Content:

1. Introduction to key terms used in weight training including repetition, set, weight
2. Elementary human anatomy/physiology concepts related to weight training
3. Designing a weight training program for older adults
4. Benefits of exercise for older adults
5. Selection, correct set-up and operation of various pieces of fitness equipment
6. Strength machines suitable for older adults including;
    1. Benches, and weights to improve and/or maintain muscular strength and muscular endurance
7. Record-keeping, training logs, charting progress
8. Discussion of wellness topics for older adults relating to a healthy lifestyle

Methods of Instruction:

1. Demonstration - Physical demonstration of exercises and movements
2. Discussion - Discussion of physical fitness concepts

3. Audio-visual Activity - Videos presented in class and posted in Canvas
4. Classroom Activity - Individual, small group, and class activities to enhance student training and performance

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Participation in daily activities

Methods of Evaluating Student Progress

A. Class Participation
    1. weekly
B. Exams/Tests
    1. One midterm and one final exam

Student Learning Outcomes

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

A. Demonstrate proper form while performing weight training exercises
B. Demonstrate proper operation procedures for various cardio and fitness equipment.
C. Design a safe and effective exercise program.

Textbooks (Typical):

Textbook:

1. Danielle Buchard *Exercise and Physical Activity for Older Adults.* 1st ed., Human Kinetics, 2020.
2. Human Kinetics *Strength Training for All Body Types.* 1 ed., Human Kinetics, 2024.

Equity Based Curriculum

- Course Content
  Address
  The content of the course can be taught, applied, and learned for anyone. Content can be explained and modified for anyone.

Codes and Dates

Course CB Codes

CB03: TOP Code
083510 - Physical Fitness and Body Movement

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, General.

CB04: Credit Status
N - Non Credit

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

6.2. Course Modifications

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

- ARHS 6 Museum & Gallery Studies
- ARTS 23 2-D Design
- BIO 29A Independent Study, Anatomy
- BIO 29B Independent Study, Biology
- BIO 50 Anatomy and Physiology
- CHEM 1B General College Chemistry II
- CHEM 12A Organic Chemistry I
- CHEM 12B Organic Chemistry II
- CHEM 30B Introductory and Applied Chemistry II
- CIS 73A Ten-Key Skill Development
- CIS 9002 Database Design and SQL Programming
- ECE 65 Administration I: Programs in Early Childhood Education
- ECE 68 Administration II: Personnel and Leadership in Early Childhood Education
- ECE 74 Child Guidance
- ECE 87 Quality Environments for Infants and Toddlers
- EMS 10 Paramedic Theory 1
- EMS 11 Paramedic Theory 2
- EMS 12 Paramedic Skills 1
- EMS 13 Paramedic Skills 2
- EMS 20 Emergency Medical Technician
- EMS 91 Emergency Medical Technician - Refresher
- ENG 19A/JAMS 19A Journal of Arts and Literature A
- ENG 19B/JAMS 19B Journal of Arts and Literature B
- ENGL C1000 Academic Reading and Writing
- ENGR 35 Statics
- ENGR 37 Applied Statics and Materials
- ENGR 50 Introduction to Electronic Systems and Measurements
- ETHS 20 Introduction to Asian American Studies
- FREN 1B Elementary French
- FST 1 Fire Protection Organization
- FST 2 Principles of Fire and Emergency Services Safety and Survival
- FST 3 Fire Behavior and Combustion
- FST 4 Fire Prevention
- FST 5 Fire Protection Systems
- FST 6 Building Construction for Fire Protection
- FST 7 Fire Service Conditioning & Physical Agility Development
- FST 8 Fire Strategy and Tactics
- FST 12 LPC Regional FIRE Academy - Firefighter 1 and Firefighter 2
- HORT 53/VWT 35 Landscape and Vineyard Pest and Disease Management
- HORT 56 Arboriculture/Urban Forestry

- HORT 57 Landscape and Turfgrass Management
- HORT 59 Landscape Design
- HORT 62 California Native and Dry Landscapes
- HORT 67 Interior Plantscapes
- HORT 71 Fundamentals of Hydroponics and Aquaponics
- JAMS 12/PHTO 72 Introduction to Photojournalism
- JAMS 29 Independent Study, Journalism and Media Studies
- KIN 32A Fall Intercollegiate Men's Basketball
- KIN 32C Off Season Intercollegiate Men's Basketball
- KIN 40A Pre-Season Intercollegiate Women's Volleyball
- KIN 40B Intercollegiate Women's Volleyball
- KIN 40C Post Season Intercollegiate Women's Volleyball
- KIN 41A Pre-Season Intercollegiate Women's Basketball
- KIN 41B Fall Intercollegiate Women's Basketball
- KIN 41C Spring Intercollegiate Women's Basketball
- KIN 41D Off Season Intercollegiate Women's Basketball
- NAUT CA9 Light Vehicle Diesel Engines Concepts
- NKIN SWFOA Swimming for Fitness for Older Adults
- NMUS 245 Chamber Choir for Older Adults
- NMUS 246 Vocal Jazz Ensemble for Older Adults
- NMUS 248 Piano Technology
- NTRN 1 Introduction to Nutrition Science
- PCN 18 University Transfer Planning
- PCN 30 Student Success and the College Experience
- PCN 35 Drugs, Health, and Society
- PHTO 58 Introduction to Videography
- SOC 3/ETHS 6 Introduction to Race and Ethnicity
- THEA 1 Conservatory Readiness
- THEA 48A Technical Theater in Production - Beginning
- THEA 48B Technical Theater in Production - Intermediate
- THEA 48C Technical Theater in Production - Advanced
- THEA 52 Introduction to Design
- WLDT 1 Welding Camp

Course Outline of Record - Effective Term: **Fall 2027**

- ASTR C1001L Introduction to Astronomy Lab
- CDEV C1000 Child Growth and Development
- HORT 55 Greenhouse, Nursery, and Garden Center Management

CPL – Credit-by-Exam – Effective Term: **Spring 2026**

- NMUS 248 Piano Technology

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

- ARHS 6 Museum & Gallery Studies – PO

- BIO 50 Anatomy and Physiology – FO, OFI, PO
- CHEM 1B General College Chemistry II – EFO
- CHEM 12A Organic Chemistry I – EFO
- CHEM 12B Organic Chemistry II – EFO
- CHEM 30B Introductory and Applied Chemistry II – EFO
- CIS 73A Ten-Key Skill Development – FO, OFI, PO
- ECE 65 Administration I: Programs in Early Childhood Education – FO, OFI, PO
- ECE 68 Administration II: Personnel and Leadership in Early Childhood Education – FO, OFI, PO
- ENGR 35 Statics – EO, EOFI
- ENGR 37 Applied Statics and Materials – EFO
- ENGR 50 Introduction to Electronic Systems and Measurements – EO, EOFI
- FST 2 Principles of Fire and Emergency Services Safety and Survival – EFO
- FST 4 Fire Prevention – EFO
- HORT 55 Greenhouse, Nursery, and Garden Center Management – OFI, PO
- KIN 41A Pre-season Intercollegiate Women's Basketball – EFO
- KIN 41D Off Season Intercollegiate Women's Basketball – EFO, EOFI
- NTRN 1 Introduction to Nutrition Science – FO, PO

LPC ADGE: Area 5 - Effective Term: **Fall 2026**

- NTRN 1 Introduction to Nutrition Science

LAS POSITAS COLLEGE

ARHS 6 - Museum & Gallery Techniques

ARHS 6 - Museum & Gallery Techniques (Active - Implemented 08-15-2025)
compared with
Course Modification: ARHS 6 - Museum & Gallery Studies (Launched - Implemented 11-03-2025)

Admin Outline for Art History 6
Museum & Gallery ~~Studies~~ Techniques

Effective: Fall ~~2026~~ 2025

Catalog Description:

ARHS 6 - Museum & Gallery ~~Studies~~ Techniques
3.00 Units

~~This~~ An ~~course~~ examination ~~explores~~ of ~~museum~~ the methodology and technique of displaying visual art within a museum/ gallery ~~topics~~ space. ~~including:~~ Opportunities ~~museum~~ to meet artists from the Bay Area and ~~gallery careers~~ beyond, ~~art~~ learn ~~writing,~~ the ~~curatorial~~ meaning ~~practices,~~ behind ~~gallery~~ their ~~techniques~~ artwork, and ~~the history of art museums.~~ ~~Gain~~ gain hands-on practice ~~planning~~ in a range of activities covering the presentation, handling, and ~~installing~~ security ~~an~~ of ~~exhibition~~ original artwork in the LPC Center for the ~~Las Positas College~~ Arts Gallery. ~~-~~

~~3~~ 2 Units Lecture 1 Units Lab

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	~~54~~ 90
Outside of Class Hours	~~108~~ 72

Justification for course proposal

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~~ Exhibit expected behavioral protocols in museum/art gallery settings
B. Analyze artists' statements about themselves and ~~discuss~~ their ~~important historical~~ work and ~~contemporary~~ other ~~topics~~ materials relevant to a specific exhibition
C. Discuss with others the content and meaning in the ~~field~~ work of ~~museum~~ exhibited ~~studies~~ artists
D. Demonstrate ~~different~~ basic ~~gallery~~ framing, hanging, and lighting techniques for ~~curating and installing art~~ gallery exhibitions ~~.~~
E. ~~Apply interdisciplinary approaches to the interpretation of artwork.~~

Course Content:

Lab:

1. ~~Global~~ preparing ~~history~~ exhibition materials
2. creating exhibition models
3. installing and de-installing gallery exhibitions

Lecture:

1. Reading, understanding, interpreting, and conveying artists' statements about themselves and their work and other materials relevant to specific exhibitions
2. Methods and techniques of conveying content and meaning in the works of exhibiting artists
3. Basic techniques in framing, hanging, and lighting works of art
4. Practices ~~museums~~
5. ~~Curatorial~~ and appropriate methods ~~and~~ of ~~techniques~~
6. ~~Museum~~ exhibition security and ~~gallery careers~~
7. ~~Gallery installation techniques~~
8. ~~Writing for museums and galleries~~ maintenance

Methods of Instruction:

1. Lecture - Lectures on museum and gallery studies topics
2. Guest Lecturers - Local artists and gallery owners
3. Demonstration - Proper artwork handling, hanging, and curatorial techniques
4. Field Trips - Gallery tours and museum exhibitions
5. Projects - gallery exhibition projects
6. ~~Written Exercises - art writing assignments~~

Typical Outside-of-Class Assignments

A. ~~Writing~~ Reading :
   1. Identify a specific artist's motivation, artistic process, and hopes and expectations for the viewers.
   2. Select a specific work by an artist and write an informative and educational "talk" about the artist and his/her work that you could offer to gallery visitors.

B. ~~Other~~ Laboratory :
   1. Survey of a museum
      1. List the name of the museum, the type of museum, the types of collections in the museum, the mission of the museum, the architecture of the building, the museum experience (the flow, presentation, lighting, etc.).
   2. Survey of an exhibition
      1. List the title of the exhibition, the objects in the exhibition, the presentation techniques, the sequence and flow of the exhibit, the lighting, labels, etc, publications associated with the exhibit, and your experience of the exhibition.
   3. Participate in the hanging of a Las Positas College art exhibit.
   4. Greet and inform gallery visitors about the art currently on display.

Methods of Evaluating Student Progress

A. ~~Group~~ Lab ~~Projects~~ Activities

~~1. planning and installing one art exhibit on campus~~

1. successful completion of lab assignments such as creating gallery models, exhibit plans, and written materials at the instructor's discretion.

B. Projects

~~1. 2-3 gallery curration projects~~

1. Gallery exhibition projects at the instructor's discretion.

Student Learning Outcomes

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

A. Create written exhibition proposals.
B. Evaluate ethical debates within the museum and gallery field.
C. Identify the history of the contemporary art world.
D. Install an art exhibition.

Textbooks (Typical):

Textbook:

1. Rhiannon Mason *Museum and Gallery Studies: The Basics.* 1st ed., Routledge, 2017.
2. Barry Lord, Maria Piacente *The Manual of Museum Exhibitions.* 3rd ed., Altamira Press, 2022.
3. Mark Walhimer *Designing Museum Experiences.*, Rowman & Littlefield Publishers, 2021.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
  Address
  Course addresses topics of DEIA within the field museum and Gallery studies.

Requisite Skills

DE Proposal

Delivery Methods

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

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:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.

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

Syllabus:

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

Course Objectives:

- 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: 4-5 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: 5-6 per semester.
- **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.
- **Other:**
  Frequency: 2-3 docent/guide assignments.

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000521431

CB03: TOP Code
~~109900 - Other Fine and Applied Arts~~

100100 - Fine Arts, General

CIP Code
~~30.1401 - Museology/Museum Studies.~~

50.0101 - Visual and Performing Arts, General.

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~~

E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: ARTS 23 - 2-D Design

Course Modification: ARTS 23 - 2-D Design (Launched - Implemented 10-28-2025)
compared with
ARTS 23 - 2-D Design (Active - Implemented 01-01-2019)

Admin Outline for Art 23
2-D Design

Effective: ~~Spring~~ Fall
~~2019~~ 2026

Catalog Description:

ARTS 23 - 2-D Design
3.00 Units

Introduction to the concepts, applications, and historical references related to 2-dimensional art and composition. Topics include the basic principles and elements of design. In this course, students will develop their visual vocabulary for creative visual expression through lectures and problem solving studio projects. Students explore aspects of 2-D Design through visual art assignments.
1.5 Units Lecture 1.5 Units Lab

Course Grading: Optional

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

Justification for course proposal

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. Produce visual compositions and problem-solving projects that successfully incorporate the basic elements and principles of 2-dimensional design.
B. Identify, describe and utilize the basic elements of 2-dimensional art, including line, shape, texture, value, color and spatial illusion.
C. Identify, describe, and utilize the elements of design and the importance of craftsmanship and how it is essential to the art-making process
D. Identify, describe, and utilize the organizing principles of 2-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement.
E. Examine, compare and analyze historical and contemporary examples of 2-dimensional art, within a global context

F. Discuss and write a critical evaluation of 2-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of 2-dimensional art
G. Discuss, critique and evaluate 2-dimensional compositions, as well as those of their classmates
H. Utilize a variety of artistic materials, techniques and technological tools to create 2-dimensional art
I. Make individual aesthetic decisions and judgments related to their own artwork

Course Content:

Lab:

1. 2D Design projects that explore design principles such as balance and visual hierarchy using design elements such as line, shape, value and color

Lecture:

1. Fundamental theoretical concepts and terminology common to all 2-dimensional art activities, including the basic elements of line, shape, value, texture, color, spatial illusion.
2. Organizing principles of 2-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement.
3. Problem solving visual exercises that develop 2-dimensional awareness and require exploration and manipulation of the basic 2-dimensional elements.
4. Dynamic relationships of 2-dimensional elements and organizing principles.
5. Introduction and development of skills using a variety of media including technology if applicable.
6. Translation of ideas and visual experience into images using both formal and conceptual approaches.
7. Evaluation and critique of examples of 2-dimensional art from various cultures, historical periods, and aesthetic sensibilities.
8. Assignments in which students must clearly articulate comprehension of the basic elements and principles of 2-dimensional art.
9. Examination of contemporary trends, materials, and approaches in 2-dimensional art.

Methods of Instruction:

1. Lecture
2. Audio-visual Activity - Slides, videos to illustrate techniques and course concepts
3. Critique - Students will critique their own work and the work of one another
4. Demonstration - Instructor and student demonstration of various techniques.
5. Field Trips - Observe works of art

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. ~~Apply aerial, amplified, and linear perspective techniques to a drawing using a school building as subject matter.~~
2. ~~Develop a work that demonstrates artistic use of vertical, horizontal, and diagonal lines.~~
3. ~~Create a two dimensional work that emphasizes elements of space and rhythm.~~

4. Write an analysis of 1, 2 and 3 point perspective to understand the differences among these.

5. Write an analysis on how line, shape, color, form and texture function in a 20th century work of art.

B. Other:

1. Apply aerial, amplified, and linear perspective techniques to a drawing using a school building as subject matter.

2. Develop a work that demonstrates artistic use of vertical, horizontal, and diagonal lines.

3. Create a two dimensional work that emphasizes elements of space and rhythm.

4. Utilize painted color in an assignment involving generating repeating pattern.

1. Utilize limited color palettes: value matching, neutralizing compliments, anaolgous colors, and monochrome color.

Methods of Evaluating Student Progress

A. Class Participation
   1. daily
B. Class Work
   1. daily
C. Home Work

~~1. daily, weekly~~

1. weekly. Textbook readings and written analysis of design elements and principles discussed in the text.

D. Lab Activities

~~1. daily, weekly~~

1. weekly. Lab refers to art studio (design projects completed in class)

E. Portfolios
   1. 1 per semester
F. Projects

~~1. weekly, daily, monthly~~

1. monthly

G. Individual and group critiques. ~~Lab refers to art studio (design projects completed in class). Textbook readings and written analysis of design elements and principles discussed in the text.~~

Student Learning Outcomes

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

A. ~~create~~ Apply content to a ~~portfolio~~ design and explain its meaning.

B. Choose the type of ~~all~~ visual ~~projects~~ balance ~~that~~ appropriate ~~demonstrates~~ for ~~a~~ the ~~working knowledge~~ content of ~~2D~~ their design.
C. ~~create~~ Choose a ~~self-portrait~~ value ~~collage~~ scheme appropriate to the content of their design.
D. Choose colors that ~~demonstrates~~ express ~~knowledge~~ the content of ~~the~~ their ~~elements~~ design.
E. Create lines and ~~principles~~ shapes that express the content of their design.

Textbooks (Typical):

Textbook:

1. Dennis M. Puhall *Design Elements.* Secon ed., Cognella, 2021.
2. Alexa R. Brooks, Mikhael Antone-D' Angelo *The Visual Arts Work Book.* First ed., Cognella Academic Publishing, 2025.
3. Rose Gonella, Christopher Navetta *Design Fundamentals: Notes on Visual Elements and Principles of Composition.* 1st ed., Peachpit Press (Pearson Education), 2015.
4. Mary Stewart *Launching the Imagination 2D.* 6th ed., McGraw-Hill, 2019.
5. Stephen Pentak , David A. Lauer *Design Basics.* 9 ed., Cengage Learning, 2016.
6. Lois Fichner-Rathus *Foundations of Art and Design.* 2nd ed., Cengage Learning, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Student may be required to purchase paints, papers, drawing and craft materials such as glue, pens, crayons, scissors, cutting mat, craft knife etc..

Equity Based Curriculum

- Methods of Instruction
  Address
  Slides, videos and both instructor and peer critiques are utilized.
- Assignments
  Address
  Students can create their assignments in any medium of their choosing, digital or traditional.

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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:

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

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

Syllabus:

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

Course Objectives:

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

- **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.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Once a semester.

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 once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~5 times per semester.~~ Monthly
- ~~**Other**~~ **Student presentations** **:** *Students will prepare and present on a topic being studied.*
  Frequency: Once per semester.

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID : ARTS 100 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000551977

CB03: TOP Code

100200 - Art

CIP Code

50.0702 - Fine/Studio 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: BIO 29A - Independent Study, Anatomy

Course Modification: BIO 29A - Independent Study, Anatomy (Launched - Implemented 10-19-2025)
compared with
BIO 29Z - Independent Study, Zoology (Active - Implemented 08-15-2018)

Admin Outline for Biological Sciences ~~29Z~~ 29A
Independent Study, ~~Zoology~~ Anatomy
Effective: Fall ~~2018~~ 2026

Catalog Description:

BIO ~~29Z~~ 29A - Independent Study, ~~Zoology~~ Anatomy
0.50 - 2.00 Units

Supervised study in the area of ~~Zoology~~ Anatomy . Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.
0.5 - 2 Units Lab

Course Grading: Optional

Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Justification for course proposal

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. Develop a project in ~~Zoology~~ Anatomy to develop skills or deepen knowledge .
B. Complete the project according to established standards in the field .
C. Effectively communicate the essential concepts or results of the project to the instructor .

Course Content:

As noted in the independent study contract.

Methods of Instruction:

1. Discussion - With instructor
2. Independent Study

3. Demonstration - As noted in the independent study contract.
4. Student Presentations - As noted in the independent study contract.
5. Service Learning - As noted in the independent study contract.
6. Projects - As noted in the independent study contract.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading Assignments~~

1. Identification of a research project may include extensive reading.

B. Writing ~~Assignment~~ :

1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.

C. ~~Lab Work~~ Other:

1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

A. Group Projects

1. As noted in the independent study contract.

B. Lab Activities

1. As noted in the independent study contract.

C. Oral Presentation

1. As noted in the independent study contract.

D. Papers

E. ~~Portfolios~~

1. As noted in the independent study contract.

F. Projects

1. As noted in the independent study contract.

G. Research Projects

H. ~~Assigments/activities specified on Independent Study Form~~

1. As noted in the independent study contract.

Student Learning Outcomes

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

A. Display independent learning and initiative.

Textbooks (Typical):

Other Learning Materials:

1. As noted in the independent study contract.

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.

Equity Based Curriculum

- Methods of Evaluation
  Address
  Varied to address the learning styles of students.

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000566886

CB03: TOP Code

~~040700 - Zoology, General~~

041000 - Anatomy and Physiology

CIP Code

26.0101 - Biology/Biological Sciences, General.

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

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: BIO 29B - Independent Study, Biology

Course Modification: BIO 29B - Independent Study, Biology (Launched - Implemented 10-19-2025)
compared with
BIO 29B - Independent Study, Biology (Active - Implemented 08-15-2018)

Admin Outline for Biological Sciences 29B
Independent Study, Biology

Effective: Fall ~~2018~~ 2026

Catalog Description:

BIO 29B - Independent Study, Biology
0.50 - 2.00 Units

Supervised study in the area of Biology. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.
0.5 - 2 Units Lab

Course Grading: Optional

Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Justification for course proposal

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. Develop a project in Biology to develop skills or deepen knowledge
B. Complete the project according to established standards in the field
C. Effectively communicate the essential concepts or results of the project to the instructor

Course Content:

As noted in the independent study contract.

Methods of Instruction:

1. Discussion - With instructor
2. Independent Study

3. Demonstration -
4. Student Presentations - As noted in the independent study contract.
5. Research - As noted in the independent study contract.
6. Service Learning - As noted in the independent study contract.
7. Projects - As noted in the independent study contract.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading Assignments~~

1. Identification of a research project may include extensive reading.

B. Writing ~~Assignment~~ :

1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.

C. ~~Lab Work~~ Other:

1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

A. Lab Activities

1. As noted in the independent study contract.

B. Oral Presentation

1. As noted in the independent study contract.

C. Papers

D. ~~Portfolios~~

1. As noted in the independent study contract.

E. Projects

1. As noted in the independent study contract.

F. Research Projects

1. As noted in the independent study contract.

G. Assigments/activities specified on Independent Study Form

Student Learning Outcomes

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

A. Display independent learning and initiative.

Textbooks (Typical):

Other Learning Materials:

1. As noted in the independent study contract.

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.

Equity Based Curriculum

- Methods of Instruction
  Address
  Varied to address learning styles of students.

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000349257

CB03: TOP Code

040100 - Biology, General

CIP Code

26.0101 - Biology/Biological Sciences, General.

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

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: BIO 50 - Anatomy and Physiology

Course Modification: BIO 50 - Anatomy and Physiology (Launched - Implemented 10-19-2025)
compared with
BIO 50 - Anatomy and Physiology (Active - Implemented 06-20-2020)

Admin Outline for Biological Sciences 50
Anatomy and Physiology

Effective: ~~Summer~~ Fall
~~2020~~ 2026

Catalog Description:

BIO 50 - Anatomy and Physiology
4.00 Units

Structure and function of the human body is studied. Emphasis on human anatomy and physiological principles at the cellular and systemic level. Designed primarily for majors in paramedic and medical assisting programs and pre-medical students who wish to explore the realm of anatomy and physiology.
3 Units Lecture 1 Units Lab

Course Grading: Letter Grade Only

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

Justification for course proposal

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 basic structural organization and function of the major tissues, organs, and organ systems of the human body
B. Relate structure to function in the organs and tissues
C. Explain the role of individual organs in maintaining homeostasis and predict the major effects of upsetting the function of each organ
D. Use anatomical and physiological terminology
E. Make a cursory evaluation of pathological states
F. Solve conceptual and practical anatomy and physiology problems
G. Develop necessary background for further health and medical science coursework

Course Content:

Lab:

1. Planes of section
2. Body cavities and membranes
3. Organization of the human body
4. Osmosis and diffusion
5. Use of the Microscope
6. Identifying tissue types
7. Integumentary system
8. Skeletal system
9. Muscular system
10. Neuroanatomy and reflexes
11. General and special senses
12. Endocrine system
13. Cardiovascular system
14. Formed elements of the blood and blood typing
15. Respiratory system
16. Anatomy of the digestive system
17. Anatomy of the urinary system and urinalysis
18. Reproductive system

Lecture:

1. General introduction to Chemistry and Physics
    1. Atoms, molecules, and ions
    2. Organic/inorganic compounds
    3. Osmosis and diffusion

2. Introduction to the Human Body
    1. Terminology
    2. Body regions

    3. Anatomical position and planes of section
    4. Survey of systems
    5. Homeostasis

3. Cell structure and function
    1. Organelles
    2. Cell division
    3. Cellular respiration
    4. Gene expression

4. Tissue types
    1. Epithelia
    2. Connective tissue
    3. Muscle
    4. Nerve

5. Integumentary system
    1. Epidermis
    2. Dermis
    3. Hypodermis
    4. Body membranes

6. Skeletal system
    1. Axial
    2. Appendicular
    3. Microscopic anatomy of bone
    4. Bone growth, development and repair

7. Muscular system
    1. Key muscles by region
    2. Physiology of muscle contraction

8. Cardiovascular system
    1. Heart anatomy and conducting system
    2. Arterial, venous and capillary circulation

9. Pulmonary system
    1. Trachea-bronchial tree
    2. Lung organization
    3. Ventilation
    4. Gas exchange

10. Blood
    1. RBC morphology, gas exchange
    2. WBC morphology and physiological differences

11. Nervous system
    1. CNS: Brain, spinal cord anatomy and function
    2. PNS: Organization, reflexes, autonomic nervous system

12. Special senses
    1. Eye and ear anatomy and physiology
    2. Function and structure of olfactory and taste senses
    3. Balance

13. Endocrine system
    1. Classification of hormones and their general effects
    2. Survey of endocrine glands and their respective hormones
    3. Roles of hormones in maintaining homeostasis of organ systems.

14. Urinary system
    1. Basic concept of excretion as a function of filtration, secretion, and absorption
    2. Functional anatomy of the nephron
    3. Endocrine considerations of the kidney
    4. Urinary bladder and urethra anatomy

15. Reproductive system
    1. Male functional anatomy
    2. Female functional anatomy and changes in pregnancy

16. Digestive system
    1. Anatomy and physiology of digestive organs
    2. Enzymes and hormones involved in digestive process

Methods of Instruction:

1. Discussion - Discussion occurs online and/or in lab.
2. Lecture -
3. Audio-visual Activity - Videos, PowerPoint images
4. Lab - Laboratory exercises (experiments, organ dissections, histological studies)
5. ~~Video~~ ,
6. ~~Models~~ models , slides, ~~PowerPoint images~~
7. Research - Case studies

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. Explain the properties of fetal tissue and discuss its use in research. Post a one-page write-up in the Discussion area to share with other students. Respond to two of your classmates postings.

B. Research ~~/Written Assignment~~

:

1. Gather and synthesize information on a pre-approved topic from valid scientific sources, ranging from websites to news reports and scientific journals. Example: "Properly use anatomical and physiological terminology to describe and discuss a human (non-infectious) disease of your interest." Present the information in written format with standardized bibliography

3. ~~Discussion Assignment~~

1. ~~Explain the properties of fetal tissue and discuss its use in research. Post a one-page write-up in the Discussion area to share with other students. Respond to two of your classmates postings.~~

Methods of Evaluating Student Progress

A. Class Participation
   1. 4-8 Discussion board assignments
B. Exams/Tests
   1. 3-4 per semester. Multiple choice, short answers, and essays.
C. Group Projects
   1. At least one group assignment with 4 or 5 students.
D. Lab Activities
   1. Laboratory reports and associated quizzes.
E. Papers
   1. At least one research paper investigating a relevant physiology related topic.
F. Quizzes
   1. One at the conclusion of each module. Approximately 8.

Student Learning Outcomes

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

A. ~~list~~ Describe the structural organization of cells, tissues, organs, and organ systems, ~~identify the structures of each organ system~~ and explain how their ~~generalfunctions~~ anatomical form supports their specific functions .
B. ~~research~~ Explain ~~a~~ how ~~relevant~~ cells, ~~anatomical~~ tissues, organs, and organ systems carry out coordinated physiological processes that sustain life and maintain internal stability.
C. Analyze how body systems interact to preserve homeostasis and predict physiological responses to challenges such as environmental stress, injury, or ~~physiological topic~~ disease.
D. Research and communicate ~~their findings to others, demonstrating content knowledge acquired from~~ reliable scientific ~~sources~~ information about an anatomy or physiology topic, applying this knowledge to explain how the body responds in real-world contexts related to health, disease, fitness, or emergency care .

Textbooks (Typical):

OER:

1. J. Gordon Betts, et al. *Anatomy and Physiology.* 1st /e, OpenStax, 2017. .

Textbook:

1. Elaine Marieb, Pamela Jackson *Essentials of Human Anatomy and Physiology.* ~~12th~~ 13th ed., Pearson, ~~2018~~ 2022 .
2. Kenneth Saladin, Robin McFarland *Essentials of Anatomy and Physiology.* ~~2nd~~ 3rd ed., McGraw-Hill, ~~2017.~~
3. ~~J. Gordon Betts, many others~~ ~~*Anatomy and Physiology.*~~ ~~1st ed., OpenStax, 2017~~ 2025 .

Manual:

1. Marieb, E., & Jackson, P.. Essentials of Human Anatomy and Physiology Laboratory Manual. Pearson, 2018.

2. Amerman, Erin. Exploring Anatomy & Physiology in the Laboratory: Core Concepts. Morton Publishing, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Colored pencils.

Equity Based Curriculum

- Methods of Instruction
  Address
  Instruction occurs during lectures that utilize multiple modalities to reach students with diverse preparation and learning styles. Laboratory instruction includes hands-on activities, lab exercises, and case studies to deepen understanding.

Requisite Skills

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.

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

The Biology program has grown tremendously in the past few years. One of the biggest obstacles as stated in our Program Review, is the urgent need for more facilities to add more classes. Adding the BIO 50 course to our DE offerings frees up much sought after laboratory space, and provides another avenue for our students -- most of whom work full- or part-time-- to access our courses. In consultation with our dean, the discipline faculty identified the BIO 50 course as an ideal candidate to develop a first complete online laboratory course in Biology at LPC.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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~~ 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: ~~The instructor will regularly participate in discussions that deal with academic content, will constantly provide substantive feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and give 5-10 individual responses to discussion posts per week.~~ 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: ~~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.~~ Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~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.~~ Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: ~~The~~ As ~~instructor will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use a chatroom to conduct virtual office hours.~~ needed

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: ~~Students~~ As ~~will be encouraged to email each other to ask questions about the course, including assignments.~~ needed
- **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~~ Once ~~will post to the discussion board in each~~ per module ~~, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is "Explain the properties of fetal tissue and discuss its use in research."~~
- **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~~ At ~~will~~ least ~~work~~ once ~~in~~ per ~~teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment is to have students work in groups of 4 or 5, each choosing to research and discuss one disease from a list of diseases associated with either depressed or overactive Immunity.~~ module
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: ~~As an adjunct to the group discussion board, students will use the class chatroom to discuss their group project in real-time.~~ Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: ~~Students~~ Once ~~will~~ per ~~complete a peer-editing assignment. An example assignment is that each student will be assigned another student's term paper to review and give feedback directly on the document. The author of the paper will then decide what to do with the comments, accordingly update the paper before submitting it to me. Both, the author and the reviewer will be assessed.~~ semester

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: ~~Students~~ As ~~will interact in real time with each other to discuss course work.~~ needed

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: ~~Each~~ Once per module ~~will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example discussion assignment would be: "Explain the role of individual organs of the cardiovascular system in maintaining homeostasis and predict the major effects of upsetting the function of each organ."~~
- **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~~ At least one group project during the semester. ~~Students will collaborate in groups of 4 or 5 to solve laboratory 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 writing, online presentations, or web sites. An example assignment is "1) Follow a drop of blood from the right heart to your fingertip and back to the right heart. 2) Follow a drop of blood from the right heart to your toe and back to the right heart. Split the work between the 4 group members as to blood drops 1 vs. 2 and arteries vs. veins. Check each other's work before posting it on the Discussion Board."~~
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~Papers~~ At ~~will~~ least ~~be~~ once ~~written~~ per ~~on various topics. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. There will be short papers on various anatomical and physiological topic. With the help of the instructor, each student will chose a human disease (excluding most infectious diseases). The student will then research this disease using valid scientific sources ranging from websites to news reports, to scientific journals and will then write a term paper on the anatomy and physiology of this disease.~~ semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~Students~~ At ~~will~~ least ~~use~~ once ~~the~~ per ~~Internet to research various topics, questions and problems. Prior to students submit all write-ups to an anti-plagiarism service to ensure that no plagiarism is involved. An example research assignment is is described under Written Papers above.~~ semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Quizzes~~ Once ~~will be used in each~~ per module ~~to make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include multiple choice, short answer, and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set and Proctorio will be enabled.. A typical exam question is: "You measure a patient's blood pressure at 130/85. Calculate the patient's pulse pressure and mean arterial pressure. Determine whether each pressure is low, normal, or high."~~
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~Students~~ At ~~will~~ least ~~complete~~ once ~~various~~ per ~~virtual laboratory projects and exercises designed to help them master the anatomy and physiology objectives and outcomes of the course. Results, summaries, or lab reports from these virtual laboratories will be submitted online. An example project is: "View the following animations. Then be able to identify everything on the given list using the interactive images provided."~~ semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: ~~Working~~ At ~~in~~ least ~~groups,~~ once ~~students~~ per ~~will evaluate real-world medical situations. They will then present their cases to the class in the Discussion Board for analysis. An example case study is: "Review the following EKG, determining the heart rate, evaluating the rhythm, and deciding on a basic interpretation."~~ semester

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~ Cal-GETC

- ~~II.~~ 5B ~~Natural~~ - ~~Sciences~~ Biological Science - Approved

- 5C - Laboratory - Approved

CSU Transfer

- Transfers to CSU - Approved

~~IGETC~~ Las Positas College GE

- ~~5B~~ 5 - ~~Biological~~ Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601247

CB03: TOP Code

041000 - Anatomy and Physiology

CIP Code

26.0901 - Physiology, 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: CHEM 1B - General College Chemistry II

Course Modification: CHEM 1B - General College Chemistry II (Launched - Implemented 11-03-2025)
compared with
CHEM 1B - General College Chemistry II (Active - Implemented 08-15-2020)

Admin Outline for Chemistry 1B
General College Chemistry II

Effective: Fall ~~2020~~ 2026

Catalog Description:

CHEM 1B - General College Chemistry II
5.00 Units

Continuation of Chemistry 1A. Includes chemical energetics and equilibria, solutions and ionic equilibria, acid-base chemistry, electrochemistry, coordination chemistry, kinetics, nuclear chemistry, organic chemistry, and the chemistry of family groups of the periodic table. Laboratory emphasizes quantitative techniques, including instrumentation, and qualitative analysis.
3 Units Lecture 2 Units Lab

Prerequisite: CHEM 1A 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

Discipline:

Chemistry

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Solve problems involving gas-phase, acid-base, solubility, and complex ion equilibria;
B. Calculate free energy of a reaction from standard free energies of formation and from enthalpies and entropies of reaction;
C. Predict the conditions under which a reaction will be spontaneous or nonspontaneous;
D. Determine the extent of acid-base, precipitation and complex equilibria;
E. Interpret reactions in terms of Arrhenius, Bronsted-Lowry and Lewis acid-base theory;
F. Use acid dissociation constants to predict acid-base strength;
G. Predict whether oxidation-reduction reactions will occur and set up voltaic and electrolytic cells;
H. Describe factors that affect the rate of chemical reactions;
I. Write rate constant and related kinetic expressions based on reaction data;
J. Interpret and evaluate reaction mechanisms;

K. Describe current models for the bonding of coordination compounds;
L. Name complex ions;
M. Describe changes that occur in the nuclei of atoms;
N. Name and describe the major functional groups in organic chemistry;
O. Recognize properties of family groups of the periodic table in terms of chemical principles;
P. Perform titrimetric experiments;
Q. Measure pH with the use of pH meters or indicators;
R. Perform quantitative laboratory experiments in an accurate and precise manner;
S. Perform qualitative analysis of anions and cations in the laboratory;
T. Collect and analyze scientific data, using statistical and graphical methods;
U. Acquire and analyze data with a computer and appropriate software and design spreadsheets for data acquisition and analysis;
V. Perform laboratory experiments in an efficient, safe, and purposeful manner.

Course Content:

Lab:

1. Laboratory safety
2. Determination of a rate law and activation energy for a chemical reaction
3. Use of spectroscopy to find equilibrium constant
4. Acid-base titration with indicator
5. Potentiometric titration of a weak acid
6. Paper chromatography
7. Qualitative analysis of anions and cations
8. Determination of the half life of a radioactive isotope
9. Determination of cell voltages in voltaic cells
10. Construction and analysis of batteries and electrolytic cells
11. Use of graphing software to plot graphs and find equations of straight lines
12. Use of software for computer-assisted data collection and analysis

Lecture:

1. Solutions
2. Thermodynamics
3. Principles of equilibrium
4. Acid-base theory
5. Acid-base, precipitation, and complex equilibria
6. Electrochemistry

7. Coordination chemistry
8. Kinetics
9. Nuclear chemistry
10. Organic chemistry
11. Descriptive chemistry of the elements

Methods of Instruction:

1. Lecture - informal with student questions encouraged
2. Simulations - Computer simulations
3. Field Trips - (at the option of the instructor)
4. Lab - Laboratory experimentation, including computer acquisition of data
5. ~~Demonstration~~
6. Models, periodic tables, videos, overhead transparencies
7. Oral presentations on chemical topics (at the option of the instructor)
8. Safety and proper respect for chemicals and scientific apparatus are constantly stressed.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. Read the chapter on Chemical Kinetics
    1. Work all of the in-chapter problems
    2. Work 10 problems selected from the end of the chapter problems for which solutions are not provided in the text.

B. Other:

1. Complete worksheets on Predicting Chemical Reactions
2. After completing the experiment on Electrochemical Cells, be able to write balanced equations for the half-reactions involved, identify the positive and negative electrodes, and calculate theoretical voltage and explain the effect of concentration changes on cell voltage.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Minimum of 3 midterm exams and a final exam
B. Home Work
    1. For each chapter
C. Lab Activities
    1. Weekly
D. Quizzes
    1. At the discretion of the instructor

E. Weekly written lab reports graded on criteria that may include the following Description of experimental procedures Completeness of data collected Quality of data collected Computational precision and accuracy Accuracy and precision of experimental laboratory results Proper use of symbolic notation Quality of analysis of scientific principles explored Quality of narrative explanations and reasoning Representation of data in tables or diagrams

Student Learning Outcomes

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

A. ~~skillfully~~ Analyze nature at the atomic scale by applying the concepts of kinetics, equilibrium, thermodynamics, electrochemistry, nuclear chemistry, inorganic chemistry, and introductory organic chemistry.
B. Apply the scientific method to laboratory experiments.
C. Succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
D. Skillfully perform experimental measurements, techniques, and protocols, properly use standard - laboratory instruments, and adhere to safe laboratory practices.

Textbooks (Typical):

Textbook:

1. Steven S Zumdahl, Susan A Zumdahl, Donald J DeCoste *Chemistry.* 10th ed., Cengage Learning, 2018.
2. Nivaldo J Tro *Chemistry: A Molecular Approach.* ~~5th~~ 6th ed., Prentice Hall, ~~2020~~ 2022 .
3. Martin S Silberberg, Patricia Amateis *Chemistry: The Molecular Nature of Matter and Change.* 8th ed., McGraw-Hill Education, 2018.

Manual:

1. Postma, James. Chemistry 1B Laboratory Manual General Chemistry II. Freeman Custom Publishing, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety goggles approved for chemistry laboratory.
2. Scientific calculator.
3. Student laboratory notebook.

Equity Based Curriculum

- Measurable Objectives
  Address
  The class objectives are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions as every person is affected by the course content.
- Methods of Instruction
  Address
  Diverse methods of instruction to meet various learning styles

Requisite Skills

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

A. 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. ~~Draw Lewis dot structures for molecules and polyatomic ions;~~
10. ~~Describe bonding in compounds and ions;~~
11. ~~Describe simple molecular orbitals of homonuclear systems;~~
12. ~~Predict deviations from ideal behavior in real gases;~~
13. ~~Explain chemical and physical changes in terms of thermodynamics;~~
14. ~~Describe the nature of solids, liquids, gases and phase changes;~~
15. ~~Describe metallic bonding and semiconductors;~~
16. ~~Describe network covalent bonding;~~
17. ~~Define concentrations of solutions in terms of molarity, molality, normality, percent composition, and ppm;~~
18. ~~Describe colligative properties of solutions;~~
19. ~~Solve solution stoichiometry problems;~~
20. ~~Apply Le Châtelier's principle to equilibria;~~
21. ~~Utilize library and Internet resources in Chemistry;~~
22. ~~Collect and analyze scientific data, using statistical and graphical methods;~~
23. ~~Perform volumetric analyses;~~
24. ~~Use a barometer;~~
25. ~~Use a visible spectrophotometer;~~
26. ~~Perform gravimetric analysis~~
27. ~~Acquire and analyze data with a computer and appropriate software.~~

DE Proposal

Delivery Methods

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

Rationale for DE

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

~~Faculty members in the Department of Chemistry discussed if this course could be offered in DE mode under emergency and normal situations. They concluded that this course, in addition to the face-to-face mode could be offered as a "Partially Online" course to offer flexibility to our students. Furthermore, there are ways to offer this course "Fully Online" in case of any unforeseeable emergency, so that students in the program are not prolonging their academic career.~~

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

~~The decision to offer this course in a Distance Education mode was made after discussion with colleagues and hearing from our students.~~

Accessibility:

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

Syllabus:

- Instructor response time.
- Grade turnaround time.

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

Course Objectives:

- 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: ~~Emails~~ weekly
- **Discussion board:** *The instructor will ~~be~~ regularly ~~sent~~ participate ~~out~~ in ~~to~~ discussions ~~the~~ that ~~entire~~ deal ~~class~~ with ~~every~~ academic ~~two~~ content, ~~weeks~~ will ~~to~~ consistently ~~update~~ provide ~~them~~ substantive ~~on the upcoming classes~~ feedback, and ~~provide~~ will ~~feedback~~ facilitate ~~on~~ all ~~the~~ discussions.*
  Frequency: **~~material~~** ~~covered previously.~~ 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 every quiz and exam.~~ weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~At least 1 announcement per week.~~
- ~~**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*~~
  ~~**Frequency:** At least one web-conferencing session per week with the class.~~
- ~~**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 will be face to face in the partially online format.~~ weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: ~~At least once every two weeks.~~ weekly
- **~~Web~~ Class ~~conferencing~~ discussion board :** *Students will ~~interact~~ post ~~in~~ to ~~real~~ the ~~time~~ discussion ~~with~~ board, answering questions posed by the instructor. They will also reply to each other 's ~~to discuss coursework and assignments~~ postings .*
  Frequency: ~~At least once per week.~~
- ~~**Other:**~~
  ~~**Frequency:** Students will collaborate in groups to solve problems and complete activities. At least once per week.~~ weekly

Student-Content Interaction

- **~~Research~~ Class ~~Assignments~~ discussion board :** *Students will ~~use~~ post to the ~~Internet~~ discussion ~~and~~ board, ~~library resources to research~~ answering questions ~~,problems, events,~~ on ~~etc~~ course content posed by the instructor .*
  Frequency: ~~At least once per semester.~~
- ~~**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*~~
  ~~**Frequency:** Minimum of four quizzes, three exams, and a comprehensive final exam.~~
- ~~**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:** At least 2 practice quizzes and 1 practice exam per semester. Homework will also be assigned for each chapter for students to learn and gauge their understanding of the content.~~
- ~~**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*~~
  ~~**Frequency:** At least one lecture per chapter.~~ weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: ~~At least three laboratory simulations per semester will be assigned in the online only format.~~

- - ~~**Other:**~~ -
  ~~**Frequency:**~~ - ~~At least once per semester.~~
- - ~~**Other:**~~ -
  ~~**Frequency:**~~ - ~~A minimum of eight written laboratory reports per semester will be required.~~ weekly

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~ Cal-GETC

- ~~II.~~ 5A ~~Natural~~ - ~~Sciences~~ Physical Science - Approved

- 5C - Laboratory - Approved

CSU Transfer

- Transfers to CSU - Approved

~~IGETC~~ Las Positas College GE

- ~~5A~~ 5 - ~~Physical~~ Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID : CHEM 102 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000375714

CB03: TOP Code

190500 - Chemistry, General

CIP Code

40.0501 - Chemistry, 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: CHEM 12A - Organic Chemistry I

Course Modification: CHEM 12A - Organic Chemistry I (Launched - Implemented 11-04-2025)
compared with
CHEM 12A - Organic Chemistry I (Active - Implemented 08-15-2020)

Admin Outline for Chemistry 12A
Organic Chemistry I

Effective: Fall ~~2020~~ 2026

Catalog Description:

CHEM 12A - Organic Chemistry I
5.00 Units

Hydrocarbons, alkyl halides, alcohols, ethers, and an introduction to aromatic hydrocarbons. Structure, bonding, stereochemistry, conformational analysis, nomenclature, and physical properties in relation to these particular groups of compounds. Emphasis on reactivity and reaction mechanisms. Laboratory work includes microscale, macroscale, spectroscopic, and chromatographic techniques. Chemistry 12A is the first semester in a year long course in organic chemistry designed for students majoring in chemistry and related disciplines.

3 Units Lecture 2 Units Lab

Prerequisite: CHEM 1B 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

Discipline:

Chemistry

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Name hydrocarbons, alkyl halides, alcohols, and ethers using the IUPAC system of nomenclature;
B. Use structure and bonding theories to predict relative and/or relevant physical properties, such as boiling points and acidity, for organic compounds;
C. Identify stereocenters and chiral molecules and determine stereochemical relationships between pairs of compounds;
D. Predict and draw the possible conformations of acyclic and cyclic organic compounds and analyze these conformations for relative stability;
E. Use resonance theory and/or molecular orbital theory to interpret reactivity of organic compounds;
F. Predict the products of reactions involving organic compounds;

G. Suggest feasible methods of synthesis of organic compounds;
H. Analyze and explain mechanisms for elimination and ionic substitution reactions of hydrocarbons, alkyl halides, alcohols and ethers, including the influence of changes in structure and/or solvent;
I. Perform the following laboratory techniques: crystallization, melting point determination, extraction, simple distillation, fractional distillation, boiling point determination, and chromatographic separations;
J. Synthesize, separate, and analyze organic compounds, using microscale and macroscale methods;
K. Explain the theory behind the techniques of crystallization, melting point determination, extraction, distillation, boiling point determination, and chromatographic separations;
L. Operate standard organic laboratory instrumentation, including melting point apparatus, gas chromatograph, refractometer, polarimeter, NMR, UV-Vis spectrophotometer, and Fourier-Transform infrared spectrophotometer;
M. Interpret NMR and IR spectra and use such spectra as tools for structure elucidation;
N. Explain the theory behind NMR, IR, UV and mass spectroscopy;
O. Develop qualitative and quantitative problem solving techniques;
P. Effectively communicate observations and subsequent conclusions by means of written laboratory reports maintained in a bound laboratory notebook;
Q. Utilize library and internet resources for information and in support of laboratory reports;
R. Dispose of chemical wastes properly.

Course Content:

Lab:

1. Laboratory safety and proper disposal of waste materials
2. Melting point and boiling point determination
3. Extraction
4. Crystallization
5. Simple distillation
6. Fractional distillation
7. Polarimetry
8. Refractometry
9. Thin-layer and column chromatography
10. Vacuum sublimation
11. Infrared spectroscopy
12. Nuclear magnetic resonance spectroscopy
13. Gas chromatography
14. Isolation of organic compounds
15. Synthesis of organic compounds
16. Structure determination
17. Safe handling of organic compounds

18. Use of literature references (the Merck Index, the Aldrich catalog, CRC Handbook of Chemistry and Physics), MSDS, and the internet to obtain physical properties and determine possible hazards

Lecture:

1. Review of general chemistry concepts
    1. Atomic structure and electron configuration
    2. Bonding, hybrid orbitals, and molecular shapes
    3. Molecular structure and relationship to physical properties (boiling point, solubility, etc.)
    4. Acid/base theories
    5. Determination of empirical and molecular formulas from quantitative analysis

2. Overview of organic chemistry
    1. Structure of major functional groups including hydrocarbons, alkyl halides, alcohols, ethers, carbonyl compounds, carboxylic acids and esters, amines and amides
    2. Organic acids and bases
    3. Resonance and inductive effects on acidity/basicity of organic species

3. Organic reactions
    1. Electrophiles and nucleophiles
    2. Substitution reactions
    3. Addition reactions
    4. Detailed analysis of the use of kinetics in elucidating mechanisms
    5. Introduction to synthesis

4. Alkanes
    1. Structure and physical properties
    2. Nomenclature, IUPAC and common names
    3. Reactions of alkanes including free radical halogenation
    4. Conformational analysis of open chain (acyclic) alkanes

5. Structure of cycloalkanes, including stability and conformational analysis

5. Stereochemistry
    1. Polarimetry and optical activity
    2. Stereocenters and chiral substances
    3. Enantiomers, diastereomers, and racemic mixtures
    4. Specification of configuration, R/S
    5. Synthesis and optical purity
    6. Stereospecific reactions
    7. Alkyl halides
    8. Structure and physical properties
    9. Reactions
    10. Detailed analysis of nucleophilic substitution reactions (SN1 and SN2 mechanisms)
    11. Solvent effects on reaction rates
    12. Carbocations and rearrangements
    13. Alcohols
    14. Structure and physical properties
    15. Nomenclature, IUPAC and common names
    16. Reactions of alcohols
    17. Synthesis of alcohols
    18. Multi-step synthesis

6. Ethers
    1. Structure and physical properties
    2. Nomenclature, IUPAC and common names
    3. Reactions of ethers
    4. Synthesis of ethers
    5. Cyclic ethers and oxiranes(epoxides)

7. Spectroscopy
    1. Infrared spectroscopy and use in identification of chemical compounds
    2. Nuclear magnetic resonance (1H and 13C) spectroscopy and use in elucidating molecular structures
    3. Mass spectroscopy and use in determining molar mass and molecular formulas
    4. Ultraviolet spectroscopy

8. Alkenes
    1. Structure and properties
    2. Nomenclature, IUPAC and common names
    3. Stereoisomerism, including specification of E/Z configuration
    4. Detailed analysis of elimination reactions (E1 and E2)
    5. Stereochemistry of E2 reactions, syn- and anti-elimination
    6. Competition between elimination and substitution
    7. Reactions of alkenes
    8. Detailed analysis of the mechanism of electrophilic addition reactions
    9. Stereochemistry of addition reactions, syn- and anti-addition
    10. Synthesis of alkenes

9. Alkynes
    1. Structure and properties
    2. Nomenclature, IUPAC and common names
    3. Reactions of alkynes, including introduction of tautomerism via hydration
    4. Synthesis of alkynes
    5. Acidity of alkynes

10. Aromaticity

1. Benzene—structure and resonance
2. Aromatic character—the Huckel 4n+2 rule
3. Nomenclature, IUPAC and common names

Methods of Instruction:

1. Classroom Activity - Problem solving exercises
2. Lab - Hands-on laboratory work, both individually and in collaboration with others, including direct access to all instrumentation
3. Simulations - Computer simulations
4. Lecture - informal with student questions encouraged
5. Computer modeling of molecules, molecular orbitals (HOMO and LUMO), and electron density plots
6. Collaborative learning

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. Read the chapter on stereochemistry in your text
    1. Work all the in-chapter problems
    2. Work all the end-of-chapter problems
    3. Be prepared to describe how to specify the configuration at stereocenters in any specified compounds

B. Laboratory:

1. Synthesize banana oil, otherwise knows as isoamyl acetate.
    1. Purify your product by distillation.
    2. Obtain the boiling point and refractive index of your product and compare their values with literature values.
        1. Cite your literature references.
    3. Record the reflectance IR spectrum of your product. Show that the principal peaks are consistent with the expected identity of the product.

Methods of Evaluating Student Progress

A. Exams/Tests

1. Minimum of 3 midterm exams and a final exam

B. Home Work
   1. At the discretion of the instructor
C. Lab Activities
   1. Weekly
D. Quizzes
   1. At the instructors discretion
E. Weekly written laboratory notebooks graded on criteria that may include the following: Description of experimental procedures Completeness of data collected Quality of data collected Computational precision and accuracy Accuracy and precision of experimental laboratory results Proper use of symbolic notation Quality of analysis of scientific principles explored Quality of narrative explanations and reasoning Representation of data in tables or diagrams

Student Learning Outcomes

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

A. Analyze the nature of organic molecules by applying the concepts of nomenclature, structure, physical properties, synthesis, and reaction mechanisms.
B. Be able to succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
C. Be able to skillfully perform experimental measurements, techniques, and protocols, properly use standard - laboratory instruments, and adhere to safe laboratory practices .
D. Be able to apply the scientific method to laboratory experiments .

Textbooks (Typical):

~~Textbook~~ **OER** :

1. ~~Francis A Carey~~ McMurry , ~~Robert M Giuliano~~ J. *Organic Chemistry.* ~~11th~~ 10th ~~ed.~~ /e , ~~McGraw-Hill Education~~ Opensta , ~~2020~~ 2025. https://openstax.org/details/books/organic-chemistry .

Textbook:

1. ~~T. W. Graham Solomons, Craig B Fryhle~~ Carey , ~~Scott~~ F. Robert ~~A~~ M ~~Snyder~~ Giuliano *Organic Chemistry.* 12th ed., ~~Wiley~~ McGraw-Hill Education , ~~2020~~ 2023 .
2. ~~John E McMurry~~ Solomons , ~~Brent L Iverson~~ G. , ~~Eric Anslyn~~ Fryhle , ~~Christopher~~ C., and Snyder, S ~~Foote~~ , *Organic Chemistry.* ~~8th~~ 13th ed., Wiley, 2022.
3. McMurry, J., Iverson, B., Anslyn, E., and Foote, C. *Organic Chemistry.* 9th ed., Cengage Learning, ~~2017~~ 2023 .

Manual:

1. Pavia, Donald, Gary Lampman, George Kriz, and Randall Engel. Introduction to Organic Laboratory Techniques: A Microscale Approach. Cengage Learning, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Molecular model kit.
2. Safety goggles.
3. Laboratory notebook, with sewn-in pages.

Equity Based Curriculum

- Course Content

  Address

  All curriculum content is designed to include assessments that are be free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions.

Requisite Skills

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

A. CHEM 1B

1. ~~Predict the conditions under which a reaction will be spontaneous or nonspontaneous;~~
2. ~~Determine the extent of acid-base, precipitation and complex equilibria;~~
3. ~~Interpret reactions in terms of Arrhenius, Bronsted-Lowry and Lewis acid-base theory;~~
4. ~~Use acid dissociation constants to predict acid-base strength;~~
5. ~~Predict whether oxidation-reduction reactions will occur and set up voltaic and electrolytic cells;~~
6. ~~Describe factors that affect the rate of chemical reactions;~~
7. ~~Write rate constant and related kinetic expressions based on reaction data;~~
8. ~~Interpret and evaluate reaction mechanisms;~~
9. ~~Describe changes that occur in the nuclei of atoms;~~
10. ~~Name and describe the major functional groups in organic chemistry;~~
11. ~~Recognize properties of family groups of the periodic table in terms of chemical principles;~~
12. ~~Perform titrimetric experiments;~~
13. ~~Measure pH with the use of pH meters or indicators;~~
14. ~~Perform quantitative laboratory experiments in an accurate and precise manner;~~
15. ~~Collect and analyze scientific data, using statistical and graphical methods;~~
16. ~~Acquire and analyze data with a computer and appropriate software and design spreadsheets for data acquisition and analysis;~~
17. ~~Perform laboratory experiments in an efficient, safe, and purposeful manner.~~

DE Proposal

Delivery Methods

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

Rationale for DE

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

Faculty members in the Department of Chemistry discussed if this course could be offered in DE mode under emergency and normal situations. They concluded that this course, in addition to the face-to-face mode could be offered as a "Partially Online" course to offer flexibility to our students. Furthermore, there are ways to offer this course "Fully Online" in case of any unforeseeable emergency, so that students in the program are not prolonging their academic career.

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, students, and laboratory support staff.

Accessibility:

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

Syllabus:

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

- Academic Integrity.

Course Objectives:

- 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: Emails will be sent to students on a weekly basis.
- **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 provided on every quiz, assignment, and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Announcements will be made at least once per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Web conferences will be held at least twice a week with students.
- **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: For partially online courses, students will meet face to face every other week to complete lab activities.

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 on at least a weekly basis.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Group work will be assigned at least once every two weeks.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Students will interact with each other through web conferencing weekly.

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: Students will collaborate in private groups at least once every two weeks.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Students will use library and internet resources weekly for lab assignments.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least three midterms, a comprehensive final exam, and quizzes once every two weeks.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Synchronous lectures will occur at least once a week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Simulations will be used for online laboratories in fully online mode at least once every two week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: At least five videos will be used to demonstrate procedures and help students visualize concepts.
- ~~- **Other:** -~~
  ~~**Frequency:** - At least once per semester.~~

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~ Cal-GETC

- ~~II.~~ 5A ~~Natural~~ - ~~Sciences~~ Physical Science - Approved

- 5C - Laboratory - Approved

CSU Transfer
- Transfers to CSU - Approved

~~IGETC~~ Las Positas College GE
- ~~5A~~ 5 - ~~Physical~~ Natural Sciences - Approved

UC Transfer
- Transfers to UC - Approved

C-ID : CHEM 150, CHEM 160S (if taken with CHEM 12B) - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000382004

CB03: TOP Code
190500 - Chemistry, General

CIP Code

40.0501 - Chemistry, 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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: CHEM 12B - Organic Chemistry II

Course Modification: CHEM 12B - Organic Chemistry II (Launched - Implemented 11-04-2025)
compared with
CHEM 12B - Organic Chemistry II (Active - Implemented 08-15-2020)

Admin Outline for Chemistry 12B
Organic Chemistry II

Effective: Fall ~~2020~~ 2026

Catalog Description:

CHEM 12B - Organic Chemistry II
5.00 Units

Continuation of Chemistry 12A with an introduction to the chemistry of aromatics, amines, enols and enolate ions, carboxylic acids, aldehydes, ketones and biochemical topics focusing on structure, synthesis and mechanisms of reaction. Laboratory work in basic techniques, synthetic methods, qualitative, spectroscopic, and chromatographic analysis techniques designed for students whose interests require a full year in-depth study of organic chemistry.
3 Units Lecture 2 Units Lab

Prerequisite: CHEM 12A 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

Discipline:

Chemistry

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Propose reasonable syntheses for compounds in the classes studied;
B. Use spectroscopic information and data concerning reactions or physical properties to elucidate structures for compounds in the classes studied;
C. Draw mechanistic pathways which illustrate how the products are obtained from the reactants;
D. Evaluate kinetic data as a tool in elucidating the mechanism for a reaction;
E. Name compounds of the classes studied;
F. Carry out syntheses in the laboratory, using techniques developed in Chemistry 12A to monitor the progress of the reaction and the purity of the product;
G. Identify an unknown organic compound in the laboratory by chemical methods;

H. Utilize enols and enolate ions in proposing sophisticated syntheses;
I. Apply knowledge of organic reactions to biological processes;
J. Write a paper in chemistry journal style describing an experiment;
K. Dispose of chemical waste properly;
L. Communicate observations and subsequent conclusions by means of written laboratory notebooks and report
M. Develop qualitative and quantitative problem solving techniques;

Course Content:

Lab:

1. Laboratory safety and proper disposal of waste materials
2. Qualitative organic analysis
3. Multi-step syntheses
4. Refractometry
5. Extraction
6. Crystallization
7. Simple and vacuum distillations
8. Boiling point and melting point determinations
9. Wet chemistry analysis of unknowns including formation and purification of derivatives for elucidating molecular structure
10. Interpretation of IR and NMR spectra for elucidating molecular structures
11. Library and Internet Research

Lecture:

1. Aromatics
    1. Review of aromaticity
    2. Reactions of benzene
    3. Electrophilic aromatic substitution mechanism, including reactivity and orientation
    4. Synthesis of substituted benzenes
    5. Electrophilic substitution in naphthalene
2. Arenes and their Derivatives
    1. Structure and properties
    2. Nomenclature

3. Reactions of alkyl benzenes
4. Preparation and reactions of alkenylbenzenes

3. Aldehydes and Ketones
    1. Structure and properties
    2. Nomenclature
    3. Laboratory preparations of aldehydes and ketones
    4. Reactions of aldehydes and ketones
    5. Detailed analysis of nucleophilic addition
    6. Multi-step syntheses of aldehydes, ketones, and related compounds

4. Carboxylic Acids
    1. Structure and properties
    2. Nomenclature
    3. Acidity and relationship to structure
    4. Laboratory preparations of carboxylic acids
    5. Reactions of carboxylic acids

5. Functional Derivatives of Carboxylic Acids
    1. Nucleophilic acyl substitution reactions, including relative rates
    2. Mechanism of nucleophilic acyl substitutions and comparison to alkyl nucleophilic substitution
    3. Structure, nomenclature, and laboratory preparations of acid chlorides, acid anhydrides, amides and esters

6. Enols and Enolate Ions
    1. Aldol condensation
    2. Claisen condensation
    3. Wittig reactions
    4. Malonic ester synthesis of carboxylic acids

5. Acetoacetic ester synthesis of ketones
6. Conjugate addition to α, β-unsaturated carbonyls
7. Use of the above reactions in multi-step synthesis

7. Amines
    1. Structure and properties
    2. Nomenclature
    3. Relationship of structure to base strength
    4. Laboratory preparations of amines
    5. Reactions of amines

8. Phenols
    1. Structure and properties
    2. Nomenclature
    3. Relationship of structure to acid strength
    4. Laboratory preparations of phenols
    5. Reactions of phenols

9. Aryl Halides
    1. Structure and properties
    2. Nomenclature
    3. Laboratory preparations of aryl halides
    4. Reactions of aryl halides
    5. Mechanism of nucleophilic aromatic substitution

10. Heterocyclic Compounds
    1. Structure and properties of pyrrole, furan, thiophene, and pyridine

2. Electrophilic substitution in heterocyclic compounds
3. Nucleophilic substitution in pyridine

11. Biomolecules
    1. Carbohydrates
        1. Classifications, Fischer projections and configurations
        2. Cyclic structures of monosaccharides, hemiacetal formation
        3. Monosaccharide anomers and mutarotation
        4. Reactions of monosaccharides (Kiliani-Fischer synthesis)
        5. Disaccharides and polysaccharides
    2. Amino acids and proteins
        1. Structure and properties of amino acids including isoelectric points
        2. Peptide bonds
        3. Peptide sequencing (Edman degradation and C-terminal residue determination techniques)
        4. Peptide synthesis
        5. Proteins: structure and denaturation
        6. Enzymes
    3. Lipids
        1. Structure and properties of waxes, fats, and oils
        2. Structure and biosynthesis of terpenes and steroids

Methods of Instruction:

1. Simulations - Computer simulations
2. Lab - Hands-on laboratory work, both individually and in collaboration with others, including direct access to all instrumentation
3. Lecture - informal with student questions encouraged
4. Classroom Activity - Problem solving exercises
5. Projects - Individual research projects (at the option of the instructor)

6. Computer modeling of molecules, molecular orbitals (HOMO and LUMO), and electrostatic potential energy plots
7. Collaborative learning

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing:
In the laboratory, prepare two compounds by different mechanisms from your assigned alcohol or alkyl halide. Describe your experimental results in two papers written in journal style.

B. Reading :

1. Read the chapter on ester enolates.
2. Be prepared to predict the products of Claisen condensation reactions.
3. Solve all the first thirteen problems at the end of the chapter on ester enolates.
4. ~~In the laboratory, prepare two compounds by different mechanisms from your assigned alcohol or alkyl halide.~~

    1. ~~Describe your experimental results in two papers written in journal style.~~

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Minimum 3 midterms and a final exam.
B. Home Work
    1. At the discretion of the instructor
C. Lab Activities
    1. Weekly
D. Quizzes
    1. At the discretion of the instructor
E. Weekly written laboratory notebooks graded on criteria that may include the following: Description of experimental procedures Completeness of data collected Quality of data collected Computational precision and accuracy Accuracy and precision of experimental laboratory results Proper use of symbolic notation Quality of analysis of scientific principles explored Quality of narrative explanations and reasoning Representation of data in tables or diagrams

Student Learning Outcomes

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

A. ~~Upon~~ Analyze ~~completion~~ the nature of ~~CHEM~~ organic ~~12B~~ molecules by applying the concepts of nomenclature , ~~students~~ structure, ~~should~~ physical ~~be~~ properties, ~~able~~ synthesis, and reaction mechanisms.
B. Apply the scientific method to ~~skillfully~~ laboratory experiments.
C. Succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
D. Sskillfully perform - experimental measurements, techniques, and protocols, properly use standard - laboratory instruments, and adhere to safe laboratory practices.

Textbooks (Typical):

~~Textbook~~ **OER** :

1. ~~Francis A Carey~~ McMurry , ~~Robert M Giuliano~~ J. *Organic Chemistry.* ~~11th~~ 10th /e, Openstax, 2025. https://openstax.org/details/books/organic-chemistry.

Textbook:

1. Carey, F. and Giuliano, R. *Organic Chemistry.* 13th ed., McGraw-Hill Company, ~~2020~~ 2023 .
2. ~~T. W. Graham~~ Solomons, ~~Craig B~~ G., Fryhle, ~~Scott~~ C., ~~A~~ and Snyder , S. *Organic Chemistry.* ~~12th~~ 13th ed., Wiley, ~~2020~~ 2022 .
3. ~~John E~~ McMurry, ~~Brent L~~ J., Iverson, ~~Eric~~ B., Anslyn, ~~Christopher~~ E., ~~S~~ and Foote , C. *Organic Chemistry.* ~~8th~~ 9th ed., Cengage Learning, ~~2017~~ 2023 .

Manual:

1. Pavia, Donald, Gary Lampman, George Kriz, and Randall Engel. Introduction to Organic Laboratory Techniques: A Microscale Approach. Cengage Learning, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Molecular model kit.
2. Safety goggles.
3. Laboratory notebook, with sewn-in pages.

Equity Based Curriculum

- Course Content
  Address
  All curriculum content is designed to include assessments that are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions.
- Methods of Instruction
  Address
  Diverse methods of evaluation provided to support various learning styles.

Requisite Skills

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

A. CHEM 12A

1. ~~Name hydrocarbons, alkyl halides, alcohols, and ethers using the IUPAC system of nomenclature;~~
2. ~~Use structure and bonding theories to predict relative and/or relevant physical properties, such as boiling points and acidity, for organic compounds;~~
3. ~~Identify stereocenters and chiral molecules and determine stereochemical relationships between pairs of compounds;~~
4. ~~Predict and draw the possible conformations of acyclic and cyclic organic compounds and analyze these conformations for relative stability;~~
5. ~~Use resonance theory and/or molecular orbital theory to interpret reactivity of organic compounds;~~
6. ~~Predict the products of reactions involving organic compounds;~~
7. ~~Suggest feasible methods of synthesis of organic compounds;~~
8. ~~Analyze and explain mechanisms for elimination and ionic substitution reactions of hydrocarbons, alkyl halides, alcohols and ethers, including the influence of changes in structure and/or solvent;~~
9. ~~Perform the following laboratory techniques: crystallization, melting point determination, extraction, simple distillation, fractional distillation, boiling point determination, and chromatographic separations;~~
10. ~~Synthesize, separate, and analyze organic compounds, using microscale and macroscale methods;~~
11. ~~Explain the theory behind the techniques of crystallization, melting point determination, extraction, distillation, boiling point determination, and chromatographic separations;~~
12. ~~Operate standard organic laboratory instrumentation, including melting point apparatus, gas chromatograph, refractometer, polarimeter, NMR, UV-Vis spectrophotometer, and Fourier-Transform infrared spectrophotometer;~~
13. ~~Interpret NMR and IR spectra and use such spectra as tools for structure elucidation;~~
14. ~~Explain the theory behind NMR, IR, UV and mass spectroscopy;~~
15. ~~Develop qualitative and quantitative problem solving techniques;~~

16. ~~Effectively communicate observations and subsequent conclusions by means of written laboratory reports maintained in a bound laboratory notebook;~~
17. ~~Utilize library and internet resources for information and in support of laboratory reports;~~
18. ~~Dispose of chemical wastes properly.~~

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Faculty members in the Department of Chemistry discussed if this course could be offered in DE mode under emergency and normal situations. They concluded that this course, in addition to the face-to-face mode could be offered as a "Partially Online" course to offer flexibility to our students. Furthermore, there are ways to offer this course "Fully Online" in case of any unforeseeable emergency, so that students in the program are not prolonging their academic career.

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, students, and laboratory support staff.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Emails will be sent to students on a weekly basis.
- **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 provided on every quiz, assignment, and exam.

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Announcements will be made at least once per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Web conferences will be held at least twice a week with students.
- **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: For partially online courses, students will meet face to face every other week to complete lab activities.

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 on at least a weekly basis.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Group work will be assigned at least once every two weeks.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Students will interact with each other through web conferencing weekly.

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: Students will collaborate in private groups at least once every two weeks.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Students will use library and internet resources weekly for lab assignments.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least three midterms, a comprehensive final exam, and quizzes once every two weeks.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Synchronous lectures will occur at least once a week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Simulations will be used for online laboratories in fully online mode at least once every two week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: At least five videos will be used to demonstrate procedures and help students visualize concepts.
- - ~~**Other:**~~ -
  ~~**Frequency:**~~ - ~~At least once per semester.~~

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~ Cal-GETC

- ~~II.~~ 5A ~~Natural~~ - ~~Sciences~~ Physical Science - Approved

- 5C - Laboratory - Approved

CSU Transfer

- Transfers to CSU - Approved

~~IGETC~~ Las Positas College GE

- ~~5A~~ 5 - ~~Physical~~ Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: CHEM 160S (if taken with CHEM 12A) - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000371683

CB03: TOP Code
190500 - Chemistry, General

CIP Code

40.0501 - Chemistry, 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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: CHEM 30B - Introductory and Applied Chemistry II

Course Modification: CHEM 30B - Introductory and Applied Chemistry II (Launched - Implemented 11-03-2025)
compared with
CHEM 30B - Introductory and Applied Chemistry II (Active - Implemented 08-15-2020)

Admin Outline for Chemistry 30B
Introductory and Applied Chemistry II

Effective: Fall ~~2020~~ 2026

Catalog Description:

CHEM 30B - Introductory and Applied Chemistry II
4.00 Units

Continuation of Chemistry 30A with emphasis on organic and biochemical concepts related to human physiological systems.
3 Units Lecture 1 Units Lab

Prerequisite: CHEM 30A 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

Justification for course proposal

Discipline:

Chemistry

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Distinguish between properties of organic compounds and inorganic compounds;
B. Describe the physical and chemical properties of hydrocarbons, alcohols, ethers, mercaptans, aldehydes and ketones, carboxylic acids and esters, amines and amides
C. Name organic compounds with IUPAC and/or common or trivial names
D. Describe the structure, properties, and functions of carbohydrates, lipids, amino acids and proteins, and nucleic acids
E. Interpret the reactions involved in the metabolism of carbohydrates, lipids, proteins, and nucleic acids
F. Describe the factors affecting fluids and electrolytes, including pH, in physiological systems
G. Perform laboratory experiments in an efficient, safe, and purposeful manner;
H. Dispose of chemical wastes properly.

Course Content:

Lab:

1. Safety in the laboratory and proper disposal of waste materials
2. Quantitative and qualitative experiments including:
    1. Synthesis of aspirin
    2. Qualitative analysis of functional groups
    3. Direct observation of physical and chemical properties of functional groups
    4. Biochemical experiments
    5. Chromatography
    6. Molecular modeling

Lecture:

1. Hydrocarbons
2. Functional groups: structure and reactivity sufficient to interpret reactions in biochemical systems
    1. Alcohols, ethers and mercaptans
    2. Aldehydes and ketones
    3. Carboxylic acids and esters
    4. Amines and amides
3. Carbohydrates
4. Lipids
5. Proteins
    1. Structure, properties and naming of amino acids
    2. Formation of dipeptides and proteins
    3. Levels of structure of proteins
    4. Physical and chemical properties
    5. Classification of proteins
6. Nucleic acids

7. Enzymes, vitamins, and hormones
8. Metabolism of carbohydrates, lipids, and proteins
9. Fluids and electrolytes

Methods of Instruction:

1. Lecture - informal with student questions encouraged
2. Lab - Laboratory experimentation, including individual and group work
3. Demonstration - of chemical reactions and related phenomena
4. Audio-visual materials which may include any of the following: periodic table, molecular models, PowerPoint presentations, and computer simulations
5. Proper chemical hygiene is taught and enforced in all laboratories.
6. Safety and proper respect for chemicals and scientific apparatus are constantly stressed.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading~~

1. Read the chapter on aldehydes and ketones.
2. Be prepared to predict what happens when an aldehyde is treated with an oxidizing agent.

2. ~~Laboratory~~

1. ~~Investigate the solubility of amines in acidic, alkaline, and neutral solutions.~~
2. ~~Identify the amines present in cold medications by means of thin-layer chromatography.~~

Methods of Evaluating Student Progress

A. Exams/Tests
   1. Minimum 3 midterms and a final exam
B. Home Work
   1. Weekly
C. Lab Activities
   1. Weekly
D. Papers

1. Weekly written lab reports

E. Quizzes
   1. At the discretion of the instructor
F. ~~Written lab reports Weekly~~

Student Learning Outcomes

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

A. ~~skillfully~~ Analyze nature at the molecular scale by using the characteristics of biological macromolecules and assessing the implications of chemical properties within biological systems.

B. Apply the scientific method to laboratory experiments.
C. Skillfully perform experimental measurements, techniques, and protocols, properly use standard laboratory instruments, and adhere to safe laboratory practices .
D. Succinctly summarize laboratory procedures, clearly document laboratory measurements and observations, and effectively communicate rationale for the experiment, data analysis, and interpretation.
E. Describe the functions of different types of biological molecules .

Textbooks (Typical):

Textbook:

1. Stephen H Stoker *General, Organic and Biological Chemistry.* 7th ed., Cengage Learning, 2016.
2. Karen C Timberlake *General, Organic, and Biological Chemistry: Structures of Life.* 6th ed., Pearson Education, Inc., 2019.
3. Frederick A Bettelheim, William H Brown, Mary K Campbell, Shawn O Farrell, Omar Torres *Introduction to General, Organic, and Biochemistry.* 12th ed., Cengage Learning, 2020.

Manual:

1. Adams, Jim. Molecules to Metabolism. Las Positas College, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety goggles approved for Chemistry laboratory.
2. Scientific calculator.

Equity Based Curriculum

- Course Content
  Address
  All curriculum content is designed to include assessments must be free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions.
- Methods of Instruction
  Address
  Diverse methods of instruction to meet the needs of various learning styles.

Requisite Skills

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

A. CHEM 30A
   1. ~~Make unit conversions in the metric system using the prefixes mega, kilo, deci, centi, milli, and micro;~~
   2. ~~Write electron configurations for the first twenty elements in the periodic table using shell and subshell notation;~~
   3. ~~Describe the structure of the atom in terms of proton, neutrons, and electrons;~~
   4. ~~Draw Lewis structures for simple covalent formulas and determine molecular geometry and polarity;~~
   5. ~~Identify and describe effects of intermolecular forces;~~
   6. ~~Perform calculations using the mole concept to relate grams to moles for given formulas and for simple stoichiometry problems;~~
   7. ~~Use standard nomenclature;~~
   8. ~~Identify properties of states of matter;~~
   9. ~~Write balanced equations for chemical reactions including those in aqueous solution and those involving elementary oxidation-reduction (not in acidic or alkaline solution);~~
   10. ~~Define concentration units of solutions and use these definitions in problem solving—molarity, osmolarity, and percent;~~
   11. ~~Describe properties of solutions, including osmotic pressure and processes such as osmosis and dialysis and their application to biological systems;~~
   12. ~~Interpret reactions according to acid-base theory;~~
   13. ~~Use the pH scale to compare acidity;~~

14. ~~Describe buffer solutions in terms of their composition and function, especially ones in biological systems;~~
15. ~~Write balanced net and total ionic equations;~~
16. ~~Use Le Châtelier's principle to predict the qualitative effects of changes in concentration, temperature and pH on an equilibrium;~~
17. ~~Perform laboratory experiments in an efficient, safe and purposeful manner;~~
18. ~~Describe factors affecting the rates of reactions;~~
19. ~~Describe types of nuclear radiation, isotopes and their half-life, nuclear reactions, units of radiation, and medical/industrial uses;~~
20. ~~Collect and analyze scientific data;~~
21. ~~Use an electronic balance and various pieces of volumetric glassware;~~
22. ~~Record laboratory observations in a useful, detailed manner;~~
23. ~~Maintain laboratory records in standard scientific style;~~

DE Proposal

Delivery Methods

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

Rationale for DE

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

Faculty members in the Department of Chemistry discussed if this course could be offered in DE mode under emergency and normal situations. They concluded that this course, in addition to the face-to-face mode could be offered as a "Partially Online" course to offer flexibility to our students. Furthermore, there are ways to offer this course "Fully Online" in case of any unforeseeable emergency, so that students in the program are not prolonging their academic career.

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

The decision to offer this course in a Distance Education mode was made after discussion with colleagues and hearing from our students.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Emails will be sent out to the entire class every two weeks to update them on the upcoming classes and provide feedback on the material covered previously.
- **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 every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: At least one web-conferencing session per week with the class.
- **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 will be face to face in the partially online format.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least once every two weeks.
- **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.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: At least once per week.

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: At least one group work project per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 6 quizzes, 3 exams, and a comprehensive final exam.
- **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: At least two practice quizzes and one practice exams per semester. Homework will also be assigned for each chapter for students to learn and gauge their understanding of the content.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least one lecture per chapter.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: At least three laboratory simulations per semester will be assigned in the online only format.
- **Other:**
  Frequency: A minimum of eight written laboratory reports per semester will be required.

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~ Cal-GETC

- ~~II.~~ 5A ~~Natural~~ - ~~Sciences~~ Physical Science - Approved

- 5C - Laboratory - Approved

CSU Transfer

- Transfers to CSU

~~IGETC~~ Las Positas College GE

- ~~5A~~ 5 - ~~Physical~~ Natural Sciences - Approved

UC Transfer

- Transfers to UC

C-ID: CHEM 102 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000374786

CB03: TOP Code
190500 - Chemistry, General

CIP Code

40.0501 - Chemistry, 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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: CIS 73A - Ten-Key Skill Development

Course Modification: CIS 73A - Ten-Key Skill Development (Launched - Implemented 10-28-2025)
compared with
CIS 73A - Ten-Key Skill Development (Active - Implemented 08-15-2018)

Admin Outline for Computer Information Systems 73A
Ten-Key Skill Development

Effective: Fall ~~2018~~ 2026

Catalog Description:

CIS 73A - Ten-Key Skill Development
1.00 Units

Skill development on the computer numeric keypad, electronic calculator including use of memory functions, and data entry using spreadsheets. 10-key skills involve being able to accurately use the numerical keys located on your computer keyboard. Office professionals, accounting clerks, and data entry professionals, use 10 key skills heavily in order to accurately enter numerical data into computer applications.

~~0 Units Lecture~~ 1 Units Lab

Course Grading: Optional

~~**Lecture Hours**~~	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

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. Use correct fingering on the computer numeric keypad;
B. Key numeric data using the numeric keypad at a minimum rate of 90 strokes per minute with 98 percent accuracy;
C. Enter numeric data into a spreadsheet;
D. Perform calculations using the memory functions of an electronic calculator.

Course Content:

Lab:

Lecture:

1. Develop ten-key speed and accuracy using the computer numeric keypad

2. Use a electronic calculator to perform basic calculations
    1. Addition
    2. Subtraction
    3. Multiplication
    4. Division

3. Use the memory functions of an electronic calculator to perform calculations
    1. Use constants in addition and subtraction
    2. Use constants in multiplication
    3. Automatic totals
    4. Positive and negative multiplication
    5. Division—whole numbers and decimals

4. Use ten-key skills to enter data into Excel worksheets

Methods of Instruction:

1. Classroom Activity - Preparing to 10-key by Touch, organization of Workspace. Adjust chair and keyboard, position keyboard so that the J key is centered in front of your body. The edge of the keyboard should be at the edge of the table or desk Make sure your computer display is set properly, adjust Control Panel setting
2. Demonstration - Getting started, use access code to create an account to access web-based content
3. Lab - Key stroking Technique, use keystroke drills which consists of timing in which you will use specified keys covered in the Lessons.
4. Ten-key computer software
5. Instructor demonstrations

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :
    1. Complete Lessons 1A, 1B, and 1C. After completing each lesson ~~print~~ submit your lesson results. To be accepted, your accuracy percent must be 95% or higher. -
    2. Complete Lesson 11 in the Electronic/Memory Calculator handout. ~~Turn in tape prints showing work.~~
    3. Spreadsheet Integration—Complete the Basic Living Expenses worksheet using Microsoft Excel. ~~Print~~ Submit a copy of each completed worksheet.

Methods of Evaluating Student Progress

A. Exams/Tests

    1. one final timed writing

B. Lab Activities

1. weekly

C. Quizzes

1. weekly, chapter timed writing

D. 1, 3, and 5 minute timings with increasing speed and accuracy goals

Student Learning Outcomes

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

A. ~~key~~ Key numeric data using the numeric keypad at a minimum rate of 90 strokes per minute with 98 percent accuracy.
B. Accurately input a series of numbers, such as those found on a test document or spreadsheet, with no errors.
C. Use ten-key skills to perform a specific business function, such as entering invoices, processing checks, or creating a basic spreadsheet.

Textbooks (Typical):

Textbook:

1. Ellsworth Publishing Company *Keyboarding Online Access Code.* , Ellsworth Publishing Company, 2025.
2. David Burton, Jo Burton *Touch Key 10-Key Software.* 3rd ed., Pearson Education, 2006.
3. ~~Slater, Jeffrey, *Electronic Calculator Guide.* 9th ed., McGraw-Hill Higher Education, 2008.~~
4. B.J. Ellsworth *Ten-Key Mastery.* ~~2017~~ 2024 ed., Ellsworth Publishing, ~~2017~~ 2024.
5. Fitzpatrick Thompkins *HOW TO USE A SCIENTIFIC CALCULATOR: The Essential Companion for Students and Professionals.* 1st ed., PureBliss, 2024 .

Other Materials Required of Students

~~**Other Materials Required of Students:**~~

1. ~~Go Print card.~~

Equity Based Curriculum

- DE Course Interaction
  Address
  DE Course Interaction 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.

Requisite Skills

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.
1. Accessibility-DE can break down barriers to education, allowing students who may not have access to traditional on-campus courses to participate. 2. Flexibility-students, particularly non-traditional students such as working adults or parents, require flexible scheduling options. 3. Cost-effectiveness-Offering courses through DE can be more cost-effective for both students and institutions. Students can save on commuting and housing expenses, and institutions can save on facilities and overhead costs associated with traditional classroom settings.

Explain how the decision was made to offer this course in a Distance Education mode.
1. Student from outside the local area could be interested in this course. Flexibility to offer on-campus and xlisted online class. 2. Decision was collectively made from input from CIS colleagues, prior students, high school instructors, students, advisory board, and what other schools/regions are doing.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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 emails, other announcements as needed
- **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: several (2-3) times per semester) as needed
- **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 feedback on submitted assignments
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: As needed, announcements on class specific and/or college specific news
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: As needed, scheduled office hours

Student-Student Interaction

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

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: weekly chapter quizzes, one final exam
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: as needed

General Education/Transfer Request

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589363

CB03: TOP Code
051400 - Office Technology/Office Computer Applications

CIP Code

52.0408 - General Office Occupations and Clerical Services.

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: CIS 9002 - Database Design and SQL Programming

Course Modification: CIS 9002 - Database Design and SQL Programming (Launched - Implemented 10-30-2025)
compared with
CIS 9002 - Introduction to Database Management (Active - Implemented 01-01-2021)

Admin Outline for Computer Information Systems 9002
~~Introduction to~~ Database ~~Management~~ Design and SQL Programming
Effective: ~~Spring~~ Fall
~~2021~~ 2026

Catalog Description:

CIS 9002 - ~~Introduction to~~ Database ~~Management~~ Design and SQL Programming
3.00 Units

This course provides the students with an introduction to the core concepts in data and information management. It is centered around the core skills of identifying organizational information requirements, ~~modeling~~ model them using conceptual data modeling techniques, converting the conceptual data ~~models~~ model into ~~relational~~ a ~~data~~ logical ~~models~~ model and ~~verifying its structural characteristics with normalization techniques, and implementing and~~ implement utilizing a relational database ~~using an industrial-strength database management~~ system. ~~The course will also include coverage of basic database administration tasks and key concepts of data quality and data security. In addition to developing database applications, the course helps the students understand how large-scale packaged systems are highly dependent on the use of Database Management Systems (DBMSs). Building on the transactional database understanding, the course provides an introduction to data and information management technologies that provide decision support capabilities under the broad business intelligence umbrella.~~ In database design, students learn to analyze business scenarios, create data models, and a conceptual representation of an organization's information. In database programming, students implement their database design by creating a physical database using Structured Query Language (SQL) to create, query, manipulate, and control access to the data in a relational database. ~~Students~~ Artifical ~~learn~~ Intelligence (AI) can be integrated with SQL databases to ~~create~~ enhance various aspects of data interaction and ~~maintain~~ management. ~~database~~ The ~~objects~~ primary ~~such~~ methods ~~as~~ involve ~~tables~~ using AI models to understand natural language requests and translate them into SQL queries , ~~indexes,~~ analyze ~~views, constraints~~ data , and ~~sequences~~ assist with database management tasks . -
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation: CIS 50 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

Justification for course proposal

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. Define the role of databases and database management systems in managing organizational data and information.
B. Explain the fundamentals of the basic file organization techniques.
C. Design a relational database so that it is at least in 3rd Normal Form.
D. Implement a relational database design using an industrial-strength database management system, including the principles of data type selection and indexing.
E. Use the data definition, data manipulation, and data control language components of Structured Query Language (SQL) in the context of one widely used implementation of the language.
F. Describe the role of databases and database management systems in the context of enterprise systems.
G. Describe the key principles of data security and identify data security risk and violations in data management system design
H. ~~Compare the difference between on-line transaction processing (OLTP) and online analytic processing (OLAP), and the relationship between these concepts and business intelligence, data warehousing and data mining.~~

Course Content:

Lab:

1. Create a database in the cloud
2. Use Database Management system to create several SQL programs that use commands: SELECT, FROM, WHERE
3. Use Database Management system to JOIN tables

Lecture:

1. Database Design
    1. Database approach
    2. Types of database management systems
    3. Basic file processing concepts
    4. Physical data storage concepts
    5. File ~~organizations~~ organization techniques
    6. Conceptual data model
        1. Entity-relationship model
        2. Object-oriented data model
        3. Specific modeling grammars
    7. Logical data model
        1. Hierarchical data model
        2. Network data model

3. Relational data model
    1. Relations and relational structures
    2. Relational database design
8. Mapping conceptual schema to a relational schema
9. Normalization
10. Physical data model
    1. Indexing
    2. Data types

2. Database Programming
    1. Database Languages
        1. SQL, Data Definition Language (DDL), Data Manipulation Language (DML), and Data Control Language (DCL)
    2. Data and database administration
    3. Transaction processing
    4. Using a database management system from an application development environment
    5. Use of database management systems in an enterprise system context
    6. Data / information architecture
    7. Data security management
        1. Basic data security principles
        2. Data security implementation
    8. Data quality management

1. Data quality principles
2. Data quality audits
3. Data quality improvement

9. Business intelligence
    1. On-line analytic processing
    2. Data warehousing
    3. Data mining
    4. Enterprise search

10. Databases and Cloud Computing
11. AI-powered tools and services
    1. MySQL AI
    2. Azure OpenAI Service
    3. Text2SQL.AI
    4. Vanna.AI

Methods of Instruction:

1. Lecture
2. Projects
3. Classroom Activity - Hands-on assignments that select and present data
4. Classroom discussion
5. Computer demonstrations with overhead display panel
6. Read text and other supplemental sources (example, Internet sites)
7. PowerPoint presentations
8. Chat rooms
9. Discussion boards
10. Lab experience: hands-on lab assignments and database creation and manipulation

Typical Outside-of-Class Assignments

A. Research:
Research the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook for SQL jobs, write a one page summary of your findings, post on discussion board

B. Other:

1. ~~Research the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook for SQL jobs, write a one page summary of your findings, post on discussion board~~

2. ~~Hands-on lab assignment, write~~ Write the SQL program to: 1. Display for each employee the employee number, last name, salary, and salary increased by 15% and expressed as a whole number. Label the column New Salary

3. Create the Entity Relationship Diagram from the posted business scenario

Methods of Evaluating Student Progress

A. Class Participation
   1. weekly communicate with other students and/or instructor
B. Exams/Tests
   1. 1 final exam
C. Home Work
   1. weekly reading in textbook and relevant Internet resources
D. Lab Activities
   1. weekly and multiple hands-on lab activities database design and SQL programming
E. Quizzes
   1. section/chapter quizzes

Student Learning Outcomes

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

A. ~~Upon completion of CIS 9002, students will be able to write~~ Write SQL SELECT statements that display data from single or multiple tables .
B. Solve practical problems and extract meaningful insights from data using SQL
C. Comprehend the fundamental principles of relational databases, including tables, relationships, keys, and data integrity .

Textbooks (Typical):

Textbook:

1. ~~Ramez Elmasri~~ Joel Murach *~~Fundamentals~~ Murach's ~~of~~ MySQL.* 4th ed., Murach Books, 2023.
2. Jeff Hoffer *Modern Database ~~Systems~~ Management* . ~~7th~~ 14th ed., Pearson, ~~2016~~ 2025 .
3. ~~Kroenke~~ Carlos ~~David~~ Coronel *Database ~~Concepts~~ Systems: Design, Implementation, & Management* . ~~9th~~ 14th ed., ~~Pearson~~ Cengage , ~~2020.~~
4. ~~Wilfried Lemahieu *Principles of Database Management: The Practical Guide to Storing, Managing and Analyzing Data.* 1st ed., Cambridge University Press, 2018~~ 2023 .

Other Materials Required of Students

Other Materials Required of Students:

1. Access to the World Wide Web with any major 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 refraining 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 lectures 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 50

1. Describe existing and emerging technologies and their impact on organizations and society;
2. Describe and evaluate the development and use of information systems in business;
3. Solve common business problems using appropriate Information Technology applications and systems;
4. Demonstrate familiarity with the computing environment, including the hardware, operating system, the user interface, and applications;
5. Demonstrate the possible solution(s) for simple business applications by applying productivity tools including, word processing, spreadsheets, databases, and presentation software;
6. Investigate current issues in computer environments such as security, society and business ethics over the use of computer data, and organization of data processing resources within the organization; and
7. Describe the capabilities, use, and characteristics of programming languages in a computer environment.

DE Proposal

Delivery Methods

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

Rationale for DE

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

~~Previously approved for DE. The Computer Studies offers a variety of courses in fully online and hybrid modes to provide flexibility for our students who are often balancing work, school, and personal commitments. The Computer Studies disciplines are committed to offering courses in all modalities and regularly discuss which courses to offer in fully online, hybrid, and on-campus modalities as part of our program review and schedule development processes.~~

Flexibility and convenience Learn at your own pace: Students can revisit lectures and materials as needed, which can help with understanding complex topics. Flexible scheduling: You can fit coursework around work, family, or other commitments, studying whenever it's most convenient. Eliminates commute: Saves time and money spent traveling to a physical campus.

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

~~In the past, students with Macs or older PCs could not complete assignments using their own equipment, therefore, the course was offered on-campus only. We now have the ability to offer students access to a Windows-based lab environment online via NetLab. Students will be able to complete the curriculum regardless of the operating system on their computer.~~

Previously approved for DE. The Computer Studies offers a variety of courses in fully online and hybrid modes to provide flexibility for our students who are often balancing work, school, and personal commitments. The Computer Studies disciplines are committed to offering courses in all modalities and regularly discuss which courses to offer in fully online, hybrid, and on-campus modalities as part of our program review and schedule development processes.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.

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

Syllabus:

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

Course Objectives:

- 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~~ weekly ~~minimum~~ as ~~of 2 times~~ needed
- **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~~ 4 ~~of 2~~ times 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~~ as ~~minimum of 4 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.~~ needed

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~~ weekly
- **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 2~~ 4 times ~~during~~ a 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 2~~ 4 times ~~during~~ per semester ~~.~~

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Minimum~~ One ~~of~~ exam, one ~~quiz~~ quz ~~per~~ every ~~section/~~ chapter ~~; Final exam~~
- **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:** - 2-3 times per semester~~ weekly

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

C-ID : ITIS 18 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000618304

CB03: TOP Code
070720 - Database Design and Administration

CIP Code

11.0802 - Data Modeling/Warehousing and Database Administration.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: ECE 65 - Administration I: Programs in Early Childhood Education

Course Modification: ECE 65 - Administration I: Programs in Early Childhood Education (Launched - Implemented 10-20-2025)
compared with
ECE 65 - Administration I: Programs in Early Childhood Education (Active - Implemented 08-15-2019)

Admin Outline for Early Care and Education 65
Administration I: Programs in Early Childhood Education

Effective: Fall ~~2019~~ 2026

Catalog Description:

ECE 65 - Administration I: Programs in Early Childhood Education
3.00 Units

Introduction to the administration of early childhood programs. Covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program: Relationships with families, and community.
3 Units Lecture

Prerequisite: ECE 62 with a minimum grade of C, ECE 63 with a minimum grade of C

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Compare and contrast various program structures, philosophies and curriculum models
B. ~~Identify~~ Describe the range and ~~describe~~ the ~~responsibilities~~ types of laws, regulations, policies, confidentiality, and ~~tasks~~ procedures ~~associated~~ applicable ~~with~~ to ~~administrating~~ early ~~an~~ childhood ~~Early~~ program ~~Care~~ operations and ~~Education~~ program ~~facility~~ types
C. ~~Summarize~~ Evaluate ~~systems~~ programs ~~and methods to support sound fiscal operations in~~ using a variety of ~~ECE settings~~
D. ~~Develop mock operating policies, procedures, staffing and scheduling~~
E. ~~Develop, demonstrate, and implement an appropriate nutritional program for the children served and provide documentation to satisfy the regulations of monitoring agencies~~
F. ~~Articulate the importance of confidentiality and maintenance of staff and children's records~~
G. ~~Describe the role of regulatory agencies~~

H. ~~Enumerate the rules and describe the monitoring of state and federally funded programs including Title 22, Title 5 and Education Code~~
I. ~~Discuss legal and ethical ramifications of operating an Early Care and Education setting~~
J. ~~Assess various~~ methods and tools ~~for~~ to ~~evaluation~~ establish goals and develop improvement plans.
K. ~~Discuss~~ Demonstrate ~~strategies~~ effective procedures for ~~building~~ ~~equitable~~ maintaining the business-related operations, student and ~~respectful~~ staff ~~relationships~~ records, and fiscal processes for an early childhood setting.
L. Develop policies for effective staffing and staff scheduling, in accordance with applicable regulations and/or local policies and procedures.
M. Identify, address, and monitor issues of diversity, inclusion, equity and access within early childhood education programs and settings
N. Describe how to represent the program effectively to families, the community , funding and oversight agencies , and ~~regulatory~~ others.
O. Model ~~agencies~~ ethically responsible, culturally and linguistically sensitive conduct and interations with children, staff, families, and the community as related to program administration.

Course Content:

1. ~~Early~~ Varieties ~~Care and Education facilities and~~ of program ~~development~~

    1. ~~Philosophy~~ models , ~~mission and value statements~~
    2. ~~Program models~~

2. ~~Personnel policies and practices~~

    1. ~~Recruitment and hiring~~
    2. ~~Diversity, inclusion and discrimination~~
    3. ~~Staff qualifications, job descriptions, handbooks and contracts~~
    4. ~~Compensation and retention~~
    5. ~~On-going supervision~~
    6. ~~Reviews, evaluations and promotions~~
    7. ~~Communication, conflict resolution and grievances~~
    8. ~~Program culture and climate~~
    9. ~~Staff meetings and in-service training~~

3. ~~Facility development and management~~

    1. ~~Needs and assessment of community~~
    2. ~~Location and zoning~~

3. ~~Contractors and negotiating contracts~~
4. ~~Design/layout~~
5. ~~Marketing the program~~
6. ~~On-going day-to-day maintenance~~

    1. ~~Routines and schedules~~
    2. ~~Emergency preparedness~~
    3. ~~Curriculum selection and oversight~~

4. ~~Strategic planning, administrative principles and practices~~

    1. ~~Business plan~~
    2. ~~Organizational structure~~
    3. ~~Staffing and scheduling~~
    4. ~~Use of technology~~
    5. ~~Program planning~~
    6. ~~Record keeping~~
    7. ~~Roles and styles~~

5. ~~Operational policies and procedures~~

    1. ~~Start-up and operating budgets~~

        1. ~~Income - tuition, grants, state and federal contracts~~
        2. ~~Personnel costs~~
        3. ~~Purchasing~~
        4. ~~Maintenance~~
        5. ~~Future planning~~

    2. ~~State and Federal programs~~
    3. ~~Nutrition and food service~~
    4. ~~Records and data collecting~~

6. ~~Legal, compliance~~ philosophies , and ~~ethical~~ approaches
7. Creating ~~aspects~~ your identity as a program
    1. ~~Licensing,~~ Mission ~~Title~~ Statement
        1. Target ~~5~~ populations
        2. Philosophy
        3. Values
            1. Program Culture
            2. Curriculum
            3. Environment and ~~education~~ physical ~~codes~~ space
            4. Equity and access
    2. Policies, procedures and handbooks
8. Local, state, and national laws and regulations applicable to administration of an early childhood education program
    1. Director and administrator qualifications
    2. ~~Labor~~ California ~~laws~~ Specific
        1. Title 22
        2. Title 5
        3. Education Code
        4. County specific regulations
    3. Mandated reporting
    4. Health and safety codes
    5. Americans with Disabilities Act (ADA)
    6. ~~Ethical~~ Food ~~dilemmas~~ and ~~including~~ nutrition ~~mandating~~ services
    7. Emergency ~~reporting~~ preparedness

9. Strategic Planning
    1. Business plan
        1. Needs assessment
        2. Marketing
        3. Finances
    2. Program ~~review~~ budget
        1. Developing
        2. Monitoring and ~~accreditation~~ administering
    3. Recordkeeping and fiscal reporting
    4. Fundraising and grant writing
10. Staffing
    1. Recruiting and hiring
    2. Personnel scheduling
    3. Performance reviews
11. Tools for Program Evaluation
    1. Program Administrators Rating Scale (PARS)
    2. Quality ~~assessment~~ Rating ~~tools~~ Improvement System (QRIS)
    3. ~~Self~~ Early ~~study~~ Childhood Environment Rating Scale (ECERS)
    4. ~~Program~~ Others ~~evaluation~~ such as:
        1. National Association for the Education of Young Children (NAEYC)
        2. National Association for Family Child Care (NAFCC)
    5. ~~Building relationships~~ Goals and ~~partnerships~~ improvement ~~with~~ plans

12. Professionalism

    1. NAEYC ~~families,~~ Ethical ~~boards,~~ Code of Conduct
    2. Diversity and ~~the~~ Inclusion
    3. Cultural ~~community~~ competence

        1. ~~Enrollment~~ Interpersonal skills
        2. Multiple modes of communication
        3. Professional networks and ~~contracts~~ associations
        4. ~~Cultural responsiveness~~
        5. ~~Resources~~
        6. ~~Family meetings and conferences~~
        7. Advocacy and public ~~policies~~ policy
        8. Working with boards, families and community

Methods of Instruction:

1. Lecture - An example of a lecture would be on fiscal management. Students will receive written notes, audio lecture, and full class discussion with brainstorming.
2. Discussion
3. ~~Guest~~ ~~Lecturers~~ - Every class period (or modules DE) has a discussion assignment. One example is on petty cash. "One financial responsibility a director may choose to implement in their program is the use of petty cash funds. Petty cash is a small amount of cash on hand used for unexpected purchasing. Watch the Petty Cash video for more information. Directions: Consider the following: 1. Advantages and disadvantages of using a petty cash system, 2. How would you create a petty cash system 3. What procedures would you put in place to present abuse 4. Who could access the funds 5. How would you assure that the funds would be distributed equitably
4. Projects - Class projects and assignments are included in every class period (or modules DE) An example would be about the budget process: Students will develop a one-month balanced budget for an ECE program (using a provided Excel template) that demonstrates their knowledge of budgeting practices. Assignment includes knowledge of matching anticipated income and expenses (including categories often ignored such as facility maintenance, book keeping, and professional development). This assignment allows students to practice math and logic skills.
5. ~~Media~~ Audio-visual ~~presentations~~ Activity - An example of an audio-visual activity might be to view a Youtube video on Petty Cash prior to the discussion assignment. https://www.youtube.com/watch?v=j46YFfedIxI (about 3.5 minutes)
6. Written Exercises - Students will write curriculum plans based on two different philosophies of education.

Typical Outside-of-Class Assignments

A. Other:

1. ~~Research,~~ Group ~~reading~~ Discussion
2. One financial responsibility a director may choose to implement in their program is the use of petty cash funds. Petty cash is a small amount of cash on hand used for unexpected purchasing. Watch the Petty Cash video for more information.
3. Consider the following:
4. 1. Advantages and ~~writing:~~ disadvantages of using a petty cash system
5. 2. How would you create a petty cash system?
6. 3. What procedures would you put in place to prevent abuse?
7. 4. Who could access the funds?
8. 5. How would you assure that the funds would be distributed equitably?

B. Writing:

1. Reflective Practice assignments are included in every class period (or modules DE).
2. Reflection is a way of being a leader. The skill that is practiced is asking students to reflect on readings or an issue in their program or community. Considerations include: What worked, what did not work, what was their role, was intervention necessary, etc. These are a few of the questions they would reflect on.

C. Research:

1. Research a topic selected from the instructor's list of appropriate topics.
    1. Write a two to three page typed paper on topic.
    2. Paper should give credit to sources and should also include some personal thoughts whether in agreement or opposed to the views of the books cited.
    3. Grading is based on both content and composition.
2. Based on the above research be prepared to discuss, in class or a group discussion (online), the findings and new insights and how the research might be implemented into an Early Care and Education setting.

4. ~~Problem solving:~~
    1. ~~Phase 1: Class members will be assigned to work in teams.~~
        1. ~~Prepare a class presentation on a topic chosen by the instructor (example: nutrition for school-age children).~~

2. ~~Phase 2: After class presentation each individual and the group will examine the process and respond to the following questions~~

    1. ~~Why might a group project, with a group grade, be included as part of an administration course?~~
    2. ~~What approach did the group take in completing the project?~~
    3. ~~Were leaders chosen or did it happen naturally?~~
    4. ~~How was that decided?~~
    5. ~~How were other group roles decided?~~
    6. ~~Was everyone in the group comfortable with the leader and other roles?~~
    7. ~~How were decisions made?~~
    8. ~~Describe both individual effort and the group contributions in relationship to the final presentation.~~
    9. ~~Describe and evaluate process and suggestions for change.~~

3. ~~Design a simple, one page enrollment agreement or contract with families.~~

    1. ~~Summarize why each item included is considered essential to the contract.~~

Methods of Evaluating Student Progress

A. Class Participation
    1. weekly
B. Class Work
    1. weekly
C. Exams/Tests

    ~~1. 2~~

    1. 2 per semester

D. Home Work
    1. weekly
E. Papers

    ~~1. 2~~

    1. 2 per semester

F. Quizzes

    ~~1. 4~~

1. 4 per semester

G. Research Projects

~~1. 1~~

1. 1 per semester

Student Learning Outcomes

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

A. ~~Upon~~ Describe ~~completion~~ the ~~of~~ skills ~~ECE 65, students will be able~~ necessary to ~~apply~~ organize, ~~administration~~ open, ~~skills~~ and ~~in~~ operate ~~various types of~~ an early care and education ~~programs~~ program in accordance with all applicable laws, regulations, and policies .

B. ~~Upon~~ Describe ~~completion~~ the skills necessary to design, develop, implement, and assess a high quality early childhood education program that is responsive to the cultural, linguistic, and diverse needs of ~~ECE~~ the ~~65~~ children , ~~students~~ families, ~~will~~ and ~~be~~ staff. ~~able~~

C. Describe the skills necessary to ~~evaluate components of quality programs, facilities~~ manage and maintain budget and overall fiscal operations ~~:~~

D. ~~Upon~~ ~~completion~~ in ~~of~~ alignment ~~ECE~~ with ~~65, students will be able to recognize effective~~ a strategic plan and ~~fiscal~~ program ~~planning~~ mission and goals .

Textbooks (Typical):

~~Textbook~~ **OER** :

1. ~~Nancy~~ Talan, ~~K~~ Bella, and Bloom *Program Administration Scale (PAS)* . 3rd /e, Teachers College Press, 2022. 978-0807767603. .
2. Freeman , N *Planning and ~~Administration of~~ Administering Early Childhood Programs.* 11th ~~ed.~~ /e , Pearson, ~~2017~~ 2016. 978-0134027319.

Textbook:

1. File, Baubour & Stremmel *Seven Crucial Conversations in Early Childhood Education: Where Have We Been and Why Does It Matter?* . 1st ed., Teacher's College Press, 2024 .
2. ~~Dorthy June~~ Sciarra *Developing and ~~Administering~~ Administrating ~~a~~ an ~~Child~~ Early ~~Care~~ Childhood ~~Center~~ Program* . ~~9th~~ 10 ed., ~~Thompson/Delmar Learning~~ Cengage , ~~2016~~ 2022 .

Other Materials Required of Students

Equity Based Curriculum

- DE Course Interaction
  Address
  Optional weekly office hours. Students interact with each other including assisting each other when English is not their native language
- Measurable Objectives
  Address
  6. Identify, address, and monitor issues of diversity, inclusion, equity and access within early childhood education programs and settings.

  8. Model ethically responsible, culturally- and linguistically sensitive conduct and interactions with children, staff, families, and the community as related to program administration

SLO #2
Describe the skills necessary to design, develop, implement, and assess a high quality early childhood education program that is responsive to the cultural, linguistic, and diverse needs of the children, families, and staff.

- Course Content
  Address
  2 a iii 4 - equity and access
  3 e - Americans with Disabilities Act
  7 b - Diversity and inclusion
  7 c - Cultural competency
- Methods of Evaluation
  Address
  Quizzes only 10% of total grade or less. Students can use all material to complete quizzes. Major assignments are reviewed during office hours and recorded. Some major assignments allow more than one submission. Rubrics posted for every assignment.

Requisite Skills

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

A. ECE 62
1. Compare historical and current frameworks of socialization that address the interrelationship of child, family and community
2. Identify how the child develops within a system and is influenced by multiple factors of socialization, including educational, political, culture, language, ability, economic class and ethnicity impacts on children and families.
3. ~~Identify~~ Compare ~~the~~ and ~~impact~~ contrast diverse family characteristics, parenting styles and perspectives of ~~political, financial, religious~~ children and ~~other powerful influences on family access to community resources, including schools;~~
4. ~~Identify and compare local, state, and federal community services available to~~ families
5. ~~Describe the role of families within educational institutions and the importance of family-teacher partnerships~~ .
6. Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community
7. Describe legal requirements, and ethical responsibilities, of professionals working with children and families, including child abuse reporting
8. Compare and contrast educational systems and practices, including strategies for family engagement and building partnerships between early learning settings, schools, and community organizations and agencies
9. Describe contemporary social issues and their effects on families and children
10. Identify and compare local, state, and federal community services to support young children's learning and development and to support family's needs.

B. ECE 63
1. ~~plan~~ Plan curriculum for an early childhood program utilizing the theories and principles of child growth and development using emergent curriculum .
2. ~~demonstrate~~ Compare various curriculum program models, approaches, role of play, and professional practices to inform and evaluate curriculum and environments.
3. Demonstrate and discuss the learning process in early childhood as it relates to play ~~;~~ .
4. ~~observe, plan, assess,~~ Observe and evaluate ~~the~~ teacher behaviors, curriculum , ~~in ECE~~ and environments ~~;~~ ~~including~~ for best practices reflecting current research and the ~~role~~ impact ~~of~~ it ~~the~~ has ~~teacher as~~ on ~~related~~ children's ~~to~~ learning ~~providing~~ and ~~developmentally appropriate curriculum;~~ development.
5. ~~plan~~ Plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children ~~;~~ .
6. Observe children as a basis for planning curriculum and environments.
7. Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
8. Develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.
9. Explain how different teaching strategies could be used for a variety of curriculum goals.
10. Plan and facilitate the following curriculum for all young children from an anti-bias perspective using developmentally appropriate practices: language arts/literacy, dramatic play, creative arts, ~~sensori-motor~~ sensorimotor exploration,

outdoor, nutrition and health, music/movement, math and science, blocks, and manipulatives ~~;~~ .

11. ~~evaluate~~ Explain ~~teacher~~ how ~~behaviors~~ different teaching strategies could be used for ~~best~~ a ~~practices~~ variety ~~reflecting~~ of ~~current~~ curriculum ~~research~~ goals.
12. Describe guidance and interaction approaches to support social relationships and learning.
13. Explain how the ~~impact~~ principles ~~it~~ of ~~has~~ the ~~on~~ Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.
14. Describe various strategies for engaging and partnering with families to support children's development and learning .

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.

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

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Using ~~Blackboard~~ Canvas Inbox and Pronto , students will have the opportunity to email each other and instructor as needed. Instructor will respond within 48 working hours M- ~~F~~ TH.

- **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 provide a discussion board with each 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: Rubric used on all assignments. Additionally, students are provided feedback comments. Some assignments students are allowed to resubmit to improve grade .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 3-5 times per week. Example: Hi all, Module 2 closes February 13th. Remember that you need to post and respond in the group discussion so do not wait till the last minute. If you have a lap top, please bring on Wednesday, February 6. We are looking at the Community Care Licensing Regulations and the more lap tops the easier. If you work at a program that will let you borrow their regulations (Title 22) that is great too. See you Wednesday

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Will try to connect students to other students who speak their home language as needed.
- **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: 3-5 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: Weekly. Example: Think about the best and the worst job you ever had (it does not need to be in the ECE field). What made you want to stay with the best job (even if you are no longer there?) What are 4 characteristics that made this job outstanding? What was "bad" about the worst job? How much of this "worst experience" might have been where you were in your own life journey? Think about the coworkers in both situations? How much of your experience was based on the relationships you had with coworkers? Select 1 group ~~memeber~~ member to summarize the group discussion and post under Module 4 class discussion.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly. Example: Read ~~Chapter~~ the ~~1~~ posted ~~prior~~ material to posting, Look at the Class Assignment "Managing Your Time". Discuss with the class what you discovered about yourself and the time management exercise. Write 1-2 well constructed paragraphs that summarize what you discovered about yourself, including what areas you were challenged to find time for and how you compensated for the lack of time in this area. Be sure to also describe your favorite activity and why it gets your time (or does not). It's best that you write your paragraphs on a word processor before bringing it into Blackboard. That way, you can spell-check and thoroughly edit your paper. Go to the My Groups. In the forum "Module 2 ", click Add New Thread. In the subject field, type the time management, then paste your paper into the text field. When done, click Submit. Read your classmates' posts. For the final 10 points of the assignment, respond to at least 2 classmates. Your response must be in complete sentences.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 2-3 per semester. Example: After reading the Leadership styles and taking the Survey, write a short essay (500 words) about your personal leadership/management style. Include: 1.What is your style? 2.What did you find out about yourself? 3.Based on your leadership style, what might be your assets? 4.Based on your leadership style, what might be your challenges? 5.How might you use this information?
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 1 per semester. Example: http://ccld.ca.gov/PG555.htm is the link for community care licensing. You will be using this link and ~~realted~~ related links for Module 2
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Students~~ 5-6 per semester. ExampleStudents have short quizzes based on the reading and lecture. An example might be:California does not have an early childhood credential but we do have the Child Development Permit. What are two major differences between a "Teacher" holding a CD permit at the Teacher level and a "Teacher" with Title 22 regulations.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~Mini~~ Weekly mini -lectures are used to ~~suppliment~~ supplement reading and internet explorations.

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000352635

CB03: TOP Code

130580 - Child Development Administration and Management

CIP Code

13.0414 - Early Childhood Program Administration.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: ECE 68 - Administration II: Personnel and Leadership in Early Childhood Education

Course Modification: ECE 68 - Administration II: Personnel and Leadership in Early Childhood Education (Launched - Implemented 10-20-2025)
compared with
ECE 68 - Administration II: Personnel and Leadership in Early Childhood Education (Active - Implemented 08-15-2019)

Admin Outline for Early Care and Education 68
Administration II: Personnel and Leadership in Early Childhood Education

Effective: Fall ~~2019~~ 2026

Catalog Description:

ECE 68 - Administration II: Personnel and Leadership in Early Childhood Education
3.00 Units

Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

3 Units Lecture

Prerequisite: ECE 62 with a minimum grade of C, ECE 63 with a minimum grade of C

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. ~~evaluate~~ Review ~~the~~ a ~~factors~~ variety ~~needed~~ of program structures, philosophies, and management and leadership characteristics and styles in ECE programs
B. Explore approaches to ~~create~~ interactions, ~~a~~ team ~~diverse~~ building, reflective practices, and ~~inclusive~~ conflict ~~environment;~~ resolutions that reflect an awareness of various cultural, linguistic, and other unique characteristics and needs of program staff.
C. ~~identify~~ Discuss responsive leadership techniques such as confidentiality and professional integrity for providing feedback and setting goals for teaching performance and supervision of others

D. Describe effective coordination of and collaboration between staff in determining program goals, policies, and operations
E. Identify components of recruiting, hiring practices , compensating , observation and evaluation ~~practices~~ of staff following state regulations and ethical personnel policies
F. Formulate and review operational procedures, personnel and family policies and handbooks
G. Determine appropriate formal and informal observation or other evaluation methods to assess the quality of classroom instruction and interactions, recognize the effectiveness of of staff ~~;~~ efforts, and identify and address areas in need of improvement
H. ~~demonstrate~~ Demonstrate improved interpersonal skills in working with staff, groups, community agencies and families ~~;~~
I. ~~examine and compare management styles in Early Care and Education settings;~~
J. ~~define the role of a supervisor in directing staff in Early Care and Education settings;~~
K. ~~formulate strategies for compensation and professional growth opportunites in programs;~~
L. ~~enumerate legal and ethical aspects of administering an Early Care and Education program;~~
M. ~~connect~~ Connect staff needs to professional development and ~~opportunites;~~ opportunities to enhance competencies
N. ~~formulate~~ Model ethically responsible, culturally and ~~review~~ linguistically ~~operational~~ sensitive ~~procedures;~~ ~~personnel~~ conduct and ~~family~~ interactions ~~policies;~~
O. ~~evaluate~~ with ~~methods~~ diverse children. staff, families and ~~compare principles of group dynamics from a leadership perspective;~~
P. ~~articulate~~ the ~~importance of professional integrity and confidentiality.~~ community

Course Content:

1. ~~Personnel~~ Overview
    1. ~~Changing~~ Organizational ~~needs of work force~~ structures
    2. ~~Recruitment, selection and hiring~~
        1. ~~Applications~~
        2. ~~Resumes~~
        3. ~~Interviewing~~
        4. ~~Legal and ethical considerations: Affirmative action, diversity, inclusion~~
        5. ~~compensation and benefits~~
        6. ~~Steps for termination~~
            1. ~~Observations, performance evaluations~~
            2. ~~Oral and written requirements~~
    3. ~~Job descriptions and staff handbook~~
    4. ~~Professional development and continuing education~~
    5. ~~Staff meetings~~
2. ~~Families, colleagues and other stakeholders~~

1. ~~Assessing and meeting needs~~
2. ~~Communicating with diverse populations~~
3. ~~Enrollment process~~
4. ~~Transitional plans~~
5. ~~Handbook~~
6. ~~Community agencies and others who support the field of ECE~~
7. ~~Advisory boards~~
8. ~~Seeking input and new ideas~~

3. Program ~~management and operations~~
    1. ~~Legal requirements and responsibilities~~
        1. ~~Private, public, non-profit~~ philosophies
        2. ~~College programs~~

4. ~~Financial management~~
    1. ~~Budgets~~
    2. ~~Record keeping, payroll procedures and taxes~~

5. ~~Curriculum oversight~~

- ~~Health, safety and nutrition policies~~
- Leadership ~~and~~ in ~~professional~~ early ~~development~~ childhood education
    1. ~~Approaches, leadership styles, and models - developing the administrator~~ Characteristics
    2. ~~Time management, accountability and organization~~ Styles
    3. ~~Supervising versus modeling and coaching~~
       Skills
        1. Ethical and professional behavior
        2. ~~Confidentiality~~ Cultural competenceReflective practice
        3. ~~Balancing~~ Communication

4. Time ~~work,~~ management
5. Work-home ~~personal life~~ boundaries
6. Advocacy
7. Identification and ~~other~~ monitoring ~~commitments~~
8. ~~Advocacy~~ of issues of diversity, inclusion, equity and ~~professional~~ access

- Personnel ~~memberships~~ Management

1. Recruiting
2. ~~Reflective~~ Hiring
3. Scheduling
4. Evaluation
5. Termination
6. Laws ~~practices~~ and regulations
7. Compensation and Benefits
    1. Pay scales
    2. Benefits
    3. Career advancement

8. ~~Tools~~ Personnel Handbook
    1. Roles and responsibilities of staff members
    2. Professional expectations (e.g., dress code, use of technology)
    3. Policies and procedures including but not limited to:
        1. Mandated reporting
        2. Health and safety
        3. Supervision of others
        4. Communication with families

- Personnel Evaluations

1. Methods of evaluation
    1. Formal
    2. Informal
    3. Peer
    4. Other

2. Purposes for ~~staff~~ evaluation
    1. Staff recognition and ~~program~~ promotion
    2. Improvement ~~evaluation~~ plans

3. Effective performance feedback
    1. Asset-based/Strength-based
    2. Relationship ~~-Building~~
       -based
        1. ~~Communication~~ Constructive
        2. ~~Group dynamics, team building~~ Clear and ~~employee~~ actionable ~~morale~~ language
        3. ~~Problem~~ Opportunities ~~solving~~ for dialogue
        4. Confidential
        5. Goal setting and ~~conflict~~ follow-up
    3. Supporting ~~resolution~~ teachers and staff in providing effective feedback to:
        1. Student teachers and lab students
        2. ~~Establishing~~ Other ~~professional~~ adults in the program

4. Program Culture
    1. Welcoming and inclusive environments
    2. Professional relationships and boundaries
    3. ~~Decision~~ Team ~~Making~~ building
    4. Interpersonal communication
    5. Collaboration
    6. Conflict resolution
    7. Staff incentives
    8. Importance of self-care

5. Program Sustainability and Growth
    1. Program evaluation and goal setting
    2. Career trajectories and leadership opportunities
    3. Expansion
    4. Working with stakeholders
    5. Cultivating future leaders

6. Professional Development
    1. Planning based on:
        1. Individual needs and interests
        2. Performance evaluation
        3. Self-reflection
        4. Federal and state guidelines
    2. Sources and strategies
        1. Program developed opportunities
        2. Outside organizations and agencies

3. Collaboration with other staff
4. Professional associations
5. Other

- ~~Consultants and referrals~~

Methods of Instruction:

1. ~~Research~~
2. Classroom Activity
3. ~~Student~~ ~~Presentations~~ -
4. Discussion
5. ~~Projects~~ - ~~Class~~ Students ~~projects~~ will engage in discussions related to ethics in leadership, as well as steps for increasing family-program engagement.
6. Lecture - Students will watch instructor created videos and ~~assignments~~ slides presentations.
7. ~~Guest~~ Research ~~Lecturers~~ - Research staff handbooks from local child development programs.
8. ~~Lecture~~
9. ~~Media~~ Written ~~presentations~~ Exercises - Creating draft handbooks, family engagement policies, and philosophy statements.

Typical Outside-of-Class Assignments

A. Other ~~:~~
:
Discussion Example: Students, using a variety of personnel assessement tools, compare their individulal supervision style and the challenges and strengths of each. During the discussion students will identify resourse that will support them in their role as an administrator.

A. ~~Reading and writing:~~ Writing:
Reflection Example: Students are asked to reflect on the readings of the week and asked how they will apply this material to a future role as an administrator.

1. ~~Read a management book from the instructor's list of selected books. Prepare a 3-5 page typed report covering the content of the book.~~
2. ~~Prepare a one-page paper, indicating what skills or techniques of management might be appropriate to use to enhance work place performance.~~
3. ~~The article by Paula Jorde-Bloom has chosen to describe People, Process, and Structure as overlapping (see the Center as a Social System). From the reading describe how these three interact with each other. Does your experience in the Early Care and Education setting support this finding? Prepare a one page typed concise response.~~

B. Project ~~: After reading the handout, "A Great Place to Work", make three copies of the survey in Appendix B and Appendix C. Give one copy to a director, one to a teacher (who has worked at the site for at least two years) and one to an aide.~~

~~After collecting the surveys, review the responses and prepare to make a short report to the class as to the findings. (The name of the site and the respondents will be confidential.)~~

:

After reading the handout, "A Great Place to Work", make three copies of the survey in Appendix B and Appendix C. Give one copy to a director, one to a teacher (who has worked at the site for at least two years) and one to an aide. After collecting the surveys, review the responses and prepare to make a short report to the class as to the findings. (The name of the site and the respondents will be confidential.)

Methods of Evaluating Student Progress

A. Class Participation
   1. weekly
B. Class Work
   1. weekly
C. Exams/Tests

   ~~1. midterm~~

   1. midterm and final

D. Group Projects
   1. 1 per semester
E. Oral Presentation
   1. 1 per semester
F. Papers

   ~~1. bi-weekly journals~~

   1. bi-weekly assignments/papers

G. Quizzes

   ~~1. 3 quizzes~~

H. ~~Research Projects~~

   ~~1. 1 per semester~~

   1. 3 or more quizzes

Student Learning Outcomes

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

A. ~~Upon completion of ECE 68, students will be able to compare~~ Compare and contrast the legal requirements with the ethical aspects of directing staff in an ~~early child~~ earlychild development program.
B. ~~Upon completion of ECE 68, students will be able to demonstrate~~ Describe effective practices for managing and leading staff, and administering early care and - education programs.
C. ~~Upon~~ Establish ~~completion~~ and ~~of ECE 68, students will be able to establish~~ maintain professional relationships, and facilitate collaboration and communication between - colleagues, families, and stakeholders that are responsive, inclusive of cultural, linguistic and other unique characteristics of children, families, staff and community .
D. ~~Upon completion of ECE 68, students will be able to implement~~ Implement ongoing professional development plans based on evaluation of staff and administrator - needs.

Textbooks (Typical):

OER:

1. Bloom, Paula Jorde *Blue Print for Action.* 2nd /e, New Hoizons, 2005. .
2. Eliason, Susan *Childcare Programing, Administration, and Supervision, Birth-PreK.* , Pressbooks, 2017. .

Textbook:

1. ~~Dorothy~~ Talin, ~~June~~ Bella & Bloom *Program Administration Scale.* 3rd ed., College Teachers Press, 2022.
2. Sciarra, ~~Ed.D~~ Dorothy , Ellen Lynch, ~~Shauna~~ Shana Adams, and Anne ~~G.~~ Dorsey *Developing and Administering a ~~Child Care~~ Childcare and Education Program.* 9th ed., Cengage ~~, 2016.~~
3. ~~Anne L. Douglass *Leading for Change in Early Care and Education.* 1 ed., Teacher's College Press, 2017.~~
4. ~~Hearron, P.F. and Hildebrand, V., *Management of Child Development Centers.* 7th ed., Pearson, 2011.~~
5. ~~Sciarra, Dorothy J. and Dorsey, Anne G., *Developing and Administering a Child Care Center.* 8th ed., Thomson/Delmar~~ Learning, ~~2013~~ 2015 .

Other Materials Required of Students

Equity Based Curriculum

- DE Course Interaction
  Address
  Faculty are available during optional weekly office hours in addition to responding to all emails within 48 hours
  Students have access to other students when language is challenging
- Measurable Objectives
  Address
  Objective #2 specifically addresses the cultural, linguistic and needs and other unique characteristics of the student population
  Objective #10 specifically addresses modeling ethically responsible, culturally and linguistically sensitive conduct and interactions with children, staff, families and the community,
- Course Content
  Address
  2. Leadership c. ii cultural competence and viii Identification and monitoring of issues of diversity, inclusion, equity and access,
  5. Program culture a. welcoming and inclusive environments
- Methods of Evaluation
  Address
  Students are given feedback on assignments and in individual cases allowed to resubmit.
  Use of T/F and MC are used minimally as they often put second language ESL students at a disadvantage
  Quizzes and exams are not timed
  Students have access to material in course when taking quizzes and exam

Requisite Skills

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

A. ECE 62

1. Compare historical and current frameworks of socialization that address the interrelationship of child, family and community
2. Identify how the child develops within a system and is influenced by multiple factors of socialization, including educational, political, culture, language, ability, economic class and ethnicity
3. ~~Compare historical~~ impacts on children and ~~current frameworks of socialization that address the interrelationship of child, family and community~~ families.
4. Compare and contrast diverse family characteristics ~~and~~ , parenting styles
5. ~~Describe contemporary social issues~~ and ~~their~~ perspectives ~~effects~~ of ~~on families~~ children and ~~children~~

6. ~~Identify the impact of political, financial, religious and other powerful influences on family access to community resources, including schools;~~
7. ~~Identify and compare local, state, and federal community services available to~~ families
8. ~~Describe the role of families within educational institutions and the importance of family-teacher partnerships~~ .
9. Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community
10. Describe legal requirements, and ethical responsibilities, of professionals working with children and families, including child abuse reporting
11. Compare and contrast educational systems and practices, including strategies for family engagement and building partnerships between early learning settings, schools, and community organizations and agencies
12. Describe contemporary social issues and their effects on families and children
13. Identify and compare local, state, and federal community services to support young children's learning and development and to support family's needs.

B. ECE 63

1. ~~plan~~ Plan curriculum for an early childhood program utilizing the theories and principles of child growth and development using emergent curriculum .
2. ~~demonstrate~~ Compare various curriculum program models, approaches, role of play, and professional practices to inform and evaluate curriculum and environments.
3. Demonstrate and discuss the learning process in early childhood as it relates to play ~~;~~ .
4. ~~observe, plan, assess,~~ Observe and evaluate ~~the~~ teacher behaviors, curriculum , ~~in ECE~~ and environments ~~;~~ ~~including~~ for best practices reflecting current research and the ~~role~~ impact ~~of~~ it ~~the~~ has ~~teacher as~~ on ~~related~~ children's ~~to~~ learning ~~providing~~ and ~~developmentally appropriate curriculum;~~ development.
5. ~~plan~~ Plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children ~~;~~ .
6. Observe children as a basis for planning curriculum and environments.
7. Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
8. Develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.
9. Explain how different teaching strategies could be used for a variety of curriculum goals.
10. Plan and facilitate the following curriculum for all young children from an anti-bias perspective using developmentally appropriate practices: language arts/literacy, dramatic play, creative arts, ~~sensori-motor~~ sensorimotor exploration, outdoor, nutrition and health, music/movement, math and science, blocks, and manipulatives ~~;~~ .
11. ~~evaluate~~ Explain ~~teacher~~ how ~~behaviors~~ different teaching strategies could be used for ~~best~~ a ~~practices~~ variety ~~reflecting~~ of ~~current~~ curriculum ~~research~~ goals.
12. Describe guidance and interaction approaches to support social relationships and learning.
13. Explain how the ~~impact~~ principles ~~it~~ of ~~has~~ the ~~on~~ Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.
14. Describe various strategies for engaging and partnering with families to support children's development and learning .

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.

Most students that enroll in the administration courses are working full time and getting to campus is challenging. Additionally, many of the students that enroll in this course have already completed AA or BA degrees and are capable of the self-disciple needed to take a fully online course. Lastly the course content allows it to be offered in the DE format.

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

Has been offered in the DE mode for at least the past 8-10 years.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: ~~Previously~~ As ~~approved~~ needed, but within 48 hours of receipt
- **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: ~~Previously~~ Once ~~approved~~ a module
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~Previously~~ As ~~approved~~ needed, but at least once a month

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: ~~Previously~~ Once ~~approved~~ a module
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: ~~Previously~~ Once ~~approved~~ a semester

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~Previously approved~~ Bi-weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~Previously~~ Once ~~approved~~ a semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Previously~~ 2x ~~approved~~ a semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~Previously submitted~~ Weekly

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601249

CB03: TOP Code

130580 - Child Development Administration and Management

CIP Code

13.0414 - Early Childhood Program Administration.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: ECE 74 - Child Guidance

Course Modification: ECE 74 - Child Guidance (Launched - Implemented 10-27-2025)
compared with
ECE 74 - Child Guidance (Active - Implemented 08-15-2021)

Admin Outline for Early Care and Education 74
Child Guidance

Effective: Fall ~~2021~~ 2026

Catalog Description:

ECE 74 - Child Guidance
2.00 Units

Appropriate for classroom teachers in various settings including Transitional Kindergarten, students will identify developmentally appropriate behaviors, challenging behaviors, and the various influences that affect children's behavior. Students will analyze children's behaviors and select strategies to make positive changes. Emphasizes the connection between children's social and emotional development and their success in the classroom, and how the teachers' perceptions, experiences, and behavior influence child behaviors. Upon completion of the course, students should be able to demonstrate strategies that encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.
2 Units Lecture

Course Grading: Letter Grade Only

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

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 developmentally and culturally appropriate expectations for 0-8-year-olds;
B. Identify multiple influences on behavior;
C. Define challenging behaviors and their impact;
D. Compare and contrast philosophical approaches to classroom management;
E. Observe, document, and analyze students' behaviors to identify challenging behaviors;
F. Identify needed social and emotional skills for learning and social success;
G. Compare and contrast a variety of guidance strategies to prevent and/or address challenging behaviors.
H. Compare and contrast a variety of guidance strategies aimed at supporting healthy self-esteem, self-concept, and self-regulation in children.
I. Analyze prevention and problem-solving strategies to ensure they are developmentally & culturally appropriate;

J. Identify and reflect on the role of teacher biases in guidance and discipline;
K. Identify school and community resources for support and intervention;
L. define legal, ethical, and professional conduct.

Course Content:

1. Developmentally and culturally appropriate expectations, children 0-8
    1. Dimensions of DAP
    2. Physical skills
    3. Cognitive skills
    4. Social and emotional skills
    5. Language skills
2. Identify multiple influences on behavior
    1. Developmental variations among children
        1. Children with exceptional needs
        2. Developmental delays
        3. Learning disabilities
        4. Varying strengths in developmental domains
    2. Cultural influences
        1. Culturally diverse family patterns and how they affect notions of guidance and discipline
        2. Cultural influences on child-rearing
        3. Understanding and incorporating cultural differences
    3. Unmet child needs
    4. Previous experiences on behavioral expectations
    5. Impact of trauma on child behavior
    6. The role of gender
    7. Health impacts on behaviors

8. Peer and group influences
9. The classroom environment
10. Temperamental influences on behavior
11. Adult reactions to child behavior
12. The level of challenge in the curriculum

3. Define challenging behaviors

    1. Effect on students learning and social experiences
    2. Teachers' perceptions
    3. Cultural expectations related to behavior
    4. Family's perceptions of behavior
    5. Identifying needed social-emotional skills for child success

4. Compare and contrast philosophical approaches to classroom management

    1. Major Theorists

        1. Erik Erikson
        2. A.H. Maslow
        3. Rudolf Dreikurs
        4. Attachment theorists

    2. Self-regulation
    3. Guidance Pyramid
    4. Proactive vs. reactive strategies
    5. Teacher-centered vs. child-centered teaching
    6. Guidance and discipline vs. punishment
    7. Rules vs. limits
    8. Family involvement

5. Observe, document, and analyze students' behaviors to identify challenging behaviors
    1. Tools and methods
    2. Collecting Data
    3. Looking for patterns
    4. Evaluating contexts
    5. Collaboration with families
    6. Creative a working hypothesis - why might this be happening?
6. Effective guidance strategies
    1. Nurturing and effective relationships between children and teachers
        1. Reciprocity
        2. Meeting students' needs
        3. Communication skills
            1. Teacher-student
            2. Peer
            3. Teacher-family
        4. Respecting diverse perspectives
        5. Active listening
        6. Building community
        7. Working with aids, families, and support staff
    2. Evaluate and modify the learning environment
        1. Physical space
        2. Level of stimulation
        3. Social-emotional climate

4. Routines and transitions
5. Groupings and class size
6. Boundaries
7. Teacher-child ratios

3. Techniques

1. Clear and consistent expectations
2. Modeling prosocial behavior
3. Teaching and using emotional literacy
4. Using visual and auditory cues
5. Teaching and using conflict resolution and problem-solving skills
6. Teaching calming techniques
7. Using visual schedules
8. Giving affirmations and quality verbal feedback
9. Using redirection
10. Avoiding power struggles
11. Teaching and using "I" statements
12. Using culturally responsive teaching techniques

7. Teacher biases

1. Discuss, identify, and, reflect on teacher biases and how they impact the classroom community and children's behaviors;
2. Analyze prevention and problem-solving strategies to ensure they are developmentally and culturally appropriate

1. Identify ways to address teacher bias

8. Collaborations

1. Family

2. Student Study Team
3. Resource and Referral agencies
4. Other professionals, such as mental health, occupational, speech, and physical therapists

9. Legal, ethical, and professional responsibilities

Methods of Instruction:

1. Lecture - Weekly lectures
2. Discussion - Small and large group discussions
3. Written Exercises - Case Studies
4. Audio-visual Activity - Media
5. Classroom Activity - Participation/Role Play
6. ~~Media~~

Typical Outside-of-Class Assignments

A. ~~Other~~ Project:
Group presentation: Respond to challenging behavior scenarios: students will be evaluated on their ability to respond to a challenging behavior scenario, analyze the different factors which may be contributing to a child's behavior and identify possible teacher behaviors that may be contributing to the behavior. Develop a teacher's plan of action to respond to the child's behavior taking into account factors such as social-emotional development, patterns of behavior, classroom environment, teacher's approach, cultural, family, and linguistic considerations, developmental skills, and which is child-centered and meets child's needs.

B. Writing :

1. ~~Reading~~ Analyze teacher and ~~Writing~~ child interactions: students will be evaluated on their ability to observe and analyze teacher-child interactions and accurately identify and give examples of teacher's prosocial responses, positive communication, effective redirection of behavior, clear behavior expectations, and classroom management strategies.

1. ~~Analyze teacher and child interactions: students will be evaluated on their ability to observe and analyze teacher-child interactions and accurately identify and give examples of teacher's prosocial responses, positive communication, effective redirection of behavior, clear behavior expectations, and classroom management strategies.~~

2. Reflection Paper: What is the role of our culture in how we view child guidance? What are some cultural messages from your family that you see impacting your ideas around child guidance?

B. Other:

1. Role-playing

1. From the assigned textbook analyze methods that adults use to create a pro-social environment and build children's skills that support positive behaviors. From the case studies provided, role-play a teacher planning session for engaging children in pro-social behaviors.

2. Select journal entry. Examine the roles and behavior of everyone involved including the environment, the adult, and the child. Identify the antecedents and consequences of the child's behavior. Develop a plan that

will support each person to remediate the situation and maintain the child's self-esteem.

2. ~~Group presentation: Respond to challenging behavior scenarios: students will be evaluated on their ability to respond to a challenging behavior scenario, analyze the different factors which may be contributing to a child's behavior and identify possible teacher behaviors that may be contributing to the behavior. Develop a teacher's plan of action to respond to the child's behavior taking into account factors such as social-emotional development, patterns of behavior, classroom environment, teacher's approach, cultural, family, and linguistic considerations, developmental skills, and which is child-centered and meets child's needs.~~

3. Media - watch a documentary on the impact of trauma on children's behavior as well as documentaries on building on children's existing strengths for positive behavior support.

Methods of Evaluating Student Progress

A. Class Participation
    1. taken each class
B. Class Work
    1. class discussions and activities each class
C. Home Work
    1. assigned reading each week
D. Oral Presentation
    1. 1 per semester
E. Papers
    1. 2 per semester
F. Quizzes
    1. 2 per semester

Student Learning Outcomes

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

A. ~~Upon completion of ECE 74, students will be able to develop~~ Develop effective strategies to support ~~children's~~ the development of self-control, self-motivation and ~~-~~ positive self-esteem in children ~~ages~~ birth to age eight.
B. ~~Upon completion of ECE 74, students will be able to identity~~ Identify effective strategies to encourage positive social interactions and promote conflict resolution ~~-~~ between children ages birth to eight .
C. Identify how the teacher's behaviors and personal experiences impact children's behavior .

Textbooks (Typical):

OER:

1. Ayre and Krishnamoorthy *Trauma Informed Behaviour Support: A Practical Guide to Developing Resilient Learners.* , LibreText, 2025. https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Trauma_Informed_Behaviour_Support%3A_A_Practical_Guide_to_Developing_Resilient_Learners_(Ayre_and_Krishnamoorthy).

Textbook:

1. ~~Dan~~ Julie ~~Gartrell~~ Tourigny *Calm* ~~*Guidance*~~ *and* ~~*Guide*~~ *in* ~~*for Early Childhood Leaders*~~ *Control* : ~~*Strengthening*~~ *Simple* ~~*Relationships...*~~ *and Effective Strategies to Support Young Children's Self-Regulation* . 1st ed., ~~Redleaf~~ Gryphon ~~Press~~ House , ~~2020~~ 2023 .
2. ~~Marian~~ Charis ~~C~~ L . ~~Marion~~ Wahman & Janice K. Lee ~~*Guidance*~~ *Spotlight* ~~*of*~~ *on* *Young Children* ~~:~~ : ~~10th ed., Pearson, 2019.~~
3. ~~Jennifer Romanoff, Jeniece Decker~~ ~~*Responding to*~~ *Challenging* *Behavior* ~~: Winning Ways for Early Childhood Professionals~~ . 1st ed., ~~Redleaf Press~~ NAEYC , ~~2016~~ 2024 .
4. Aeriel Liese *The Play Prescription: Using Play to Support Internalizing Behaviors.* 1st ed., Redleaf Press, 2021.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
  Address
  Students will apply the content to their own experiences.
- Assignments
  Address
  Making sure all assignments meet accessibility requirements. Also, providing culturally relevant examples in the instructions.

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This 2-unit course should have an option to be able to take the course in a DE format because 1) it is primarily a lecture course and 2) offering it in a DE format will increase options for students to be able to take the course.

Explain how the decision was made to offer this course in a Distance Education mode.
1) This course is an elective and to increase accessibility offering it online is an important option to have. Also, this class can be modified well to the online format since it doesn't have a lab component and is a class with a strong discussion component.
2) In ECE we want to make sure that we have options for the spectrum of our student population. As part of our department discussions, we have been considering, in an ongoing manner, which courses seem appropriate to offer in the DE format. Because of the content of this course, which involves a lot of discussion and scenarios, it seems a good fit for a DE format. In our program reviews we have mentioned as well the ongoing determinations of making some courses available in this format.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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 every other week.
- **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: Every 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: On each assignment
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Every module
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: At least once per semester
- **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: Every module
- **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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Each module
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Twice per semester
- ~~**Other**~~ **Student presentations** **:** *Students will prepare and present on a topic being studied.*
  Frequency: Once per semester

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000373516

CB03: TOP Code

130500 - Child Development/Early Care and Education

CIP Code

13.1210 - Early Childhood Education and Teaching.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: ECE 87 - Quality Environments for Infants and Toddlers

Course Modification: ECE 87 - Quality Environments for Infants and Toddlers (Launched - Implemented 10-20-2025)
compared with
ECE 87 - Quality Environments for Infants and Toddlers (Active - Implemented 08-15-2019)

Admin Outline for Early Care and Education 87
Quality Environments for Infants and Toddlers

Effective: Fall ~~2019~~ 2026

Catalog Description:

ECE 87 - Quality Environments for Infants and Toddlers
3.00 Units

~~Applies~~ A ~~current~~ study ~~theory and~~ of research -based approaches related to the care and education of infants and toddlers in group ~~care~~ settings . - Examines ~~essential~~ theories ~~policies~~ of learning and development , ~~classroom environments~~ regulations , ~~caregiving~~ and ~~principles and~~ essential practices that lead to quality care and developmentally appropriate curriculum and environments for children birth to 36 months. Emphasizes strategies to promote healthy relationships in the care and education of infants and toddlers ~~which is culturally sensitive and supports families~~ . -
3 Units Lecture

Recommended Course Preparation: ECE 67 with a minimum grade of C

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

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~~ Describe ~~delivery~~ program ~~systems~~ types , licensing regulations, and quality ~~indicators~~ assessment ~~in~~ tools for infant ~~/~~ and toddler care ~~;~~ .
B. ~~define~~ Discuss the ~~program~~ care, ~~policies~~ development, and learning needs specific to infants and toddlers.
C. Explain the benefits of primary care, continuity of care , culturally responsive care, and small group ~~sizes;~~
D. ~~describe~~ size in infant and ~~develop~~ toddler ~~strategies~~ group settings.
E. Identify inclusive practices that ~~are effective in supporting~~ support and ~~respecting~~ respect the diverse cultures, values , and beliefs of families and caregivers ~~;~~ .

F. ~~describe~~ Describe ~~reciprocal~~ ways ~~communication~~ to ~~techniques~~ support ~~that~~ dual ~~promote~~ language ~~brain~~ learners, ~~development~~ birth to 3, in building language and ~~health~~ literacy ~~relationships;~~ skills in home language(s) as well as in English.
G. ~~design~~ Observe, document, and assess infant and toddler play and interactions to plan individualized care and curriculum.
H. Design appropriate play spaces and care routines that ~~support~~ invite infant ~~/toddler optimal development;~~
I. ~~observe, document~~ and ~~reflect on infant/~~ toddler ~~play, interactions and environment to plan for care~~ participation and learning . ~~which is culturally sensitive;~~
J. ~~describe~~ Describe ~~practices~~ teaching strategies that ~~support~~ promote ~~the~~ relationships, ~~unique abilities of all children birth - 36 months;~~
K. ~~assess~~ learning, and ~~analyze~~ development. ~~infant/toddler classrooms using quality rating scales;~~
L. ~~describe different developmental assessment tools.~~

Course Content:

1. ~~Licensing, delivery systems~~ Laws and ~~quality~~ regulations ~~indicators~~ for Infant and Toddler group care settings
    1. Program types
        1. California licensing regulations
        2. Teacher qualifications
    2. ~~Primary~~ Professional ~~caregiving~~ pathways
    3. ~~Health~~ Quality assessment tools
    4. Developmental foundations for the care and ~~safety~~
2. ~~Developing nurturing and responsive caregiving relationships~~
    1. ~~Continuity of care~~
    2. ~~Small group sizes and individualization~~
    3. ~~Routines and essential practices~~
    4. ~~Developmentally, culturally, linguistically appropriate practices (DCLAP)~~
3. ~~Strategies that support cultural diversity~~
    1. ~~Home language of family~~
    2. ~~Respecting cultural styles~~
    3. ~~Culturally sensitive environments that reflect the diversity of the families~~
    4. ~~Creating partnerships with families~~

1. ~~Teacher's role and responsibilities~~
2. ~~Strategies for developing a partnership with families~~
3. ~~Parental protective urges~~
4. ~~Consistent and sensitive communication~~
5. ~~Use of bilingual supports~~
6. ~~Resources for families~~

4. ~~Communication techniques to promote brain development and healthy relationships~~

    1. ~~Reciprocal communication techniques for infants and toddlers~~
    2. ~~Communicating with nonverbal infants~~
    3. ~~Communicating with emerging language learners~~
    4. ~~Socio-emotional development~~

        1. ~~Encouraging socialization skills~~
        2. ~~Guidance of emergent behaviors~~

5. ~~The learning environment, care routines, and their impact on development~~

    1. ~~Environments and care routines that support nurturing, security and predictability~~
    2. ~~Promoting children's development~~

        1. ~~Physical~~
        2. ~~Cognitive~~
        3. ~~Social~~
        4. ~~Emotional~~
        5. ~~Communication and language~~
        6. ~~Children's creativity~~

    3. ~~Environments~~

        1. ~~Materials and equipment~~

2. ~~Space and design~~
3. ~~Aesthetics~~
4. ~~Adult space~~

6. ~~Observation and documentation~~ education of infants and toddlers
    1. Ages, stages, and milestones
    2. Theories of learning and development
    3. Domains of development
        1. ~~Specific~~ Physical
        2. Cognitive
        3. Language
        4. Social
        5. Emotional

    4. Variations ~~observation~~ in ~~techniques~~ development

7. Approaches to Infant and Toddler Education
    1. Developmentally appropriate practices, theories, and resources such as:
        1. Magda Gerber
        2. The Pikler Approach
        3. Resources for ~~infants~~ Infant Educarers (RIE)
        4. Program for Infat Toddler Caregiving (PITC)
        5. Zero to Three

    2. Central role of the family
    3. Relationship-based
        1. Primary caregiving
        2. Continuity of care

3. Group size
4. Personalized care

4. Culturally responsive care
5. Inclusive care

8. Curriculum and ~~toddlers~~ Planning
    1. Observation and listening as the basis for planning
    2. ~~Reflective~~ State ~~practices~~ resources
        1. CA ~~to~~ Infant/Toddler ~~create~~ Learning ~~culturally~~ and ~~appropriate~~ Development Foundations
        2. CA Infant/Toddler Curriculum Framework
    3. Collaboration and co-planning with families, colleagues, and other professionals
    4. Supporting home language and the needs of mono and multilingual learners
    5. Environment - indoors and outdoors
        1. Inviting and engaging spaces
        2. Spaces that promote trust and security
        3. Colors, textures, lighting, and sounds
        4. Materials and equipment
        5. Schedules and routines
        6. Adult spaces
    6. Creating and implementing curriculum
        1. Physical
        2. Cognitive
        3. Language and literacy
        4. Social

5. Emotional
6. Self-help skills

7. Teaching strategies such as:
    1. Verbal and non-verbal interactions and conversations
    2. Use of routines
    3. Integration of content across the curriculum
    4. Universal Design for Learning (UDL)
    5. Adaptations and modifications for individual needs and interests

8. Monitoring and assessing learning ~~environments~~

9. ~~Inclusive environments for young, mobile~~ and ~~older infants~~ development
    1. Early identification and intervention
    2. ~~Adapting environment for children~~ Referrals
    3. Working with ~~exceptional~~ families ~~needs~~
    4. ~~Strategies for inclusion based on Infant Family Service Plan (IFSP)~~
    5. ~~Creating a team environment with other~~ and specialists

- ~~Environmental assessment tools~~

1. ~~Quality indicators of infant/toddler programs~~
2. ~~Environmental rating tools~~

- ~~Developmental assessment tools~~

Methods of Instruction:

1. Discussion - A discussion in each Module related to the topic being lectured on
2. Lecture
3. ~~Student Presentations~~

4. ~~Observation~~ - A lecture is provided at each class session.

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. ~~Discusussion - Typical discussion question - "looking at the handout, what are 3 concrete ways that you will share this information in a newsletter for families with "~~ ~~*non-mobile*~~ ~~" babies? or with new teachers/caregivers in your classroom?~~

2. ~~Lecture - A tpypical lecture will cover the 10 principles of caregiving~~

3. ~~Observations and writing:~~ Observe an infant/toddler classroom using indicators selected by instructor and using an infant/toddler environmental rating scale. - Each indicator will be scored and notes documenting observation shall be included for - the indicator. - Write a 1 - - page summary of your findings including at least three targeted areas for improvement. - Attach scored rating sheet and all notes -

B. Research: -

1. From the list provided by instructor, write a 2-3 page research paper on one of the given topics around language development in infants and toddlers

C. Other:

1. Student Presentatations and Critical thinking: Observe and document 1 infant or toddler 3 times throughout the semester. Each observation should be the same child and if possible the same adult/caregiver. Using the lecture, handouts and material from your textbook assess the relationship for "Goodness of Fit". Document all major domains. Pay close attention to the "adult" being responsive, reciprocal and respectful. You may or may not see this but you must document specific examples or " ~~opportunties~~ opportunities lost". Your presentation will be 5-10 minutes and will be a culmination of the observations you have completed throughout the class.

Methods of Evaluating Student Progress

A. Class Participation
   1. Each week
B. Exams/Tests
   1. 1 per semester
C. Home Work
   1. Reflective journals, observations and interviews.
D. Oral Presentation
   1. Once per semester
E. Quizzes
   1. 3 times per semester

Student Learning Outcomes

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

A. ~~Upon completion of ECE 87, students will be able to demonstrate~~ Demonstrate strategies to promote healthy relationships in the care and education of infants and - _ toddlers.
B. ~~Upon completion of ECE 87, students will be able to evaluate~~ Evaluate infant and toddler curriculum and environments based on observation, documentation and - _ reflection.
C. ~~Upon completion of ECE 87, students will be able to summarize~~ Summarize the essential policies and practices of quality infant and toddler programs.

Textbooks (Typical):

Textbook:

1. Susan L. Recchia, Minsun Shin, Eleni Loizou *Relationship-Based Care for Infants and Toddlers -Fostering Early Learning and Development Through.* 1s ed., Teachers College Press, 2023.
2. Susan L. Recchia, Minsum Shin and Elena Loizou *Relationship-Based Care for Infants.* 1st ed., Teachers College Press, 2023.
3. Laura Wilhel *Enticing Environments for People Under Three.* 1s ed., Gryphon House, 2021.
4. Sherrie Rudick and Kai-Lee Berke *Creative Curriculum for Infants, Toddlers and Twos.* 3rd ed., Teaching Strategies, 2014.
5. Janet Mena-Gonzalez, Diane Widmeyer Eyer *Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive Care and Education.* ~~10th~~ 12th ed., McGraw Hill, ~~2014~~ 2025 .
6. Mary Jane McQuire-Fong *Teaching and learning with Infants and Toddlers:*. 1st ed., Redleaf Press, 2015.
7. Lisa Daly, Miriam Beloglovsky *Loose Parts 2: Inspiring Play with Infants and Toddlers.* 1st ed., NAEYC, 2017.
8. Donna Wittmer, Sandra Peterson *Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach.* 4th ed., Pearson, 2017.

Manual:

1. https://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf. California Infant Toddler Framewor . CDC, 2012.
2. California Department of Education. California Infant/Toddler Learning & Development Foundations. California Depatment of Education and Center for WestEd Studies, 2009.

Other Materials Required of Students

Equity Based Curriculum

- Measurable Objectives
  Address
  #3 Explain the benefits of primary care, continuity of care, culturally responsive care, and small group size in infant and toddler group settings.
  #4 Identify inclusive practices that support and respect the diverse cultures, values, and beliefs of families and caregivers.
  #5 Describe ways to support dual language learners, birth to 3, in building language and literacy skills in home language(s) as well as in English.
- Course Content
  Address
  4d. Variations in development
  5d. Culturally responsive care
  5e. Inclusive care
  6d. Supporting home language and the needs of mono and multilingual learners
  6g5. Adaptations and modifications for individual needs and interests
- Methods of Evaluation
  Address
  Students given extra time for quizzes and exams

Requisite Skills

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

A. ECE 67

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000576301

CB03: TOP Code
130500 - Child Development/Early Care and Education

CIP Code

13.1210 - Early Childhood Education and Teaching.

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
D - Possibly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: EMS 10 - Paramedic Theory 1

Course Modification: EMS 10 - Paramedic Theory 1 (Launched - Implemented 11-04-2025)
compared with
EMS 10 - Paramedic Theory 1 (Active - Implemented 08-15-2025)

Admin Outline for Emergency Medical Services 10
Paramedic Theory 1

Effective: Fall ~~2025~~ 2026

Catalog Description:

EMS 10 - Paramedic Theory 1
~~6~~ 8.00 Units

General paramedic didactic education and training following the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes cognitive content associated with: preparatory, anatomy and physiology, pharmacology, airway management, patient assessment, and trauma patient management.

~~6~~ 8 Units Lecture

Prerequisite: EMS 62 with a minimum grade of C, BIO 50 with a minimum grade of C, EMS 20 with a minimum grade of C, **Corequisite:** EMS 12, **Enrollment Limitation:** Documentation from current and/or previous employer(s) verifying six-month full-time experience or 1,000 hours of part time work experience as an EMT (Prehospital experience preferred) that provides direct patient care. Work experience can be either paid or volunteer experience ~~:~~ .

Course Grading: Letter Grade Only

Lecture Hours	~~108~~ 144
Inside of Class Hours	~~108~~ 144
Outside of Class Hours	~~216~~ 288

Justification for course proposal

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Integrate comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.
B. Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems
C. Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.
D. Integrate comprehensive knowledge of pathophysiology of major human systems
E. Integrate comprehensive knowledge of life span development.

F. Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
G. Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
H. Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
I. Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.
J. Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient
K. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
L. Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.

Course Content:

1. Preparatory
    1. EMS Systems
        1. Continuous quality improvement
    2. Research
        1. Statistics
        2. Peer reviewed literature
        3. Types of research studies
        4. Evidence based medicine
    3. Workforce Safety and Wellness
        1. Blood borne pathogens
        2. Personal protective equipment
        3. Stress management
        4. Proper patient handling techniques
    4. Documentation
        1. Electronic charting

5. EMS System Communication
6. Therapeutic Communication
7. Medical/Legal and Ethics
    1. HIPAA
    2. FMLA
    3. Mandatory reporting of elder and child Abuse
    4. Paramedic scope of practice
    5. Advance Directives

2. Anatomy and Physiology
    1. Basic cellular review
    2. The cellular environment
        1. Osmosis
        2. Diffusion
        3. Mediated transport
    3. The immune system
        1. Humoral immune response
        2. Cell mediated immune response
        3. Fetal and neonatal immune function
    4. Inflammation
        1. Mast cells
        2. Cellular components of inflammation
        3. Systemic responses of acute imflammation

5. Variances in inflammation and the immune system
    1. Hypersensitivity
    2. allergy
    3. autoimmunity
    4. isoimmunity
6. Medical Terminology
7. Pathophysiology

3. Life span Development
    1. Infancy
    2. Toddler
    3. School Age
    4. Adolescence
    5. Early Adulthood
    6. Middle Adulthood
    7. Late Adulthood
    8. End of Life Issues

4. Public Health

5. Pharmacology
    1. Principles of Pharmacology
        1. Pharmacokinetics
    2. Medication Administration
        1. Intravenous
        2. Intramuscular

3. Subcutaneous
4. Sublinqual
5. Transdermal

3. Emergency Medications

    1. Adenosine
    2. Albuterol
    3. Amiodarone
    4. Amyl Nitrite
    5. Aspirin
    6. Atropine
    7. Dextrose (50%, 25%, 10%)
    8. Diazepam
    9. Diltiazem
    10. Diphenhydramine HCl
    11. Dopamine
    12. Epinephrine
    13. Fentanyl
    14. Glucagon
    15. Glucose
    16. Intravenous Fluids
        1. Normal saline
        2. Dextrose 5% in water
    17. Ipatropium
    18. Lidocaine
    19. Lorazepam

20. Magnesium
21. Midazolam
22. Morphine
23. Naloxone
24. Nitroglycerin
25. Odansetron
26. Oxygen
27. Oxytocin
28. Promethazine HCl
29. Thiamine

6. Airway management, Respirations and Artificial Ventilation

    1. Basic and Advanced Airway Management

        1. Oropharyngeal airway
        2. Orotracheal intubation
        3. Retrograde intubation
        4. Video assisted intubation
        5. Percutaneous crichothyrotomy

    2. Respiration

        1. Gas exchange at the cellular level
        2. Pathophysiology of emphysema
        3. Pathophysiology of ventilation perfusion mismatch

    3. Artificial Ventilation

        1. Bag valve mask
        2. BiPAP

3. CPAP
4. PEEP

7. Patient Assessment
    1. Scene Size-up
    2. Primary Assessment
    3. History Taking
    4. Secondary Assessment
    5. Monitoring Devices
    6. Reassessment
    7. Diagnosis and treatment of traumatic disorders
8. Trauma Overview
    1. Bleeding
    2. Chest Trauma
    3. Abdominal and Genitourinary Trauma
    4. Orthopedic Trauma
    5. Soft Tissue Trauma
    6. Head, Face, Neck and Spinal Trauma
    7. Nervous System Trauma
    8. Special Considerations in Trauma
    9. Environmental Emergencies
    10. Multi-System Trauma
9. Shock and Resuscitation
    1. Fluid resuscitation
    2. Permissive hypotension

3. Wound control

Methods of Instruction:

1. ~~Projects - Students will work in class and out of class to create models of how the lung works as an example. Students will also work in groups to evaluate a peer reviewed scientific journal article involving prehospital medical or trauma care.~~
2. ~~Lecture - Instructor will start with a brief lecture of the important points of the lecture and review them with the students.~~
3. ~~Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.~~
4. Audio-visual Activity - Students will watch videos before class illustrating parts of the lecture and in class to gain further instruction on procedures of managing emergencies.
5. Classroom Activity - Students will work in assigned groups to test each other on medications and their actions, definitions of medical emergency conditions, and proper treatment protocols.
6. Lecture - Instructor will start with a brief lecture of the important points of the lecture and review them with the students.
7. Projects - Students will work in class and out of class to create models of how the lung works as an example. Students will also work in groups to evaluate a peer reviewed scientific journal article involving prehospital medical or trauma care.
8. Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.
9. Written Exercises - Students will prepare essays and prehospital care reports as homework to show how they would treat a simulated patient.
10. Learning Management System - Student will participate in discussions online and complete other online tasks

Typical Outside-of-Class Assignments

A. ~~Other:~~
~~Give an oral prsentation on a type of torso injury~~

Reading:

1. Read Chapter 4 Medical, Ethical, Legal Issues

B. ~~Reading:~~
~~Read Chapter 4 Medical, Ethical, Legal Issues~~

C. ~~Other:~~
~~View case scenarios of paramedics properly working together to manage an emergency incident~~

B. Writing ~~:~~
~~Prepare a 1 page patient care report on a trauma emergency~~

:

1. Prepare a 1 page patient care report on a trauma emergency

C. Project:

1. View case scenarios of paramedics properly working together to manage an emergency incident

Methods of Evaluating Student Progress

A. Class Participation
   1. Each class session
B. Class Work
   1. Each class session
C. Exams/Tests

   ~~1. Two Modular exams in Airway and Trauma~~

   1. Four modular exams on Introduction and Anatomy & Physiology Concepts, Pharmacology and Patient Assessment, Airway and Shoc Trauma

D. Group Projects
   1. Once
E. Home Work
   1. Weekly
F. Oral Presentation
   1. Once
G. Quizzes
   1. Weekly

Student Learning Outcomes

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

A. Describe the function of the Emergency Medical System and it's historical development.
B. Assess and discuss respiratory emergencies, and utilize airway tools to treat patients.
C. Discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries.

Textbooks (Typical):

Textbook:

1. National Association of Emergency Medical Technicians *Prehospital Trauma Life Support.* 10th ed., Jones and Bartlett Learning, 2024.
2. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook.* 6th ed., Jones and Bartlett Learning, 2025.

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer with an internet connection..
2. Student must provide protective equipment such as safety glasses, gloves, surgical face masks, N-95 masks..
3. Students must provide a uniform shirt with program patches on sleeves..

Equity Based Curriculum

- Course Content
  Address
  Lecture presentation, discussions, and scenarios involving the assessment and treatment of various patient populations
- Methods of Instruction
  Address

Diverse methods of instruction to support various learning styles.

Requisite Skills

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

A. EMS 62
1. Utilize components of medical terms
2. Combine prefixes, word roots, and suffixes to create medical terms
3. Use anatomical, diagnostic, surgical and additional medical terms as they relate to each body system
4. Construct and combine compound words
5. Pronounce medical terms
6. Write medical terms using correct spelling
7. Use standard medical abbreviations appropriately

B. BIO 50
1. Explain basic structural organization and function of the major tissues, organs, and organ systems of the human body
2. Relate structure to function in the organs and tissues
3. Explain the role of individual organs in maintaining homeostasis and predict the major effects of upsetting the function of each organ
4. Use anatomical and physiological terminology
5. Make a cursory evaluation of pathological states
6. Solve conceptual and practical anatomy and physiology problems
7. Develop necessary background for further health and medical science coursework

C. EMS 20
1. Explain the roles and responsibilities of the EMT
2. Describe how an EMT functions within the Alameda County EMS System and the established policies, procedures, and protocols
3. Recognize conditions and situations that require pre-hospital care and/or stabilization
4. Perform rapid, comprehensive, and accurate patient assessments
5. Demonstrate psychomotor competencies of all skills and interventions within the EMT scope of practice according to the standards of the National Registry of Emergency Medical Technicians
6. Manage a multi-casualty incident
7. Demonstrate the proper use and maintenance of all biomedical equipment used by the EMT
8. Explain the medical/legal aspects of emergency care and issues related to proper documentation, confidentiality statutes such as HIIPAA and ethics
9. Assist paramedics with the delivery of advanced life support within the EMT scope of practice
10. Prevent disease transmission through the use of body substance isolation principles
11. Discuss wellness issues such as stress management, body mechanics, lifting techniques, and use of personal protective equipment
12. Differentiate communication strategies for different ages, stage of development, patients with special needs, and diverse cultures
13. Demonstrate principles of safely and correctly administering medications within the EMT scope of practice and identifying those medications

DE Proposal

Delivery Methods

- **Partially Online**

Rationale for DE

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

In discussions with my Discipline colleagues, it was important to find a way to offer this class in the event of an emergency and for the needs of different student populations. EMS courses are career education courses that fulfill a vital role in ensuring that there is an adequate number of paramedics and EMT's graduating from training programs to fill job vacancies.

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 who wanted to continue their education.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Each student will be emailed once every two weeks.
- **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: Participate in 3 discussion board interactions a week and provide feedback to students on a weekly basis.
- **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 every homework, quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Two announcements per week related to coursework.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Five Facebook posts 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: The face to face meetings will be case studies in the classroom and scenarios. The frequency of meetings will be twice weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly chat discussions

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: Two 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: Once a week
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Five chat sessions per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Once a semester to discuss the presentation of a peer reviewed medical journal article.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Two 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: Two per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: One per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of ten quizzes, three high stakes exams, and one final.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Two synchronous lectures per week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Ten per semester
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: One per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc .*
  Frequency: One per semester
- **Student presentations:** *Students will prepare and present on a topic being studied* .
  Frequency: One per semester

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601450

CB03: TOP Code

125100 - Paramedic

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).

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

C - Is part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

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

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training 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.

Current (not expired) National Registered Paramedic certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.

Courses: EMS 10, 11, 12, 13, 16, and 17

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

LAS POSITAS COLLEGE

Course Modification: EMS 11 - Paramedic Theory 2

Course Modification: EMS 11 - Paramedic Theory 2 (Launched - Implemented 11-04-2025)
compared with
EMS 11 - Paramedic Theory 2 (Active - Implemented 08-15-2025)

Admin Outline for Emergency Medical Services 11 Paramedic Theory 2

Effective: Fall ~~2025~~ 2026

Catalog Description:

EMS 11 - Paramedic Theory 2
~~6~~ 8.00 Units

This course provides paramedic didactic education and training following the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes cognitive content associated with Medical emergencies, special patient populations, and EMS operations.

~~6~~ 8 Units Lecture

Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of P, **Corequisite:** EMS 13

Course Grading: Letter Grade Only

Lecture Hours	~~108~~	144
Inside of Class Hours	~~108~~	144
Outside of Class Hours	~~216~~	288

Justification for course proposal

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment/disposition plan for a patient with a medical complaint
B. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
C. Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.
D. Integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment/disposition plan for patients with special needs.
E. Consider operational roles and responsibilities to ensure safe patient, public, and personnel safety.

Course Content:

1. Medicine

1. Medical Overview
2. Neurology
    1. Altered mental status
    2. Stroke
    3. Transient Ischemic Attack
    4. Seizures
    5. Headache
    6. Dementia/Parkinsons
    7. Wernicke's encephalopathy
3. Abdominal and Gastrointestinal Disorders
    1. Peptic ulcer disease
    2. Colitis
    3. Crohn's Disease
    4. Bowel obstruction
    5. Hernia
4. Immunology
    1. Rheumatoid arthritis
    2. Lupus
    3. Anaphalaxis
5. Infectious Diseases
    1. Tuberculosis
    2. AIDS
    3. SARS
    4. Hepatitis
    5. Pneumonia
    6. Meningitis
    7. Lyme disease
    8. MRSA
6. Endocrine Disorders
    1. Diabetes mellitus
    2. Cushing's disease
    3. Hypo/Hyper thyroidism
7. Psychiatric
    1. Assessment of the acute psychiatric emergency
    2. Acute psychosis
    3. Agitated delirium
    4. Cognitive disorders
    5. Personality disorders
    6. Medication management of an acute psychiatric patient
8. Cardiovascular
    1. Acute Coronary Syndrome
    2. Cardiac Arrest
    3. Congestive Heart Failure
    4. Myocardial infarction
    5. Cardiac tamponade
    6. Cardiogenic shock
    7. Aortic aneurysm/dissection
    8. Thromboembolic disease
    9. Valvular disease
    10. Congenital heart disease
9. Toxicology
    1. Medication overdose
    2. Hallucinogens
    3. Opiates
    4. Alcoholism

        5. Household poisons
    10. Respiratory
        1. Emphysema
        2. Pulmonary edema
        3. Bronchitis
    11. Hematology
        1. Sickle cell disease
        2. Hemophilia
        3. Disseminated Intravascular Coagulation
    12. Genitourinary/Renal
        1. Kidney stones
        2. Complicaitons of renal dialysis
    13. Gynecology
        1. Vaginal bleeding
        2. Care of the sexual assault patient
        3. Pelvic inflammatory disease
        4. Ovarian cysts
2. Non-Traumatic Musculoskeletal Disorders
3. Diseases of the Eyes, Ears, Nose and Throat
    1. Hyphema
    2. Epistaxis
    3. Rhinitis
    4. Pharyngitis
    5. Peritonsilar abcess
4. Special Populations
    1. Obstetrics
        1. Complications related to pregnancy
            1. Gestational diabetes
        2. Complications of labor
        3. Complications of delivery
            1. Caudal or breech presentation
            2. Nucchal cord
    2. Neonatal Care
        1. Meconium post delivery
        2. Hypothermia
    3. Pediatrics
        1. Assessment of the pediatric patient
        2. Abuse and neglect
    4. Geriatrics
        1. Assessment of the geriatric patient
        2. Abuse and neglect
        3. Polypharmacy
    5. Patients with Special Challenges
        1. Homelessness and Poverty
        2. Bariatric patient
        3. Hospice patients
        4. Tracheostomy patients
        5. Developmentally disabled patients
5. EMS Operations
    1. Principles of Safely Operating a Ground Ambulance
    2. Incident Management
    3. Multiple Casualty Incidents
        1. Scene size up
        2. Vehicle apparatus positioning
        3. START Triage

4. Hazardous Materials Awareness
5. Mass Casualty Incidents due to Terrorism and Disaster
    1. Situational awarenes of scene safety
    2. Use of personal protective equipment

Methods of Instruction:

1. Written Exercises - Students will prepare essays and prehospital care reports as homework to show how they would treat a simulated patient.
2. Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.
3. Audio-visual Activity - Students will watch videos before class illustrating parts of the lecture and in class to gain further instruction on procedures of managing emergencies.
4. Lecture - Instructor will start with a brief lecture of the important points of the lecture and review them with the students.
5. Classroom Activity - Students will work in assigned groups to test each other on medications and their actions, definitions of medical emergency conditions, and proper treatment protocols.
6. Student Presentations - Students will present for example the flow of circulation of blood in the circulatory system and how derangement of the normal flow will cause an emergency condition. Another example would be how to properly prepare a nebulizer apparatus to deliver medication to a patient suffering an asthma attack.

Typical Outside-of-Class Assignments

A. ~~Other:~~
~~Give oral presentations on the Nucchal cord case to the class and instructor.~~

Reading:

1. Read Chapter 45 on Obstetrics

B. Writing ~~:~~
~~Prepare a report on the simulated patient case involving nucchal cord presentation~~

:

1. Prepare a report on the simulated patient case involving nucchal cord presentation

C. ~~Writing:~~
~~Read Chapter 45 on Obstetrics~~

Project:

1. Give oral presentations on the Nucchal cord case to the class and instructor.

Methods of Evaluating Student Progress

A. Class Participation
    1. Per class session
B. Exams/Tests
    1. Monthly
C. Group Projects
    1. Once a semester
D. Home Work
    1. Weekly
E. Oral Presentation
    1. Once a semester

F. Quizzes
    1. Weekly

Student Learning Outcomes

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

A. Formulate a differential diagnosis of the emergency syndromes when evaluating a pediatric patient with shortness of breath.
B. Perform the correct emergency medical treatment for the condition observed when presented with a clinical condition identified by a 12-lead electrocardiogram.
C. Read and interpret a 12-lead electrocardiogram in order to describe a syndrome under the umbrella of Acute Coronary Syndromes.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. Barbara Aehlert & Tim Phalen *The 12-Lead ECG in Acute Coronary Syndrome*. 5th ed., Elsevier , 2025.
3. American Heart Association *Advanced Cardiac Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
4. National Association of Emergency Medical Technicians *AMLS: Advanced Medical Life Support*. 4th ed., Jones and Bartlett Learning, 2025.
5. American Heart Association *Pediatric Advanced Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
6. National Association of Emergency Medical Technicians (NAEMT) *EPC: Emergency Pediatric Care 4e with Course Manual*. 4th ed., Jones and Bartlett Publishing, 2022.
7. National Association of Emergency Medical Technicians (NAEMT) *TECC: Tactical Emergency Casualty Care*. 2nd ed., Jones and Bartlett Publishing, 2020.

Software:

1. EMCE. , (/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Computer access with an internet connection.
2. Students must also purchase uniform shirt with program patches on sleeves..

Equity Based Curriculum

- Course Content
  Address
  Lecture presentations, discussions, and case studies involving the assessment and treatment of various patient populations.
- Methods of Instruction
  Address
  Diverse methods of instruction to support various learning styles

Requisite Skills

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

A. EMS 10
    1. Integrate comprehensive knowledge of EMS systems, the safety/well-being of the paramedic, and medical/legal and ethical issues which is intended to improve the health of EMS personnel, patients, and the community.
    2. Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems
    3. Integrate comprehensive anatomical and medical terminology and abbreviations into the written and oral communication with colleagues and other health care professionals.

4. Integrate comprehensive knowledge of pathophysiology of major human systems
5. Integrate comprehensive knowledge of life span development.
6. Apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
7. Integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.
8. Integrate complex knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
9. Integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.
10. Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment/disposition plan for an acutely injured patient
11. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
12. Integrate a comprehensive knowledge of the causes and pathophysiology into the management of shock, respiratory failure or arrest with an emphasis on early intervention to prevent arrest.

B. EMS 12

1. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
2. Integrate and synthesize the multiple determinants of health and clinical care.
3. Perform psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: airway and breathing, patient assessment, pharmacologic interventions, and trauma patient management.
4. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
5. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
6. Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.
7. Create a treatment plan intended to mitigate emergencies and improve the overall health of the patient using knowledge of emergency medical pharmacology.
8. Compare and contrast the names, mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations, for all of the emergency medications and intravenous fluids utilized by the local training institution. Individual training programs have the authority to add any medication used locally by paramedic providers.
9. Apply to patient assessment and management, a fundamental knowledge of the medications carried by paramedics that may be administered to a patient during an emergency.
10. Demonstrate knowledge of the following topics:, Medication safety, medication legislation, medication naming, classifications and schedules; give various examples of medication interactions and medication toxicity.
11. Identify medication routes of administration.
12. Calculate and regulate the flow rate for an IV infusion given the volume, drop factor, and time frame.
13. Perform the following tasks according to the NREMT ALS Psychomotor Skill Sheet Standards: withdraw solutions from ampoules and vials with an appropriately sized syringe, assemble a preloaded syringe (e.g., Bristoject, Abbojet, preload cartridges, etc.), administer an IV push medication, administer IM injections via the: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites, administer subcutaneous injections, calculate, mix, and administer an IV medication infusion using microdrip Tubing.
14. Using a comprehensive knowledge of anatomy, physiologies, and pathophysiology of the respiratory system, construct an assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
15. Demonstrate knowledge of the following topics: Anatomy of the respiratory system, physiology, and pathophysiology of respiration of pulmonary ventilation, oxygenation and respiration, assessment and management of adequate and inadequate respiration, supplemental oxygen therapy.
16. Discuss the assessment and management of adequate and inadequate ventilation.
17. Describe In step-by-step fashion, the generic procedure of rapid sequence intubation.
18. Perform the suctioning technique in the following situations: Oropharyngeal, Endotracheal, Nasopharyngeal, Tracheotomy.
19. Secure a patent airway using an endotracheal tube, King LT airway or other supraglottic airway device.

20. Perform the following procedures under the guidance of a clinical laboratory instructor Intraosseous insertion of an IO needle, enteral and parenteral administration of approved prescription medications, Access indwelling catheters and implanted central IV ports, administer medications by IV infusion, Maintain infusion of blood or blood products, perform blood sampling, thrombolytic initiation, administer physician approved medications, place a Morgan Lens.
21. Identify assessment findings of a simulated patient presentation and formulate a field treatment plan for a patient with a major traumatic systems and minor traumatic injuries.
22. Formulate a comprehensive treatment/disposition plan for an acutely injured patient.

DE Proposal

Delivery Methods

- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussions with my Discipline colleagues, it was important to find a way to offer this class in the event of an emergency and deliver this class for the needs of different students . EMS courses are career education courses that fulfill a vital role in ensuring that there is an adequate number of paramedics and EMT's graduating from training programs to fill job vacancies.

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 who wanted to continue their education.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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 students will be required to interact on the discussion board twice weekly. Each student must make 5 contributions 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: This will occur weekly
- **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: Students will come to campus for face to face meetings in skills laboratories. Face to face interactions will include case studies and scenarios. The frequency will be twice a 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: Students will be required to make five contributions a 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: Students will work in teams to solve patient care scenarios

Student-Content Interaction

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Students will be required to submit one research paper a semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes, monthly exams
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once a week
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: One per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Weekly
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: One per semester

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

C-ID: EMS 101 X - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000601451

CB03: TOP Code
125100 - Paramedic

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

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

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training 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.

Current (not expired) National Registered Paramedic certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.

Courses: EMS 10, 11, 12, 13, 16, and 17

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

LAS POSITAS COLLEGE

Course Modification: EMS 12 - Paramedic Skills 1

Course Modification: EMS 12 - Paramedic Skills 1 (Launched - Implemented 11-04-2025)
compared with
EMS 12 - Paramedic Laboratory 1 (Active - Implemented 08-15-2025)

Admin Outline for Emergency Medical Services 12
Paramedic ~~Laboratory~~ Skills 1

Effective: Fall ~~2025~~ 2026

Catalog Description:

EMS 12 - Paramedic ~~Laboratory~~ Skills 1
4.00 Units

Provides the skills portion of the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes psychomotor skills associated with: preparatory, anatomy and physiology, pharmacology, airway management, patient assessment, and trauma patient management.

~~4~~ 1 Units Lecture 3 Units Lab

Corequisite: EMS 10

Course Grading: Pass/No Pass

Lecture Hours	18
Lab Hours	~~216~~ 162
Inside of Class Hours	~~216~~ 180
Outside of Class Hours	36

Justification for course proposal

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
B. Integrate and synthesize the multiple determinants of health and clinical care.
C. Perform psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: airway and breathing, patient assessment, pharmacologic interventions, and trauma patient management.
D. Formulate a field impression based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology.
E. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient.
F. Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.

G. Create a treatment plan intended to mitigate emergencies and improve the overall health of the patient using knowledge of emergency medical pharmacology.
H. Compare and contrast the names, mechanism of action, indications, contraindications, complications, routes of administration, side effects, interactions, dose, and any specific administration considerations, for all of the emergency medications and intravenous fluids utilized by the local training institution. Individual training programs have the authority to add any medication used locally by paramedic providers.
I. Apply to patient assessment and management, a fundamental knowledge of the medications carried by paramedics that may be administered to a patient during an emergency.
J. Demonstrate knowledge of the following topics:, Medication safety, medication legislation, medication naming, classifications and schedules; give various examples of medication interactions and medication toxicity.
K. Identify medication routes of administration.
L. Calculate and regulate the flow rate for an IV infusion given the volume, drop factor, and time frame.
M. Perform the following tasks according to the NREMT ALS Psychomotor Skill Sheet Standards: withdraw solutions from ampoules and vials with an appropriately sized syringe, assemble a preloaded syringe (e.g., Bristoject, Abbojet, preload cartridges, etc.), administer an IV push medication, administer IM injections via the: dorsogluteal, ventrogluteal, vastus lateralis, and deltoid sites, administer subcutaneous injections, calculate, mix, and administer an IV medication infusion using microdrip Tubing.
N. Using a comprehensive knowledge of anatomy, physiologies, and pathophysiology of the respiratory system, construct an assessment to develop and implement a treatment plan with the goal of assuring a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.
O. Demonstrate knowledge of the following topics: Anatomy of the respiratory system, physiology, and pathophysiology of respiration of pulmonary ventilation, oxygenation and respiration, assessment and management of adequate and inadequate respiration, supplemental oxygen therapy.
P. Discuss the assessment and management of adequate and inadequate ventilation.
Q. Describe In step-by-step fashion, the generic procedure of rapid sequence intubation.
R. Perform the suctioning technique in the following situations: Oropharyngeal, Endotracheal, Nasopharyngeal, Tracheotomy.
S. Secure a patent airway using an endotracheal tube, King LT airway or other supraglottic airway device.
T. Perform the following procedures under the guidance of a clinical laboratory instructor Intraosseous insertion of an IO needle, enteral and parenteral administration of approved prescription medications, Access indwelling catheters and implanted central IV ports, administer medications by IV infusion, Maintain infusion of blood or blood products, perform blood sampling, thrombolytic initiation, administer physician approved medications, place a Morgan Lens.
U. Identify assessment findings of a simulated patient presentation and formulate a field treatment plan for a patient with a major traumatic systems and minor traumatic injuries.
V. Formulate a comprehensive treatment/disposition plan for an acutely injured patient.

Course Content:

Lab:

1. Basic Life Support CPR skills
    1. Adult CPR
    2. Adult Bag Valve Mask ventilation
    3. Child CPR
    4. Child Bag Valve Mask ventilation
    5. Infant CPR
    6. Infant Bag Valve Mask ventilation

2. EMT skills:

1. Trauma Patient Assessment
2. Medical Patient Assessment
3. Bag-Valve-Mask Ventilation
4. Oxygen administration
5. Cardiac Arrest Management with AED
6. Hemorrhage Control and Shock Management
7. Spinal Motion Restriction — Supine and Seated
8. Penetration Chest Injury
9. Epinephrine and Naloxone Administration
10. Childbirth & Neonatal Resuscitation

3. Pharmacolgy Skills
    1. Medication calculations
    2. Medicine administration preparation
    3. Peripheral IV insertion
    4. IV drip calculations
    5. Intraosseous insertion
    6. Intramuscular injection
    7. Subcutaneous injection
    8. Subdermal injection
    9. Phlebotomy draws
    10. IV Medication administration

4. Airway and Ventilation Skills
    1. OPA and NPA Insertion
    2. Oxygen Administration
    3. Supraglottic airway insertion

4. BiPAP / CPAP application
5. ETCO2/Capnography application and interpretation
6. Needle and surgical cricothyroidotomy
7. Nasogastric/Orogstric Tube Placement
8. Oral and nasal endotracheal intubation
9. Video laryngoscopy
10. Airway Obstruction removal by direct laryngoscopy
11. Pulse oximetry devices
12. Difficult airway techniques
13. Medication Assisted Intubation

5. Trauma Patient Simulations with focus on assessments and applicable patient care skills
    1. Bleeding and shock scenarios - TXA administration, tourniquets, wound packing
    2. Burns scenarios - burn management
    3. Musculoskeletal injuries scenarios - standard splinting, traction splinting
    4. Soft Tissue Injuries scenarios - Bandaging
    5. Chest injuries scenarios - pleural decompression
    6. Abdominal and torso injuries scenarios - evisceration management
    7. Head injuries scenarios - controlled hyperventilation, helmet removal
    8. Spinal injuries scenarios - cervical collar application, long spineboard application, Kendrick Extrication device
    9. Environmental emergencies scenarios -
    10. Trauma Special populations scenarios
    11. Multisystem trauma scenarios

Lecture:

1. Airway and breathing
    1. BLS Airway and Oxygen Administration
    2. Esophageal-Tracheal Multi-Lumen Airways
    3. BiPAP/CPAP
    4. Needle Chest decompression

5. Percutaneous cricothyroidotomy
6. ETCO2/Capnography
7. Nasogastric/Orogstric Tube Placement
8. Chest tube monitoring
9. End tidal CO2 monitoring
10. Naso/orogastric tube insertion
11. Oral and nasal endotracheal intubation
12. Airway Obstruction removal by direct laryngoscopy
13. Pulse oximetry devices
14. Difficult airway techniques
15. PEEP

2. Patient assessment
    1. Scene management/leadership
    2. History/Physical examination
    3. Field Impression
    4. Health screening and referrals
    5. Use of mechanical monitors
        1. End Tidal CO2 monitors
        2. Pulse oximetry monitors
    6. Blood chemistry analysis
3. Communication
    1. Therapeutic communications
    2. Culturally sensitive
    3. Documentation
    4. EMS system communications
4. Pharmacologic interventions
    1. Intraosseous insertion
        1. Adult
        2. Pediatric
    2. Enteral and parenteral administration of medications
    3. Administration techniques of medications
        1. Intramuscular
        2. Subcutaneous
        3. Sublingual
    4. Access indwelling catheters and implanted central IV ports
    5. Maintain infusion of blood or blood products
    6. Blood sampling
    7. Thrombolytic initiation
    8. Administer physician approved medications
5. Trauma patient care
    1. Rapid extrication techniques
    2. ABCDE assessment
    3. Spinal immobilization
    4. Splinting and bandaging
    5. Morgan lens
6. Simulated Patient Encounters:
    1. Trauma Patients
    2. Burn Patients

Methods of Instruction:

1. Classroom Activity - Students will develop various scenarios .
2. Discussion - Student will discuss various diagnosis and treatment options
3. Lab - Students will demonstrate various skills
4. Written Exercises - Students will complete drug sheets

5. Student Presentations - Students will present various student developed scenarios
6. Observation - Students will watch instructors demonstrate skills and running scenarios
7. Simulations - Students participate in scenarios related to course content in lead and assistant roles
8. Audio-visual Activity - Students will watch skills videos in preparation to perform skills
9. Lecture - Instructor provides a briefing on the important points related to the upcoming skill session.

Typical Outside-of-Class Assignments

A. ~~Laboratory~~ Reading :
    1. ~~Demonstrate~~ Read ~~the~~ Chapter ~~proper method of injecting a medication into an intramuscular site~~ 11 , ~~Demonstrate~~ Medication ~~the safe and proper technique for inserting an intravenous cannulation~~ Administration
B. Writing:
    1. Write a Patient Care Report on scenario runned by student
C. ~~Reading~~ Other :
    1. ~~Read~~ Watch ~~Chapter~~ a ~~11,~~ video ~~Medication~~ on ~~Administration~~ the performance of a selected skill.

Methods of Evaluating Student Progress

A. Class Participation
    1. Each class session
B. Class Work
    1. Each class session
C. Exams/Tests
    1. Three times a semester
D. Lab Activities
    1. Each class session
E. Quizzes

    ~~1. Weekly~~

    1. Biweekly

F. Simulation

    ~~1. Weekly~~

    1. Several times during the semester

Student Learning Outcomes

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

A. Demonstrate the successful insertion of an endotracheal tube into a simulated trachea.
B. Demonstrate the successful insertion of an intravenous catheter into a simulated vein.
C. Perform medication calculations.
D. Demonstrate the psychomotor skills related to medication administration, patient assessment, and airway management.
E. Use a variety of skills from their completed portfolio to assess a patient and carry out appropriate treatment.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. National Association of Emergency Medical Technicians *Prehospital Trauma Life Support.* 10th ed., Jones and Bartlett Learning, 2024.

Software:

1. EMCE. S2N Ventures, LLC dba EMCE, (No noted/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer with an internet connection.
2. Personal Protective Equipment including proper footwear, pants, and shirt. .

Equity Based Curriculum

- Course Content
  Address
  Discussions and scenarios involving the assessment and treatment of various patient populations

Requisite Skills

DE Proposal

Delivery Methods

- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussion with fellow faculty, we felt that there was a way to offer the course to provide more flexibility to working and non-traditional students via Partially Online.

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:

- 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.

Syllabus:

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

Course Objectives:

- 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: 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
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: As needed
- **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

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
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Bi-Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes weekly, Skills Test twice a semester, Final Skills Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

Codes and Dates

Course CB Codes
CB00: State ID
CCC000601452
CB03: TOP Code
125100 - Paramedic
CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).

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.
CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

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
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training 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.
Current (not expired) National Registered Paramedic certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.
Courses: EMS 10, 11, 12, 13, 16, and 17
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

LAS POSITAS COLLEGE

Course Modification: EMS 13 - Paramedic Skills 2

Course Modification: EMS 13 - Paramedic Skills 2 (Launched - Implemented 11-04-2025)
compared with
EMS 13 - Paramedic Laboratory 2 (Active - Implemented 08-15-2025)

Admin Outline for Emergency Medical Services 13
Paramedic ~~Laboratory~~ Skills 2

Effective: Fall ~~2025~~ 2026

Catalog Description:

EMS 13 - Paramedic ~~Laboratory~~ Skills 2
4.00 Units

Provides the skills portion of the current Department of Transportation National Emergency Services Education Standards (NEMSES) and California Code of Regulations, Title 22. Includes psychomotor skills associated with: medical patient management, cardiac patient management, special populations, EMS operations, and simulated patient encounters.

~~4~~ 1 Units Lecture 3 Units Lab

Corequisite: EMS 11

Course Grading: Pass/No Pass

Lecture Hours	18
Lab Hours	~~216~~ 162
Inside of Class Hours	~~216~~ 180
Outside of Class Hours	36

Justification for course proposal

Discipline:

Emergency Medical Technologies

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 a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient
B. Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
C. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
D. Integrate and synthesize the multiple determinants of health and clinical care.
E. Perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice including: medical patient management, cardiac patient management, special population patients, and simulated patient encounters.
F. Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.

Course Content:

Lab:

1. ECG Rhythm Interpretation
    1. Normal Sinus Rhythm
    2. Sinus arrythmia
    3. Sinus bradycardia
    4. Sinus tachycardia
    5. Supraventricular tachycardia
    6. Atrial flutter
    7. Atrial fibrilllation
    8. Wandering atrial pacemaker
    9. Multifocal atrial tachycardia
    10. Premature Atrial contraction
    11. Junctional escape rhythm
    12. Accelerated junctional rhythm
    13. Junctional tachycardia
    14. Premature junctional contraction
    15. 1st degree heart block
    16. 2nd degree heart block - Type 1
    17. 2nd degree heart block - Type 2
    18. 3rd degree heart block
    19. Ventricular escape rhythm
    20. Accelerated ventricular rhythm
    21. Ventricular tachycardia
    22. Ventricular fibrillation
    23. Torsades de pointes
    24. Asystole
    25. Pulseless Electrical Activity

2. Advanced Cardiac Life Support Skills
    1. Defibrillation
    2. Synchronized Cardioversion
    3. Transcutaneous Pacing
    4. Carotid sinus massage

3. Medical Emergencies Simulations/Scenarios — Assessment and management including applicable pharmacological and non-pharmacological interventions
    1. Respiratory Emergencies
    2. Cardiac Emergencies
    3. Cardiac Arrest
    4. Neurological Emergencies

4. Special Population (OB, neonate, pediatric, geriatrics, patients with special challenges)
    1. Initial assessment
    2. Focused physical examination
    3. Pharmacologic interventions
        1. Use of Broselow Tape medication administration system
    4. Non-pharmacologic interventions
        1. High risk childbirth conditions
    5. Transport and destination decision
    6. Turnover to hospital staff

Lecture:

1. Medical Patient Management

    1. Initial assessment
    2. Focused physical examination
    3. Transport and destination decision
    4. Turnover to hospital staff
2. Medical Patient Care
    1. Pharmacologic interventions
        1. Paramedic scope of practice medications
        2. Recognition and identification of prescribed medications
    2. Non-pharmacologic interventions
        1. Use of Continuous Positive Airway Pressure ventilation (CPAP)
    3. Multi-lead EKG acquisition
    4. Rhythm interpretation
        1. Heart blocks
        2. Atrial dysrythmias
        3. Ventricular dysrhythmias
    5. Electrical therapy
        1. defibrillation
        2. synchronized cardioversion
        3. transcutaneous pacing
    6. Carotid massage
    7. Blood chemistry analysis
    8. Central line monitoring
    9. IO insertion
    10. IV insertion
    11. Venous blood sampling
3. Special Population (OB, neonate, pediatric, geriatrics, patients with special challenges)
    1. Initial assessment
    2. Focused physical examination
    3. Pharmacologic interventions
        1. Use of Broselow Tape medication administration system
    4. Non-pharmacologic interventions
        1. High risk childbirth conditions
    5. Transport and destination decision
    6. Turnover to hospital staff
4. Simulated patient encounters
    1. Medical
        1. Cardiac Arrest ~~patient scenarios~~ patients
        2. Critical cardiac ~~patient scenarios~~ patients
        3. Critical respiratory ~~patient~~ patients
        4. Tactical ~~scenariosa~~ medicine

Methods of Instruction:

1. Student Presentations - Students will present various student developed scenarios
2. Written Exercises - Students will complete drug sheets and patient care reports
3. Observation - Students will watch instructors demonstrate skills and running scenarios
4. Simulations - Students participate in scenarios related to course content in lead and assistant roles
5. Lab - Students will demonstrate various skills
6. Audio-visual Activity - Students will watch skills videos in preparation to perform skills
7. Classroom Activity - Students will develop various scenarios
8. Discussion - Student will discuss various diagnosis and treatment options
9. Lecture - Instructor provides a briefing on the important points related to the upcoming skill session.

Typical Outside-of-Class Assignments

A. Other:
    1. Present a simulated patient case suffering from an inferior wall M.I. and discuss with the instructor and students the pitfalls of administering NTG and the benefit of a fluid bolus with analgesia.
B. Writing:
    1. Prepare a written report on the proper medical treatment of an inferior myocardial infarction including the dangers of nitroglycerin administration.
C. Reading:
    1. Read Chapter 30 on Hematology
D. Laboratory:
    1. Demonstrate how to safely and properly locate patient electrodes on the chest for the acquisition of a 12 lead ECG, Acquire 12 lead ECG's from each other in the laboratory setting.

Methods of Evaluating Student Progress

A. Class Participation
    1. Each class session
B. Exams/Tests
    1. Three times a semester
C. Final Class Performance
    1. Final Scenarios evaluation
D. Lab Activities
    1. Each class session
E. Quizzes

    ~~1. Weekly~~

    1. Biweekly

F. Simulation

    ~~1. Weekly~~

    1. Several times throughout the semester

Student Learning Outcomes

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

A. Manage and treat a pediatric patient in cardiac arrest using the standards of the American Heart Association Pediatric Advanced Life Support protocols.
B. Manage and treat an adult patient in cardiac arrest using the standards of the American Heart Association Advanced Cardiac Life Support protocols.
C. Properly identify a simulated dynamic and static electrocardiographic rhythm on a 4-lead ECG monitor and treat the syndrome signified by the ECG tracing.

Textbooks (Typical):

Textbook:

1. Mick J. Sanders, EMT-P, MS; Kim McKenna, MEd, RN, CEN, EMT-P *Sanders' Paramedic Textbook*. 6th ed., Jones and Bartlett Learning, 2025.
2. Barbara Aehlert & Tim Phalen *The 12-Lead ECG in Acute Coronary Syndrome*. 5th ed., Elsevier, 2025.
3. American Heart Association *Advanced Cardiac Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.

4. National Association of Emergency Medical Technicians *AMLS: Advanced Medical Life Support*. 4th ed., Jones and Bartlett Learning, 2025.
5. American Heart Association *Pediatric Advanced Life Support Provider Manual*. Guideline 2020 ed., American Heart Association, 2021.
6. National Association of Emergency Medical Technicians (NAEMT) *EPC: Emergency Pediatric Care with Course Manual*. 4th ed., Jones and Bartlett Publishing, 2022.
7. National Association of Emergency Medical Technicians (NAEMT) *TECC: Tactical Emergency Casualty Care*. 2nd ed., Jones and Bartlett Publishing, 2020.

Software:

1. EMCE. S2N Ventures, LLC dba EMCE, (None noted/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer with an internet connection..
2. Personal protective equipment including proper footwear, pants, and shirt. .

Equity Based Curriculum

- Course Content
  Address
  Discussions and scenarios involving the assessment and treatment of various patient populations

Requisite Skills

DE Proposal

Delivery Methods

- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussion with fellow faculty, we felt that there was a way to offer the course to provide more flexibility to working and non-traditional students via Partially Online.

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:

- 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.
- Modifying assignment time limits for students with accommodations.

Syllabus:

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

Course Objectives:

- 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: 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
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: As needed
- **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

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes weekly, Skills Test twice a semester, Final Skills Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000601453

CB03: TOP Code
125100 - Paramedic

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

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
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training 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.
Current (not expired) National Registered Paramedic certification from the National Registry of EMTs or California Paramedic License from the California Emergency Medical Services Authority.
Courses: EMS 10, 11, 12, 13, 16, and 17
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

LAS POSITAS COLLEGE

Course Modification: EMS 20 - Emergency Medical Technician

Course Modification: EMS 20 - Emergency Medical Technician (Launched - Implemented 11-04-2025)
compared with
EMS 20 - Emergency Medical Technician (Active - Implemented 08-15-2025)

Admin Outline for Emergency Medical Services 20
Emergency Medical Technician

Effective: Fall ~~2025~~ 2026

Catalog Description:

EMS 20 - Emergency Medical Technician
7.00 Units

Provides training in the foundation skills and knowledge required of the EMT scope of practice. The EMT certification is the minimum requirement for ambulance attendants and most entry-level firefighter positions. This training program is approved by the Alameda County Emergency Medical Services District.
5 Units Lecture 2 Units Lab

~~**Recommended Course Preparation**~~ **Prerequisite :** EMS 30 with a minimum grade of C.

Course Grading: Letter Grade Only

Lecture Hours	90
Lab Hours	108
Inside of Class Hours	198
Outside of Class Hours	180

Justification for course proposal

Discipline:

Emergency Medical Technologies

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 roles and responsibilities of the EMT
B. Describe how an EMT functions within the Alameda County EMS System and the established policies, procedures, and protocols
C. Recognize conditions and situations that require pre-hospital care and/or stabilization
D. Perform rapid, comprehensive, and accurate patient assessments
E. Demonstrate psychomotor competencies of all skills and interventions within the EMT scope of practice according to the standards of the National Registry of Emergency Medical Technicians
F. Manage a multi-casualty incident
G. Demonstrate the proper use and maintenance of all biomedical equipment used by the EMT
H. Explain the medical/legal aspects of emergency care and issues related to proper documentation, confidentiality statutes such as HIIPAA and ethics

I. Assist paramedics with the delivery of advanced life support within the EMT scope of practice
J. Prevent disease transmission through the use of body substance isolation principles
K. Discuss wellness issues such as stress management, body mechanics, lifting techniques, and use of personal protective equipment
L. Differentiate communication strategies for different ages, stage of development, patients with special needs, and diverse cultures
M. Demonstrate principles of safely and correctly administering medications within the EMT scope of practice and identifying those medications

Course Content:

Lab:

1. Evaluation of patient respiratory status using pulse oximetry.

2. Utilization of airway adjuncts including oral airways, oxygen administration techniques, continuous positive airway pressure ventilation, and utilization for infants and C.O.P.D. patients.

3. Altered Mental Status with Loss of Function - Understanding of the cause, nature and care of patients with stroke and transient ischemic attacks. Administration of Naloxone HCL for opioid overdoses. Evaluation of Blood Glucose levels using glucometer.

4. Allergic Reactions - Recognition of the signs and symptoms of anaphylaxis and prehospital care of these patients including the appropriate administration of an epinephrine auto-injector based on patient criteria.

5. Injuries to the Spine - Utilizing scene size-up and mechanism of injury considerations to maintain a high index of suspicion of spinal injury. Utilize various methods of spinal immobilization and patient extrication.

6. Hemorrhage control using the application of a tourniquet, wound packing, and hemostatic agents.

Lecture:

1. Preparatory
    1. Roles and responsibilities of the EMT, medical direction, quality improvement, and continuing education.
    2. Well being of the EMT, body substance isolation, protective equipment, and scene safety.
    3. Medical, legal and ethical issues; review of Federal, State and local laws pertinent to EMT scope of practice. Confidentiality, advance directives and ethical/moral issues are discussed.
    4. Basic anatomy, physiology, pathophysiology, and medical terminology.
    5. Vital signs and patient history, review and development of skills learned in prerequisite coursework.
    6. Techniques for lifting and moving patients with a focus on body mechanics and injury prevention.

2. Airway Management
    1. Ventilation and oxygen therapy.
    2. Evaluation of patient respiratory status using pulse oximetry.
    3. Comprehensive study of respiratory function and anatomy of adult and pediatric patients.

4. Utilization of airway adjuncts including oral airways, oxygen administration techniques, continuous positive airway pressure ventilation, and utilization for infants and C.O.P.D. patients.

3. Patient Assessment

    1. Scene Evaluation - Determination of mechanism of injury, resource needs, and identification of scene hazards.

    2. Patient Evaluation - Assessment based approach to patient evaluation; integration of patient assessment techniques into overall scene management and treatment modalities.

    3. Assessment of Geriatric Patients - Understand the differences between the average adult, geriatric, and pediatric patient.

    4. Communications - Skills, equipment, and systems used by the EMT. Emphasis on medical direction and on-line communications.

    5. Documentation - Utilization of the "Prehospital Care Report" and standardized data set established by the 1994 DOT EMT curriculum.

4. Medical, Behavioral, and Obstetrics/Gynecology

    1. General Pharmacology - Medication terminology, indications, contraindications, dosage, actions, and side effects of the six medications within the EMT scope of practice.

    2. Respiratory Emergencies - Signs and symptoms of breathing difficulty and respiratory distress. Pathophysiology of common respiratory conditions. Review of adult and pediatric anatomy, training in treatment modalities for respiratory distress and failure.

    3. Cardiac Emergencies - Signs and symptoms of cardiac compromise. Pathophysiology of cardiovascular disease. Recognition of acute coronary syndrome.

    4. Automated External Defibrillation - Awareness level training in the use of A. E. D. equipment by EMT.

    5. Altered Mental Status, Diabetic Emergencies - Recognition of the signs and symptoms of altered mental status and the relationship to life threatening conditions. Pathophysiology of diabetic emergencies and prehospital treatment.

    6. Altered Mental Status with Loss of Function - Understanding of the cause, nature and care of patients with stroke and transient ischemic attacks. Administration of Naloxone HCL for opioid overdoses. Evaluation of Blood Glucose levels using glucometer.

    7. Altered Mental Status, Seizures and Syncope - Review the causes, nature and treatment of patients experiencing a loss of consciousness or seizure activity.

    8. Allergic Reactions - Recognition of the signs and symptoms of anaphylaxis and prehospital care of these patients including the appropriate administration of an epinephrine auto-injector based on patient criteria.

    9. Poisoning Emergencies - Recognition of the signs and symptoms of accidental or intentional poisonings and the management of these patients. Use of activated charcoal for poisonings under medical direction.

    10. Drug and Alcohol Emergencies - Recognition of the signs and symptoms of alcohol and drug emergencies and the management of these patients.

11. Acute Abdominal Pain - Discussion of the pathophysiology of acute abdominal pain and recognition of urgent situations requiring management and rapid transport.

12. Environmental Emergencies - Recognition of the signs and symptoms of hypothermia and hyperthermia and related conditions. Management of these patients in the prehospital environment.

13. Drowning, Near-Drowning and Diving Emergencies - Understanding of water related emergencies with an emphasis on rescuer safety.

14. Behavioral Emergencies - Awareness, recognition and management of behavioral emergencies with an emphasis on scene and rescuer safety.

5. Trauma

    1. Mechanism of Injury - Kinetics of trauma, study of the physics of motion that may produce injury, patterns of injury produced by vehicle accidents, falls, projectiles.

    2. Bleeding and Shock - Recognition and management of internal and external bleeding and decreased perfusion states.

    3. Soft Tissue Injuries - Management of various types of soft tissue injuries with emphasis on bleeding control and hypoperfusion.

    4. Burn Emergencies - Recognition and management of thermal, chemical, and electrical burns with emphasis on inhalation injuries and rescuer safety.

    5. Musculoskeletal Injuries - Recognition and management of sprains, strains, and fractures. Review of splinting techniques and assessment.

    6. Injuries to the Head - Recognition and management of head injury patients with an emphasis on airway management and altered mental status.

    7. Injuries to the Spine - Utilizing scene size-up and mechanism of injury considerations to maintain a high index of suspicion of spinal injury. Utilize various methods of spinal immobilization and patient extrication.

    8. Eye, Face and Neck Injuries - Recognition and management of facial injuries with emphasis on airway management and spinal stabilization.

    9. Chest, Abdomen and Genitalia Injuries - Recognition and management of chest, abdominal, and genitalia emergencies and identification of life threatening injuries.

    10. Agricultural and Industrial Emergencies - Special situations that require specialized teams of rescuers or equipment. Review of scene safety and evaluation.

    11. Hemmorhage control using the application of a tourniquet, wound packing, and hemostatic agents.

6. Infants and Children

    1. Anatomical and physiological differences between children and adults.

    2. Injuries and illnesses in infants and children.

7. Operations

    1. Moving Patients - Study of the various techniques and equipment for moving patients. Identify the need for emergency, urgent and non-urgent moves.

    2. Ambulance Operations - Maintenance and operation of the ambulance as well as cleaning, disinfection and disposal of contaminated items.

    3. Gaining Access and Extrication - Awareness of rescue procedures and recognition of the need for special training and equipment for technical rescue situations.

    4. Hazardous Materials Emergencies - First responder awareness training as required by Title 22. Recognition of Haz-mat incidents and rescuer safety.

    5. Multiple Casualty Incidents - Utilizing the incident command system and standardized triage systems for the management of multiple casualties.

Methods of Instruction:

1. Clinical - Use of skills in supervised clinical rotation
2. Lab - isolated skills acquisition and scenarios
3. Lecture - Lectures in EMT concepts and skills
4. Written Exercises - Written assignment on topic of prehospital care
5. Reading assignment in text and other sources
6. ~~Written assignment on topic of prehospital care~~

Typical Outside-of-Class Assignments

A. Reading:
    1. Read chapter 14 in text, Respiratory Emergencies.
    2. Review airway management skills in skills book.
B. Laboratory:
    1. Patient evaluation skills in small groups with assistant instructor.
    2. As a team, manage a simulated gunshot victim and critique performance with assistant instructor.
C. Writing:
    1. Complete a case study on three patients. One from each clinical experience.
    2. Complete a two page written analysis of a current issue affecting EMS.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At least one test/exam during the semester and a final written exam
B. Final Class Performance
    1. NREMT EMT Psychomotor Assessment
C. Quizzes
    1. Weekly

Student Learning Outcomes

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

A. Demonstrate proficiency in the psychomotor skills required in their scope of practice.

B. Describe the function of the Emergency Medical System and its historical development.
C. Discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries within their scope of practice.

Textbooks (Typical):

Textbook:

1. Joseph Mistovich, Keith Karren *Prehospital Emergency Care.* 12th ed., Pearson Education, 2024.
2. Daniel Limmer & Michael F. O'Keefe *Emergency Care.* 14th ed., Pearson Education, 2021.
3. AAOS *Emergency Care and Transportation of the Sick and Injured.* 12th ed., Jones and Bartlett Learning, 2021.

Software:

1. Emergency Care and Transportation of the Sick and Injured - Navigate. Jones and Bartlett Learning, (11th/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Penlight - Type of student's choice.
2. Stethoscope - Inexpensive style, student choice.
3. Watch with second hand - student's choice.
4. Sharpie pen.

Equity Based Curriculum

- Course Content
  Address
  Lecture presentation, discussions, and scenarios involving the assessment and treatment of various patient populations
- Methods of Instruction
  Address
  Diverse methods of instruction to support various learning styles

Requisite Skills

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

A. EMS 30

1. Explain how the Emergency Medical Services (EMS) system works and how the emergency medical responder's role in the EMS system differs from citizen responder's role
2. Identify guidelines to follow to ensure personal safety and the safety of others at an emergency scene
3. Explain what happens in the body if one or more body systems fail to function
4. Identify ways in which diseases are transmitted and describe the universal safety precautions to prevent transmission
5. Explain the four emergency action principles
6. Recognize breathing emergencies, such as choking, and provide proper care for them
7. Recognize life-threatening bleeding and demonstrate how to control it
8. Identify the major risk factors for cardiovascular disease and injury, and describe how to control them
9. Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing a persistent chest pain and/or other signs and symptoms of heart attack
10. Recognize the signs and symptoms of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (CPR) for the infant, child and adult
11. Identify breathing devices and demonstrate how to use them
12. Recognize the signs and symptoms of shock, and describe how to minimize the effects of shock
13. Recognize the signs and symptoms of medical emergencies, including poisoning, heat and cold emergencies, and stroke, and describe both general and specific care for medical emergencies
14. Recognize emergency care needs of special populations
15. Describe the care of the pregnant woman to include child birth and care of the newborn
16. Identify situations that require crisis intervention
17. Identify the correct process for gaining access and moving patients
18. Describe the process for managing multiple casualty incidents
19. Recognize situations that require automated external defibrillation

20. Recognize the importance of healthy life styles, to include illness and injury prevention

DE Proposal

Delivery Methods

- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussion with fellow faculty, we felt that there was a way to offer the course to provide more flexibility to working and non-traditional students via Partially Online.

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:

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

Syllabus:

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

Course Objectives:

- 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: 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
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: As needed
- **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

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
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Bi-Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes, at least two exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Other:**
  Frequency: NREMT EMT Psychomotor Assessment

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601507

CB03: TOP Code

125000 - Emergency Medical Services

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).

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

B - Advanced Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

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
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training 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.
Current National Registry Emergency Medical Technician certification or California Emergency Medical Technician certification
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

LAS POSITAS COLLEGE

Course Modification: EMS 91 - Emergency Medical Technician - Refresher

Course Modification: EMS 91 - Emergency Medical Technician - Refresher (Launched - Implemented 11-04-2025)
compared with
EMS 91 - Emergency Medical Technician - Refresher (Active - Implemented 08-15-2021)

Admin Outline for Emergency Medical Services 91
Emergency Medical Technician - Refresher

Effective: Fall ~~2021~~ 2026

Catalog Description:

EMS 91 - Emergency Medical Technician - Refresher
~~1~~ 2 .00 Units

~~Provides~~ This course provides a refresher in the foundation and knowledge required of the EMT ~~- 1~~ scope of practice. The EMT ~~- 1~~ certification is the minimum requirement for ambulance attendants and most entry-level firefighter positions. EMT ~~-1~~ certification is also required for entry into paramedic training. This refresher program is ~~accredited~~ approved by the Alameda County Emergency Medical Services Agency. ~~The~~ A course ~~provides~~ completion certificate is issued upon successful completion of the course for a minimum of 24 hours of continuing education units ~~or a course completion certificate~~ . Additionally, the course provides skills verification testing that EMTs must complete every two years.

~~0.5~~ 2 Units Lecture ~~0.5 Units Lab~~

Enrollment Limitation: Proof of ~~California State EMSA~~ current or ~~National~~ expired ~~Registration~~ California ~~Certification~~ EMS credential such as ~~an "~~ Emergency Medical Technician ~~."~~ ~~Certification must be current,~~ (EMT) or ~~expired~~ a ~~less~~ current ~~than~~ National ~~6~~ Registry ~~months~~ Certification . ~~-~~ Student may also present documentation from the National Registry of Emergency Medical Technicians showing failure of three initial ~~three~~ attempts at the NREMT Certification Examination , which now requires completion of EMS 91 for additional attempts to register for the certification examination..

Course Grading: Optional

Lecture Hours	~~9~~
~~**Lab Hours**~~	~~27~~ 36
Inside of Class Hours	36
Outside of Class Hours	~~18~~ 72

Justification for course proposal

Discipline:

Emergency Medical Technologies

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 how the Emergency Medical Services (EMS) system works and how the first responder's role in the EMS system differs from citizen responder's role

B. Identify guidelines to follow to ensure personal safety and the safety of others at an emergency scene
C. Explain what happens in the body if one or more body systems fail to function
D. Identify ways in which diseases are transmitted and describe the universal safety precautions to prevent transmission
E. Explain the four emergency action principles
F. Recognize breathing emergencies, such as choking, and provide proper care for them
G. Recognize life-threatening bleeding and demonstrate how to control it
H. Identify the major risk factors for cardiovascular disease and injury, and describe how to control them
I. Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing a persistent chest pain and/or other signs and symptoms of heart attack
J. Recognize the signs and symptoms of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (CPR) for the infant, child and adult
K. Identify breathing devices and demonstrate how to use them
L. Recognize the signs and symptoms of shock, and describe how to minimize the effects of shock
M. Recognize the signs and symptoms of medical emergencies, including poisoning, heat and cold emergencies, and stroke, and describe both general and specific care for medical emergencies
N. Recognize emergency care needs of special populations
O. Describe the care of the pregnant woman to include child birth and care of the newborn
P. identify situations that require crisis intervention
Q. Identify the correct process for gaining access and moving patients
R. Describe the process for managing multiple casualty incidents
S. Recognize situations that require automated external defibrillation
T. Recognize the importance of healthy life styles, to include illness and injury prevention
U. Properly evaluate the patient's blood glucose using a blood glucometer.
V. Properly administer a single dose of an Epi-Pen into the patient's thigh.
W. Properly administer Naloxone HCL intranasally to a patient suffering an opiate overdose.
X. Properly administer Aspirin to a patient suffering from Ischemic Chest Pain at the correct dose and route.
Y. Correctly place a patient under pulse oximetry monitoring and recognizing correct and false positive values.

Course Content:

Lab:

1. Identify the priorities upon encountering a patient on an emergency incident

    1. Utilize proper Body Substance Isolation guidelines.
    2. Determinethe Mechanism of Injury
    3. Determine the number of patients
    4. Determine the safety of the scene
    5. Assess the need for additional assistance
    6. Consider spinal motion restrictions

2. Perform the medical patient assessment according to the certification standard.
3. Perform the trauma patient assessment according to the certification standard.
4. Demosntrate the ability to ventilate a patient who is not breathing using a Bag Valve Mask.
5. Demonstrate jhow to propely administer oxygen to a patient who is short of breath.

6. Demonstrate the technique to immobilize a patient in a supine position.
7. Demonstrate the technique to immobilize a patient in a sittting position.
8. Demonstrate the techniques of hemmorhage control.
9. Demonstrate the ability to manage a patient in cardiac arrest utilizing BLS CPR and an AED iin a team environment.
10. Demonstrate the technique to immobilize a joint.
11. Demonstrate the technique to splint a fracture.
12. Demosntre the procedure to deliver a live birth.
13. Demonstate the use of a pulse oximeter.
14. Demonstrate the use of a blood glucometer.
15. Demonstrate the methood to administer NaloxoneHCL via a Mucosal Atomizer Device.
16. Demonstrate the method to administer Epinephrine HCL via an auto injector.
17. Demonstrate the method to administer Aspirin by mouth to a patient suffering a myocardial infarction.

Lecture:

1. Review of preparatory information information on Airway , including:
    1. Roles and responsibilities of the EMT-1, medical direction, quality improvement Respiration , and continuing education Ventilation
    2. Well-being of the EMT-1, body substance isolation, protective equipment, and scene safety
    3. Medical, legal, and ethical issues; reviews of Federal, State, and Local laws pertinent to EMT-1 scope of practice, including confidentiality, advance directives, and ethical/moral issues
    4. Basic anatomy, physiology, and medical terminology
    5. Vital signs and patient history, review and development of skills learned in prerequisite coursework
    6. Techniques for lifting and moving patients with a focus on body mechanics and injury prevention
2. Review of airway management Cardiology including:
    1. Ventilation Post and resuscitation
    2. Ventricular oxygen Assist therapy Devices
    3. Respiratory Stroke
    4. Adult function Cardiac and Arrest
    5. Pediatric anatomy Cardiac of adult and pediatric patients including pulse oximetry Arrest

6. Utilization of airway adjuncts including oxygen administration techniques and utilization for pediatric and adult patients and assisting the Paramedic with the endotracheal tube

- Review of patient assessment Trauma including:

1. Scene Trauma evaluation Triage
2. Central – Nervous determination System of Injuries
3. Hemorrhage mechanism of injury, resource needs, and identification of scene hazards Control
4. Patient evaluation – an assessment-based approach to patient evaluation; diagnosis of specific injuries and illness is de-emphasized; integration of patient assessment techniques into overall scene management and treatment modalities. Use of Pulse Oximetry is taught.

- Assessment of geriatric patients – understand the differences between the average adult; geriatric, and pediatric patient
- Communications skills, equipment, and systems used by the EMT-1. Emphasis on medical direction and on-line communications
- Documentation – utilization of the "Prehospital Care Report" and standardized data set established by the January 2009 DOT EMT Scope of Practice and Instructional Guidelines
- Review of medical , behavioral, and obstetrics/gynecology emergencies including:

1. General Special pharmacology Healthcare – medication terminology, indications, contraindications, dosage, actions, and side effects of the six medications within the EMT-1 scope of practice Needs
2. Respiratory Obstetrical emergencies – signs and symptoms of breathing difficulty and respiratory distress. Pathophysiology of common respiratory conditions. Review of adult and pediatric anatomy, training in treatment modalities for respiratory distress and failure
3. Cardiac emergencies – signs and symptoms of cardiac compromise. Pathophysiology of cardiovascular Infectious disease , Recognition of acute cardiac events and rapid intervention
4. Automated External Defibrillation – awareness level training in the use of AED equipment by the EMT-1
5. Altered Mental Status, diabetic emergencies – recognition of the signs and symptoms of altered mental status and the relationship of life-threatening conditions. Pathophysiology of diabetic emergencies and prehospital treatment
6. Altered Mental Status with loss of function – understanding the cause, nature and care of patients with cerebrovascular accidents and transient ischemic attacks
7. Altered Mental Status, seizures and syncope – review the causes, nature, and treatment of patients experiencing a loss of consciousness or seizure activity including the use of blood glucometry assessment
8. Allergic reactions – recognition of the signs and symptoms of anaphylaxis and prehospital care of these patients including the treatmentof anaphalaxis using intramuscular self injected Epinephrine Pen
9. Poisoning emergencies – recognition of the signs and symptoms of accidental or intentional poisonings and the Pain management

10. Psychatric

11. Toxicological _ of / _ these Opoids

12. Neurological _ patients / Seizures

13. Drug Endocrine _ and / _ alcohol emergencies – recognition of the signs and symptoms of drug and alcohol emergencies and management of these patients including intranasal administration of Naloxone HCL (Narcan) using a mucosal atomizing device diabetes

14. Acute abdominal pain – discussion of the pathophysiology of acute abdominal pain and recognition of urgent situations requiring management and rapid transport Immunological

15. Environmental emergencies – recognition of the signs and symptoms of hypothermia and hypothermia and related conditions. Management of these patients in the prehospital environments

- Drowning, near-drowning, and diving emergencies – understanding of water-related emergencies with and emphasis on rescuer safety

- Behavioral emergencies – awareness, recognition, and management of behavioral emergencies with an emphasis on scene and rescuer safety

- Review of trauma Operations including:

1. Mechanism At Risk populations

2. Ambulance safety

3. Field Triage

4. Hygiene / Vaccinations

5. Culture of injury safety

6. Pediatric _ – transport

7. Crew _ kinetics of traumas, study of the physics of motion that may produce injury, patterns of injury produced by vehicle accidents, falls, and projectiles

8. Bleeding and shock – recognition and resource management

9. Research

10. Evidence _ of based _ internal and external bleeding, including the use of tourniquiets, principles of tactical combat cassualty care (TCC), and decreased perfusion states guidelines

11. Soft tissue injuries – management of various types of soft tissue injuries with emphasis on bleeding control and hypo perfusion

12. Burn emergencies – recognition and management of thermal, chemical, and electrical burns with emphasis on inhalation injuries and rescuer safety

13. Musculoskeletal injuries – recognition and management of sprains, strains, dislocations, and fractures. Review of splinting techniques and assessment

14. Injuries to the head – recognition and management of head injury patients with an emphasis on airway management and altered mental status

15. Injuries of the spine – utilizing scene size-up and mechanism of injury considerations to maintain a high index of suspicion of spinal injury. Utilize various methods of spinal immobilization and patient extrication

16. Eye, face and neck injuries – recognition and management of facial injuries with emphasis on airway management and spinal stabilization

17. Chest, abdomen, and genitalia injuries – recognition, and management of chest, abdominal, and genitalia emergencies and identification of life-threatening injuries

18. Agricultural and industrial emergencies – special situations that require specialized teams of rescuers on equipment. Review of scene safety and evaluation

- Review of infants and children including:

1. Anatomical and physiological differences between children and adults

2. Injuries and illnesses in infants and children

- Review of operations including:

1. Moving patients – study of various techniques and equipment for moving patients. Identify the need for emergency, urgent and non-urgent moves

2. Ambulance operations – maintenance and operation of the ambulance as well as cleaning, disinfections, and disposal of contaiminated items

3. Gaining access and extrication – awareness of rescue procedures and recognition of the need for special training and equipment for technical rescue situations

4. Hazardous Materials emergencies – first responder awareness training as required by Title 22. Recognition of Haz-Mat incidents and rescuer safety

5. Multiple casualty incidents – utilizing the incident command system and standardized triage systems for the management of multiple casualties

Methods of Instruction:

1. Lab - Scenario-based skills lab
2. Lecture - Lectures in basic concepts and skills .
3. Simulations - Case studies involving the assessment and treatment of various patient populations
4. Discussion - Class discussion
5. Reading assignments in text and other resources

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :
    1. ~~Lecture~~

        1. ~~Respiratory~~ Read chapter in textbook on cardiac emergencies

    2. ~~Reading~~

        1. ~~Read Chapter 14 in text (Respiratory Emergencies)~~
        2. Review ~~Airway~~ Cardiac ~~Management~~ Arrest ~~skills~~ management skill in skills book

    3. ~~Skills Lab~~

        1. ~~Practice patient assessment skills in small groups with primary instructor~~
        2. ~~As a team, manage a simulated gunshot victim and critique performance with the primary instructor~~

Methods of Evaluating Student Progress

A. Quizzes
    1. Daily
B. EMT Skills Evaluations

Student Learning Outcomes

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

A. ~~Upon completion of EMS 91, the student will be able to articulate~~ Articulate the recent advances in emergency medical care within the last two years.
B. ~~Upon completion of EMS 91, the student will be able to demonstrate~~ Demonstrate continued proficiency in the psychomotor skills required in their scope of practice .
C. Meet or exceed the requirements necessary to successfully re-certify as an EMT, under the Title 22 California Code regulations .

Textbooks (Typical):

Textbook:

1. American Academy of Orthopaedic Surgeons *Emergency Care and Transportation of the Sick and Injured.* ~~11th~~ 1th ed., JBLearning, ~~2017~~ 2021 .
2. Pearson ~~Brady~~ *Prehospital Emergency Care.* ~~11th~~ 12th ed., Pearson, ~~2018~~ 2024 .

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
  Address
  Lecture presentation, discussions, and scenarios involving the assessment and treatment of various patient populations

Requisite Skills

DE Proposal

Delivery Methods

- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussion with fellow faculty, we felt that there was a way to offer the course to provide more flexibility to working and non-traditional students via Partially Online.

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:

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

Syllabus:

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

Course Objectives:

- 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: Daily
- **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: Daily
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: 1st Class Session
- **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: Skills Instruction & Testing Daily

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: Daily
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Daily

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
  Frequency: One written report
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Daily quizzes and Final Scenario Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 1st Class Session via Webconferencing
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Daily

General Education/Transfer Request

General Education/Transfer Request -
~~CSU Transfer~~

- ~~Transfers to CSU~~

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589244

CB03: TOP Code
125000 - Emergency Medical Services

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).

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
B - Advanced Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: JAMS 19A - Journal of Arts and Literature A

Course Modification: JAMS 19A - Journal of Arts and Literature A (Launched - Implemented 10-28-2025)
compared with
JAMS 19A - Journal of Arts, Literature, and Academic Writing A (Active - Implemented 08-15-2021)

Admin Outline for Journalism and Media Studies 19A
Journal of Arts ~~, Literature,~~ and ~~Academic Writing~~ Literature A

Effective: Fall ~~2021~~ 2026

Catalog Description:

JAMS 19A - Journal of Arts ~~, Literature,~~ and ~~Academic Writing~~ Literature A
3.00 Units

(See also ENG 19A)

Creation of a ~~literary-style student magazine~~ journal . Practical training in the managing, editing, formatting, and printing of a ~~literary magazine~~ journal . Enrollment constitutes the staff of the ~~magazine~~ journal . - Students ~~who~~ may ~~have~~ receive ~~completed,~~ credit ~~or are enrolled in,~~ for ENG 19A ~~may~~ or JAMS 19A, but not ~~receive credit~~ both .

2 Units Lecture 1 Units Lab

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Justification for course proposal

Discipline:

Mass Communication, or English

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 a process and timeline for the production of a ~~literary anthology~~ journal
B. Create submission guidelines, solicit submissions, and assess submissions for publication
C. Edit and format ~~anthology~~ journal content and layout
D. Organize an awards ceremony for contributors ~~and contest winners~~

Course Content:

Lab:

During lab time, students should apply concepts discussed in the lecture. They should:

1. Meet with other students to discuss soliciting submissions, scoring submissions, and accepting submissions.
2. Edit, proofread and layout the accepted submissions in digital format.
3. Meet with other students to plan and execute the awards ceremony.
4. Work with other students to distribute the journal.

Lecture:

1. Assess the factors involved in designing a ~~literary-style magazine~~ journal :
    1. structuring a timeline;
    2. creating a theme;
    3. selecting a format;
    4. delegating duties and assigning roles for staff members.
2. Assess submissions for publication:
    1. develop criteria and a rubric for assessment;
    2. read and score submissions;
    3. discuss and finalize group decisions.
3. Perform basic editing, proofreading, and layout procedures:
    1. verify all accepted submissions in digital format;
    2. choose layout design, and pagination;
    3. enter accepted submissions into layout software and participate in digital layout and graphic design;
    4. copy edit and then proofread the manuscript before final printing.
4. Organize and run ~~literary~~ a ceremony ~~awards~~ for ~~ceremony~~ contributors :
    1. notify accepted and rejected ~~authors~~ contributors ;
    2. contact prize-winning ~~authors~~ contributors ;
    3. structure format of ceremony;
    4. arrange guest speaker if so desired;
    5. design and distribute ~~flyers~~ media to publicize ceremony;
    6. design program for ceremony;
    7. coordinate sales of ~~anthology~~ journal at ceremony;
    8. assist with introducing speakers and winners;
    9. assist with refreshments at ceremony.

Methods of Instruction:

1. Classroom Activity -
2. Critique -
3. Discussion - Critiques and discussions of submissions will include consideration of the students' and community's biases that might influence the selection of submissions so that the selection of submissions to publish is as objective as possible.
4. Field Trips -
5. Individualized Instruction -
6. Lab - ~~Group collaborative learning; activity participation; group critique sessions and analysis of publications; coached supervision in necessary activities such as copy editing and proofreading; and critiques of issues for strengths and weaknesses.~~
7. Lecture -
8. Projects ~~Explanation~~ -
9. Research ~~and~~ -
10. Student ~~discussion~~ Presentations ~~of~~ -
11. Written ~~the~~ Exercises ~~elements of fiction, poetry, and artwork. Lecture on the process of developing and producing a literary anthology. Updating progress on the production process. Lecture on public relations and marketing for a literary anthology.~~ -

Typical Outside-of-Class Assignments

A. Reading:

1. Read written submissions to be considered for publication.

2. Read and evaluate works of art and literature submitted by artists and authors around the world. Students will be exposed to a broad diversity of perspectives, voices, and topics.

Methods of Evaluating Student Progress

A. Class Participation
   1. daily
B. Class Work
   1. daily
C. Final Public Performance
   1. awards and publication ceremony at end of semester as a culminating activity
D. Group Projects
   1. daily, on-going group work
E. Home Work
   1. daily
F. Lab Activities
   1. specific commitments throughout semester, varying from week to week depending on stage of anthology development
G. Other (Please Explain)

Student Learning Outcomes

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

A. ~~Upon completion of JAMS 19A, the student will be able to work with others to create a literary anthology, following~~ Follow a timeline ~~for~~ to ~~production~~ produce a journal.
B. Solicit , ~~creating submission guidelines, soliciting submissions, assessing and selecting submissions, editing and formatting anthology content~~ assess , and ~~organizing~~ select ~~an~~ submissions ~~awards~~ for publication.
C. Edit and format journal content.
D. Organize a ceremony for contributors ~~and contest winners~~ .

Textbooks (Typical):

Textbook:

1. Korber, Melissa and ~~Richard~~ Marty ~~Dry,~~ Nash ~~*Literary Anthology*~~ *Havik* . ~~2017~~ 2025 ed., Las Positas College, ~~2017~~ 2025 .
2. ~~Sumner,~~ ZYZZYVA ~~D., David Sumner~~ Staff ~~*Feature and Magazine Writing: Guide for Students*~~ *ZYZZ* . ~~3rd~~ 130 ed., Wiley-Blackwell, ~~2013~~ 2025 .
3. Associated Press, *Associated Press Stylebook and Briefing On Media Law.* ~~2017~~ 2024-26 ed., Basic Books, ~~2017~~ 202 .

Other Materials Required of Students

Equity Based Curriculum

- Course Content
  Address
  The journal will solicit submissions from diverse communities and of culturally relevant material.
- Methods of Instruction
  Address
  Critiques and discussions of submissions will include consideration of the students' and community's biases that might influence the selection of submissions so that the selection of submissions to publish is as objective as possible.
- Assignments
  Address
  The majority of assignments in the class ask students to read and evaluate works of art and literature submitted by artists and authors around the world. Students will be exposed to a broad diversity of perspectives, voices, and topics.
- Typical Texts
  Address
  Course material, including the digital and printed journals, will include work from diverse communities and culturally relevant material.

Requisite Skills

DE Proposal

Delivery Methods

- **Partially Online**

Rationale for DE

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

This course involves review of submissions for possible publications; hundreds of submissions are usually made, so additional time outside class is required.

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

1) The lab work should be in Distance Education mode so that students can access the posted material remotely and communicate with the instructor and other students asynchronously.
2) Students put many hours of work into reading and critiquing the submission in a discussion board forum and can do this remotely.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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 the discretion of the 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: at the discretion of i
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: at the discretion of the instructor
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: weekl
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: at the discretion of the instructor
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: weekly

Student-Student Interaction

- **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: weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: at the discretion of the instructor
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: at the discretion of the instructor

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: weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: at the discretion of the instructor
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: at the discretion of the instructor
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: at the discretion of the instructor
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: at least once per semester
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency: at the discretion of the instructor
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: at the discretion of the instructor

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589262

CB03: TOP Code
060100 - Media and Communications, General

CIP Code

09.0100 - Communication, General.

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
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

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 Yes

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Student will prepare a cohesive digital or physical portfolio, containing the following elements.

• A resume highlighting experience with journals.

• One to three examples of creating or using a process and timelines for the publication of a journal.

• One to three examples of creating or using submission guidelines, soliticing submissions, and assessing submissions.

• One to three examples of editing and formatting journal content and layout.

• One to three examples of organizing an awards ceremeony for contributors.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

LAS POSITAS COLLEGE

Course Modification: ENG 19B - Journal of Arts and Literature B

Course Modification: ENG 19B - Journal of Arts and Literature B (Launched - Implemented 11-03-2025)
compared with
ENG 19B - Journal of Arts, Literature, and Academic Writing B (Active - Implemented 08-15-2021)

Admin Outline for English 19B
Journal of Arts ~~, Literature,~~ and ~~Academic Writing~~ Literature B

Effective: Fall ~~2021~~ 2026

Catalog Description:

ENG 19B - Journal of Arts ~~, Literature,~~ and ~~Academic Writing~~ Literature B
3.00 Units

(See also JAMS 19B)

Creation of a literary ~~-style~~ ~~student~~ arts ~~magazine~~ journal . Practical intermediate-level training in the managing, editing, formatting, and printing of a literary ~~supplement and/or magazine~~ journal with a focus on the production process, including copy editing, design, layout, proofreading, working with the printer, and digital and print distribution. Enrollment constitutes the staff of the ~~magazine~~ journal . ~~-~~ Students ~~who~~ may ~~have~~ receive ~~completed,~~ credit for ENG 19B or ~~are enrolled in,~~ JAMS 19B , ~~may~~ but not ~~receive credit~~ both .

2 Units Lecture 1 Units Lab

Prerequisite: ENG 19A (same as JAMS 19A) with a minimum grade of C ~~, OR ENG 19A 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

Justification for course proposal

Discipline:

Mass Communication, or English

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 leadership and mentor other staff members to create a process and timeline for the production of a literary anthology
B. Demonstrate leadership and mentor other staff members to create submission guidelines, solicit submissions, and assess submissions for publication
C. Demonstrate leadership and mentor other staff member in the production process
    A. Use appropriate style guide and editing standards to copy edit and proofread the publication

B. Use appropriate visual editing techniques with artwork and images
C. Create and implement a design for the book using the appropriate software with special attention to typography, page design, and industry standards
D. Collaborate with staff and with the printer to ensure publication within time and budget constraints

D. Create a plan to promote the anthology before and after publication
A. Demonstrate leadership in finding sponsors
B. Organize an awards ceremony for contributors and contest winners
C. ~~Distribute~~ Produce the anthology in print and in digital formats

Course Content:

Lab:

During lab time, students should apply concepts discussed in the lecture. They should:

1. Meet with other students and lead discussions about soliciting submissions, scoring submissions, and accepting submissions.
2. Edit, proofread and layout the accepted submissions in digital format.
3. Lead the planning and execution of the awards ceremony.
4. Lead staff members in distribution of the journal.

Lecture:

1. Provide leadership in designing a literary magazine:
    1. structuring a timeline;
    2. creating a theme;
    3. selecting a format;
    4. delegating duties and assigning roles for staff members.

2. Provide leadership in assess manuscripts and visual submissions for publication:
    1. develop criteria and a rubric for assessment;
    2. read and score manuscripts;
    3. review and evaluate visual submissions;
    4. discuss and complete group decisions.

3. Perform intermediate-level editing, proofreading, and layout procedures:
    1. verify all accepted manuscripts in digital format;

2. verify all accepted visual submissions in digital format;
3. create layout design, typography, pagination of manuscripts, and artwork;
4. enter manuscript and artwork into layout software and participate in digital layout and graphic design;
5. copy edit and then proofread the manuscript before final printing.

4. Work with printer to ensure the manuscript is published within time and cost constraints.
5. Work to promote the publication before and after production.
6. Provide leadership in organizing and running a literary awards ceremony:
    1. notify accepted and rejected authors;
    2. contact prize-winning authors;
    3. structure format of ceremony;
    4. arrange guest speaker if so desired;
    5. design and distribute flyers to publicize ceremony;
    6. design program for ceremony;
    7. coordinate sales of anthology at ceremony;
    8. assist with introducing speakers and winners;
    9. assist with refreshments at ceremony.

G. Assist with distribution of digital and print anthology.

Methods of Instruction:

1. Discussion - Discussion of aspects of creating and distributing a journal, as well as planning of a publication and awards ceremony. Includes discussion of conventions of literary journals, production timelines, stylistic choices such as document design and editing conventions, and audience awareness.
2. Critique - Critiques of issues for strengths and weaknesses . Group critique sessions and analysis of publications. Critiques and discussions of submissions will include consideration of the students' and community's biases that might influence the selection of submissions so that the selection of submissions to publish is as objective as possible.
3. Classroom Activity - Group collaborative learning
4. . Activity participation
5. Provide leadership and mentoring in necessary activities such as copy editing and proofreading
6. ~~Group critique sessions and analysis of publications~~

Typical Outside-of-Class Assignments

A. ~~Other:~~

Writing:
Draft a rejection letter to a submitter whose work was not chosen for publication.

A. ~~Provide leadership in weighing the relative merits of each of a collection of submitted poems.~~ Project:
Organize and plan a publication and awards ceremony for an audience of 50-100 people.

B. Project:
Assess solicited submissions online using criteria created by the staff.

C. ~~Draft a rejection letter to a submitter whose work was not chosen for publication.~~
Project:
Facilitate online discussion and assessment of works submitted to the journal for possible publication.

4. ~~Create a design for the new publication.~~

Methods of Evaluating Student Progress

A. Class Work
    1. Weekly
B. Final Public Performance
    1. Once per semester
C. Group Projects
    1. Weekly
D. Home Work
    1. Weekly
E. Oral Presentation
    1. Once per semester

Student Learning Outcomes

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

A. ~~Upon~~ Facilitate ~~completion~~ the organization of ~~MSCM 19B, the student will be able to work with others to, create~~ a ~~literary anthology, following a timeline for production, creating submission guidelines, soliciting submissions, assessing and selecting submissions, editing and formatting anthology content, and organizing an awards~~ ceremony for contributors
B. Lead a team of editors in assessing works submitted by authors and ~~contest~~ artists.
C. Edit ~~winners.~~ and ~~At~~ proofread solicited submissions according to the ~~B level~~ conventions of ~~this~~ a ~~course,~~ chosen ~~increased~~ style ~~proficiency~~ guide.
D. Apply ~~is~~ techniques ~~expected~~ of design and layout to produce a print book .

Textbooks (Typical):

Textbook:

1. University of ~~San~~ Chicago ~~Francisco~~ Press ~~Students~~ Editorial Staff ~~*Writing*~~ *Chicago* ~~*for*~~ *Manual* ~~*a*~~ *of* ~~*Real World*~~ *Style* . ~~15th~~ 18 ed., ~~The Department~~ University of ~~Rhetoric~~ Chicago ~~and Language~~ Press , ~~2017~~ 2024 .
2. ~~Associated~~ ZYZZYVA ~~Press~~ Staff ~~*Associated Press Stylebook and Briefing on Media Law*~~ *ZYZZYVA* . ~~53rd~~ 130 ed., ~~Basic Books~~ Wiley-Blackwell , ~~2018~~ 2025 .
3. ~~Seller~~ Korber , ~~Heather,~~ Melissa and Marty Nash ~~*Practice of Creative Writing: Guide for Students*~~ *Havik* . ~~2nd~~ 2025 ed., ~~St.~~ Las ~~Martins~~ Positas College , ~~2012.~~
4. ~~Literary Anthology Staff~~ ~~*Beyond the Window:*~~ ~~2017 ed., Literary Anthology Staff, 2017~~ 2025 .

Other Materials Required of Students

Equity Based Curriculum

- Course Content
  Address
  The journal will solicit submissions from diverse communities and of culturally relevant material.
- Methods of Instruction
  Address
  Critiques and discussions of submissions will include consideration of the students' and community's biases that might influence the selection of submissions so that the selection of submissions to publish is as objective as possible.
- Assignments
  Address
  The majority of assignments in the class ask students to read and evaluate works of art and literature submitted by artists and authors around the world. Students will be exposed to a broad diversity of perspectives, voices, and topics.
- Typical Texts
  Address
  Course material, including the digital and printed journals, will include work from diverse communities and culturally relevant material.

Requisite Skills

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

A. ~~JAMS 19A~~
   1. ~~Create a process and timeline for the production of a literary anthology~~
   2. ~~Create submission guidelines, solicit submissions, and assess submissions for publication~~
   3. ~~Edit and format anthology content and layout~~
   4. ~~Organize an awards ceremony for contributors and contest winners~~

B. ENG 19A
   1. Create a process and timeline for the production of a literary anthology
   2. Create submission guidelines, solicit submissions, and assess submissions for publication
   3. Edit and format anthology content and layout
   4. Organize an awards ceremony for contributors and contest winners

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
After consulting with my dean and colleagues, we decided to offer all Havik classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of three degrees and two certificates at LPC.

Explain how the decision was made to offer this course in a Distance Education mode.
~~The decision was made after discussion with my colleagues and our dean and after hearing from students in the program 1) The lab work should be in Distance Education mode so that students can access the posted material remotely and communicate with the instructor and other students asynchronously. 2) Students put many hours of work into reading and critiquing the submission in a discussion board forum and can do this remotely. 3) ENG/MSCM 19A is a Wed-Hybrid course.~~

1) The lab work should be in Distance Education mode so that students can access the posted material remotely and communicate with the instructor and other students asynchronously. 2) Students put many hours of work into reading and critiquing the submission in a discussion board forum and can do this remotely. 3) ENG/MSCM 19A is a Wed-Hybrid course.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: This will be done on a weekly basis, at minimum.
- **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: This will be done on a weekly basis.
- **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: This will be done on a weekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: This will be done on a weekly basis, at minimum.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: We will meet as a class twice per week. Individual web conferencing will also take place as a supplement.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Social networking will be used at least twice in the class. It is used to solicit submissions and to promote the publication party.
- **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: This will be done on a weekly basis.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: This will be done on a weekly basis.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Students will email each other on a weekly basis to critique and select content for Havik.

- **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 use discussion boards on a weekly basis for discussions about class assignments and content of the journal.
- **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 will work in groups with editors on a weekly basis to critique and select content for Havik.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: This will be done on a weekly basis.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: This will be done on a weekly basis.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Social networking will be used at least twice in the class.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: We will meet as a class twice per week. Students will interact with each other during these conferences and may set up additional times to meet.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: This will be done on a weekly basis.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: This will occur on a weekly basis. Students will be part of editing groups for fiction, poetry, artwork, creative nonfiction, academic nonfiction, and experimental works.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: This will occur at least twice per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Synchronous lectures and discussion are scheduled twice per week during the semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: This will be done on a weekly basis.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: This will be done on a monthly basis.
- ~~**Other**~~ **Student presentations** : *Students will prepare and present on a topic being studied.*
  Frequency: This will occur once during an end-of-semester publications ceremony.

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000622228

CB03: TOP Code

~~060200 - Journalism~~

060100 - Media and Communications, General

CIP Code

09.0100 - Communication, General.

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

~~D - Possibly Occupational~~

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: ENGL C1000 - Academic Reading and Writing

Course Modification: ENGL C1000 - Academic Reading and Writing (Launched - Implemented 10-31-2025)
compared with
ENGL C1000 - Academic Reading and Writing (Active - Implemented 08-15-2025)

Admin Outline for English C1000
Academic Reading and Writing

Effective: Fall ~~2025~~ 2026

Catalog Description:

ENGL C1000 - Academic Reading and Writing
3.00 Units

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Integrated approach to reading, writing, and critical thinking intended to develop ability to read and write complex, college-level prose. Examination of ideas in relation to individual's worldview and contexts from which these ideas arise. ~~Some research required.~~

3 Units Lecture

Prerequisite: Placement as determined by the college's multiple measures assessment process

Course Grading: Letter Grade Only

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

Justification for course proposal

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. ~~Read analytically to understand and respond to diverse academic texts.~~
B. ~~Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.~~
C. ~~Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.~~
Reading:
1. Critically read texts and materials from a variety of academic and cultural contexts ~~, demonstrating in writing and discussion the ability to:~~
1. Summarize a thesis and main points ~~;~~ .

2. Analyze main ideas ~~;~~ .
3. Evaluate the validity and logic of the text's reasoning and support ~~;~~ .
4. Relate ideas and information in the text to their own experience as well as other texts ~~;~~ .
5. Create a coherent position or argument based on reading ~~;~~ .

B. Writing

1. Write multiple-paragraph papers that ~~:~~
    1. ~~Accurately~~ accurately and appropriately respond to a given assignment ~~;~~ .
    2. Develop a relevant, focused thesis ~~;~~ .
    3. ~~Are~~ Organize ~~well-organized~~ ideas and coherently move from coordinating to subordinating points ~~;~~
    4. ~~Are~~ Develop ~~well-developed~~ ideas with sufficient and relevant evidence ~~;~~ .
    5. Synthesize facts and ideas originating outside their direct experience to develop and support a thesis ~~;~~ .
    6. Demonstrate stylistic choices in tone, syntax, and diction ~~;~~ .
    7. Use language--including edited American English and Englishes informed by one's positionality--style, and voice to write clear, engaging prose with an authentic voice.

B. Research ~~:~~

1. Research a specific topic using the Internet, databases, journals, and books ~~demonstrating an ability to:~~ .
    1. Review sources for relevant evidence and arguments ~~;~~ .
    2. Integrate researched material into their own writing with appropriate context, explanation, punctuation, and citation ~~;~~ .
    3. Document sources in an academically responsible way.

Course Content:

Lab:

A. Write a rough draft of an essay, and review for grammar errors
B. Create a Works Cited page using MLA format
C. Use Internet to find and evaluate research sources

D. Peer review of classmates' essay drafts

E. Metacognitive reflections on reading and writing processes

F. Information competency and research skills

G. Application of reading strategies to assigned readings

Lecture:

1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

    1. Discovery, through discussion and later through writing, of how ideas in a work might be elaborated upon, illustrated, modified, and synthesized with one's own and others' views

    2. Detailed critical analysis and assessment of at least five short works as well as one or more book-length works (with an emphasis on nonfiction texts showing a diversity of perspectives)

        1. Evaluation of validity and logic of text's reasoning and support

        2. Identification of and beginning discussion of point of view, purpose, question at issue, information, interpretation and inference, concepts, assumptions, implications and consequences

    3. Instruction in summary:

1. Identifying main ideas and support points of diverse, complex nonfiction texts

2. Paraphrasing author's ideas and maintaining neutrality, avoiding analysis, and avoiding wording and sentence structure of the original

3. Negotiating difference between 1) individual student's interpretation of text's main ideas and meaning and 2) main ideas and meaning that writer most likely intended

4. Using summary as a tool to improve understanding and to precede use of text for another purpose, for example class discussion or a research paper

5. Writing more succinct summaries, to introduce a text in a student essay, highlight main ideas of text as they pertain to student's position or argument, and provide context for student's analysis of text

2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions
8. Compose a minimum of 5,000 words of formal writing across major assignments.
    1. ~~At~~ Writing ~~least~~ assignments ~~4000~~ totaling 5,000 words ~~in~~ of ~~revised~~ formal writing, 4000 of which must be final draft ~~form~~

9. ~~Critical~~ writing. ~~Reading~~

    1. ~~Instruction~~ Formal ~~in~~ writing denotes ~~summary:~~

        1. ~~Identifying~~ writing ~~main~~ that ~~ideas~~ responds ~~and~~ to ~~support~~ assignment ~~points~~ directions; ~~of~~ makes ~~diverse~~ intentional choices regarding audience , ~~complex nonfiction texts~~

        2. ~~Paraphrasing author's ideas and maintaining neutrality, avoiding analysis~~ purpose , and ~~avoiding~~ structure; and ~~wording~~ is meant to be read and ~~sentence structure of the original~~

        3. ~~Negotiating difference between 1) individual student's interpretation of text's main ideas and meaning and 2) main ideas and meaning that writer most likely intended~~

        4. ~~Using summary~~ assessed as a ~~tool~~ complete, ~~to~~ standalone ~~improve~~ work. ~~understanding~~ Formal ~~and~~ writing ~~to~~ utilizes ~~precede~~ the ~~use~~ standards of ~~text~~ edited English when helpful for ~~another~~ clarity. Instructor ~~purpose,~~ will ~~for example class discussion or a research paper~~

        5. ~~Writing more succinct summaries, to introduce a text in a student essay, highlight main ideas of text as they pertain to student's position or argument, and provide context for student's analysis of text~~

    2. ~~Detailed critical analysis and assessment of~~ assign at least ~~five~~ 3 ~~short~~ essays. ~~works~~ One ~~as~~ of ~~well as one or more book-length works (with an emphasis on nonfiction texts showing~~ the essays, a ~~diversity~~ documented research paper,

might instead be a detailed research proposal and annotated bibliography. Instructor will additionally assign 4,000 words of ~~perspectives)~~

1. ~~Evaluation of validity and logic of text's reasoning and support~~

2. ~~Identification of and beginning discussion of point of view, purpose, question at issue, information, interpretation and inference, concepts, assumptions, implications and consequences~~

3. ~~Discovery, through discussion and later through~~ informal writing, including one timed/in-class writing; other types of ~~how~~ informal ~~ideas in a work~~ writing might ~~be~~ include ~~elaborated~~ essay ~~upon~~ drafts, ~~illustrated, modified~~ summaries, and ~~synthesized~~ reading ~~with one's own and others' views~~

10. ~~Writing~~

1. ~~Writing assignments totaling 5,000 final draft words. Instructor will assign at least 3 essays. One of the essays, a documented research paper, might instead be a detailed research proposal and annotated bibliography. Instructor will additionally assign 4,000 words of informal writing, including one timed/in-class writing; other types of informal writing might include essay drafts, summaries, and reading responses.~~ responses. Training in the process of writing will include:
    1. Pre-writing strategies appropriate to more complex writing assignments
    2. Development of theses that make an assertion and do not merely state a fact or the status quo
    3. Support of theses with evidence, detail, and reasoning
    4. Introductory inductive and deductive reasoning
    5. Writing to a specific audience
    6. Explanation of the varying purposes of research writing: pursuing a line of inquiry as opposed to making an argument, for example.
    7. Careful paraphrasing of passages and longer sections of sources, avoiding wording and sentence structure of original
    8. Strategies for critical revision and editing
    9. ~~Directed peer review~~
    10. Using language, style, and voice to write clear, engaging prose with an authentic voice
    11. Deconstructing the dichotomy between academic and personal writing and discussing features of each from a linguistic justice perspective
    12. Assessing the best use of language, style, and voice for a variety of writing assignments and rhetorical contexts
    13. Using edited American English, Englishes informed by one's own positionality, and code-meshed Englishes
11. Introduction to research
    1. Explanation of the varying purposes of research: supporting a line of inquiry as opposed to supporting an argument, for example
    2. Learning the components of and organizing the research process
        1. Library skills: orientation to the library and to the specific course/project, covering:
            1. Value of different types of sources (reference book, book, anthology, journal article, other periodical article, website, other) and of current sources to student's research project
            2. Use of library technology to locate sources
            3. Location and use of various library services (NoodleBib, reference desk, interlibrary loan, etc.)
        2. Notetaking
            1. Selecting relevant and uniquely worded direct quotes
            2. Selecting passages and sections of texts to paraphrase or summarize
            3. Summarizing and evaluating research sources
            4. Recording all source information and page numbers of quotes, paraphrases, and summaries
    3. Accurate citation of sources

1. Citation of all direct quotes and ideas that come from an outside source
2. Discussion of how MLA compares to other common citation methods (APA, Chicago, etc.) and recognition of the different demands and styles of those systems
3. Using MLA's system for parenthetical citation within the body of the text
4. Understanding when a given piece of information is "common knowledge" and does not need to be cited
5. Creating an accurate Works Cited list in MLA style

Methods of Instruction:

1. Demonstration - ~~whether~~ Whether in-class or online
2. Lecture - ~~short~~ Short lectures might be on theme of class to build schema, organizational strategies, avoidance of plagiarism, grammar issue, etc.
3. Written Exercises - Students might do guided in-class writing, whether to do pre-writing, a draft introduction or P.I.E. paragraph, or a revision of a section for better transitions or textual integration. Before or after doing this in-class writing, students might review examples of student writing that model writing exercise in question.
4. Pre-reading and pre-writing activities
5. Peer responses to multiple drafts
6. 5000 words of formal writing, 4000 of which must be final draft writing . ~~with~~ Formal ~~an~~ writing denotes ~~additional~~ writing ~~4000~~ that ~~words~~ responds to assignment directions; makes intentional choices regarding audience, purpose, and structure; and is meant to be read and assessed as a complete, standalone work. Formal writing utilizes the standards of ~~informal~~ edited ~~writing~~ English when helpful for clarity .
7. Reading at least one full-length work in addition to at least five shorter works (required). Emphasis is nonfiction, and at least one full-length work should be nonfiction.
8. Summary and paraphrase exercises

Typical Outside-of-Class Assignments

A. Reading:
    1. Read Paul Wachtel's "Talking About Racism: How Our Dialogue Gets Short-Circuited," in Rereading America. Annotate carefully as you read, both to note your reactions and identify the main stages of his argument. Write an objective summary of the essay, being sure to mention the author, article title, and main idea in the first sentence of your summary. As you paraphrase the stages of Wachtel's argument, be careful not to accidentally plagiarize and use his words without quotation marks.
    2. Discuss the following quiz questions with your group, and write down your answers. You may use your book, a dictionary, and any notes. Please explain all answers in your own words rather than quoting from the text. Each question is worth three points. You have half an hour to complete the quiz. . . Question #3: Robin Lakoff lists a number of practices that fall under the term "political correctness." What do these practices have in common with one another? Why have they gotten grouped together as "politically correct"?
    3. Internet Source Evaluation assignment: The following lesson is designed to introduce you to techniques that help you identify the authors of web pages, evaluate the credentials of these authors, and evaluate the content on the pages themselves for bias and reliability. Read Section R2, in Diana Hacker's *A Writer's Reference*, "Evaluating Sources" AND "Evaluating Web Pages: Techniques to Apply and Questions to Ask," written by the librarians at U.C. Berkeley, available at http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html. Using the criteria enumerated by Hacker and the U.C. librarians, assess the value and potential bias of the following websites by reflecting on each site's authors, sponsorship, purpose, and currency.

B. Writing:
    1. We have discussed the "Edited American English" construct, developing your own writer's voice, and the purpose of prologues in writing. You read "They Say If You Talk Pidgin, You No Can," by Native Hawaiian writer Lee Tonouchi. Imagine that you are Tonouchi, who believes that his dialect is just as effective, powerful, and scholarly as "Edited American English," and you are preparing to present your work to an audience who may still expect you to write in "Standard English." Write a prologue that explains your rhetorical choices.
    2. We have read essays by Horace Mann, Jean Anyon, John Taylor Gatto, and Mike Rose that describe in shocking detail what too often goes wrong in the schoolroom. However, these essays also outline, whether indirectly or directly, what incredible potential students reveal when the classroom is functioning well. In this essay, please reflect on what you think the "proper goals of public education in a democracy should be," as Horace Mann put it (qtd. in Colombo 152). As you reason through

your essay, you must draw on at least one of the articles we read and on your own personal experience of and/or knowledge of California's educational system in support of your thesis.

3. For this lab assignment you will need: Paper #1 and rubric; an electronic copy of Paper #1; *A Writer's Reference* handbook.
    1. Review all the sentence-level corrections on your paper. You can get an overview by looking at the "comments" section in your rubric beside Sentence Skills, Word Choice, Punctuation, Mechanics and Format.
    2. Start with Sentence Skills. Let's say the first item listed in the comments is "G1b."
        1. Read this section in Hacker.
        2. Type (in your own words) the general rule that is discussed in G1b.
        3. Then go through your paper and find the first G1b error, copy and paste the entire sentence that contains the error, and retype the sentence, correcting the error.

C. ~~Other~~ Research :

1. For this assignment, you should choose one issue or topic regarding language use. You may choose any topic that we have discussed in class, or any other topic related to language (if you pick a topic not covered in our course, you must check with me to make sure the topic is appropriate). Possible topics include English as a second language/non-native speaker English, Ebonics, Spanglish, hate speech, political correctness, and prescriptive versus descriptive grammar. For your assignment, you will research this issue, find three articles that we have not discussed in class, and write an annotated bibliography listing these sources. You will also choose one source to examine more closely and write a brief report about it.
2. While living a life as a homeless person, Lars Eighner tells of his adventures in "On Dumpster Diving," often criticizing American culture. His picture of being indigent doesn't always ring true to the average American's concept of who the homeless are and what each is like. Use Eighner's essay as the foundation for developing your own commentary on homelessness in America. Besides citing Eighner, include at least three additional sources in your paper. Follow MLA format. Include: standard MLA essay margins and page information; in-text source citations; Works Cited page (separate page following the body of the paper).
3. Your *Allyn & Bacon Guide to Writing* explains that exploratory research must be open to the complexities of your given research problem and seek a diversity of options about it. Reviewing a diversity of sources including a reference source, a book, a scholarly journal article, a magazine or newspaper article, and a video, write either an exploratory research essay or an annotated bibliography. Both are essentially descriptions of your research journey, but they follow different formats. The essay will narrate the inquiry process you followed as you researched your topc and have a Works Cited list at the end; the annotated bibliography will have annotations in a Works Cited list and begin with a critical preface.
4. For your lab assignment this week, begin work on your Works Cited list. Select the journal article you have found to support your research paper and use NoodleBib to create a Works Cited entry for it in MLA format. Remember, when identifying the type of source in NoodleBib, that your journal article was originally published in print form—it does not exist only on the Internet. Remember also that NoodleBib will help you find the correct URL for the library database you used.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly
B. Class Work
    1. Daily
C. Exams/Tests
    1. One in-class timed textual integration writing assignment, one midterm, one in-class timed writing final exam
D. Group Projects
    1. Once
E. Home Work
    1. Daily
F. Lab Activities
    1. Weekly
G. Oral Presentation
    1. Once
H. Papers
    1. 3 or more
I. Portfolios

1. End of semester

J. Quizzes
   1. Weekly
K. Research Projects
   1. End of semester
L. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing. 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. Identify the main ideas and supporting arguments of a college-level text.
B. Research a topic using credible sources and document sources in an academically responsible way.
C. Use effective sentence structure and ~~correct sentence structures~~ style to convey ideas.
D. ~~Write an academic essay using textual evidence to support a thesis.~~
E. ~~Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.~~
F. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
G. Read analytically to understand and respond to diverse academic texts.
H. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Textbooks (Typical):

Textbook:

1. ~~Eric~~ Rafael ~~Weiner~~ Agustin *Illegally Yours: A Memo.* , Grand Central Publishing, 2023.
2. Wendy Suzuki *Good Anxiety: Harnessing the Power of the Most Misunderstood Emotion.* , Atria Books, 2022.
3. James Spooner *The ~~Geography~~ High ~~of Bliss~~ Desert : ~~One~~ Black. ~~Grump's~~ Punk. ~~Search for the Happiest Places in the World~~ Nowhere.* . ~~8th ed.~~ , ~~Bedford/St. Martin's~~ Harper , ~~2008.~~
4. ~~Jonathan Foer~~ ~~*Eating Animals.*~~ ~~1st ed., Back Bay Books-Little, Brown-Hachette, 2009.~~
5. ~~J.D. Vance~~ ~~*Hillbilly Elegy: A Memoir of a Family and Culture in Crisis.*~~ ~~reprint ed., HarperCollins, 2016~~ 2022 .
6. John Ramage, John Bean, June Johnson *The Allyn & Bacon Guide to Writing.* 8th ed., Pearson, 2018 ~~.~~
7. ~~Sonia Nazario~~ ~~*Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother.*~~ ~~reprint ed., Random House Trade Paperbacks, 2007~~ .
8. Ta-Nehisi Coates *Between the World and Me.* 1 ed., Spiegel & Grau-Penguin Random House, 2015.
9. Pam Altman, Lisa Metge-Egan, Paige Wilson, Mari Caro *The Sentence Combining Workbook.* 5 ed., Cengage, 2019.
10. Gary Colombo, Uzzie T Cannon, Robert Cullen, Bonnie Lisle *Rereading America: Cultural Contexts for Critical Thinking and Writing.* 12th ed., Bedford/St. Martin's, 2021.
11. Diana Hacker, Nancy Sommers *A Writer's Reference.* ~~10th~~ 11th ed., Bedford/St. Martin's, ~~2020~~ 2024 .
12. Gerald Graff, Cathy Birkenstein *They Say, I Say: The Moves That Matter in Academic Writing.* ~~5th~~ 6th ed., W. W. Norton & Company, ~~2021~~ 2024 .

Other Learning Materials:

1. An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.
2. A college-level handbook on writing and documentation or evidence of similar writing pedagogy.
3. ~~Course texts may include book-length works.~~
   Course texts may include book-length works. LPC requires one full-length, nonfiction text.

4. Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

Other Materials Required of Students

Equity Based Curriculum

- DE Course Interaction
  Address
  Students will read texts that show a variety of perspectives from authors of various backgrounds. Students will take part in student-to-student online discussions in which students will share and be exposed to a variety of perspectives. DE courses in Canvas will be accessible to students with disabilities.
- Measurable Objectives
  Address
  Students will critically read texts and materials from a variety of academic and cultural contexts. In their writing, they will explore language beyond edited American English, including Englishes informed by their own positionality and code-meshed Englishes.
- Course Content
  Address
  Students will read texts that show a variety of perspectives from authors of various backgrounds. Discussion of writing will include how to assess rhetorical situations to select the best language, style and voice for a variety of situations and to a variety of audiences, not just academic writing to an academic audience, which is deeply rooted in Eurocentric systems.
- Methods of Instruction
  Address
  Instructors will use a variety of methods to teach students from a variety of backgrounds.
- Assignments
  Address
  Assignments will challenge students to think beyond writing "standard" American English and its focus on correctness, and to fully consider rhetorical situations, including the writer's audience, purpose, and genre best suited to their communication.
- Methods of Evaluation
  Address
  Instructors will provide a variety of types of assessments to give students options to demonstrate their ability to meet a course outcome or objective.
- Typical Texts
  Address
  Instructors will adopt and/or teach a variety of texts that represent a diversity of voices and perspectives.

Requisite Skills

DE Proposal

Delivery Methods
Rationale for DE

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

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

Accessibility:

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

Syllabus:

- Instructor response time.
- Grade turnaround time.

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

Course Objectives:

- 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 the course, and participating regularly. Students will be encouraged to email the instructor with any questions about the course/their progress, and emails will be answered 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. 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 assignments and 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, and may include information on due dates, upcoming assignments, and syllabus changes.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Webconferencing may be used to deliver content to students in real time, or to conduct 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.*
  Frequency: Students will post to the discussion board, answering questions posed by the instructor or by classmates. They will also reply to each others' postings.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Students will be required to submit essays for classmates to critique, and also to provide critique for others. They will use questions provided by the instructor, and may use online editing tools to provide feedback directly on the document

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Formal essays at least three times per semester, as well as an additional in-class/timed writing
- **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: as needed or determined by the instructor
- **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: Once per semester

- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Once per semester

General Education/Transfer Request

General Education/Transfer Request
~~Chabot College GE~~ Cal-GETC

- ~~IA.~~ 1A - English Composition

~~CSU GE~~

- ~~A2~~ - ~~Written Communication~~ Approved

CSU Transfer

- Transfers to CSU

~~IGETC~~ Las Positas College GE

- 1A - English Composition - Approved

UC Transfer

- Transfers to UC

C-ID : ENGL 100 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000365449

CB03: TOP Code
150100 - English

CIP Code

23.0101 - English Language and Literature, 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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

A. Course meets any of the following:

1. CSU General Education Breadth Area A2: Written Communication
2. CSU General Education Breadth Area A3: Critical Thinking
3. UC IGETC Area 1A: English Composition
4. UC IGETC Area 1B: Critical Thinking-English Composition
5. Course has a general education certification or articulation agreement that ensures the course fulfills English composition requirements at an accredited four year institution
6. Course fulfills local general education requirements for English Composition as outlined in Title 5 Section 55063

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: ENGR 37 - Applied Statics and Materials

Course Modification: ENGR 37 - Applied Statics and Materials (Launched - Implemented 11-03-2025)
compared with
ENGR 37 - Applied Statics and Materials (Active - Implemented 01-01-2019)

Admin Outline for Engineering 37
Applied Statics and Materials

Effective: ~~Spring~~ Fall
~~2019~~ 2026

Catalog Description:

ENGR 37 - Applied Statics and Materials
~~3~~ 4.00 Units

Applied statics, mechanics of materials, and materials science. Topics include stress, strain, types of forces, moments, moment of inertia, friction, truss structures, centers of gravity, modulus of elasticity, fasteners, chemistry and atomic structure, crystalline structures, phase diagrams. This course is designed for Engineering Technology majors; it is not intended for students pursuing the Engineering Requirements (Transfer Preparation) path.

~~2~~ 3 Units Lecture 1 Units Lab

Prerequisite: MATH 21 with a minimum grade of C, OR MATH 39 with a minimum grade of C

Course Grading: Optional

Lecture Hours	~~36~~ 54
Lab Hours	54
Inside of Class Hours	~~90~~ 108
Outside of Class Hours	~~72~~ 108

Justification for course proposal

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. Explain the differences between Force, Moment, and Torsion
B. Identify the characteristics of Stress-Strain curves
C. Differentiate between static and kinetic friction
D. Describe center of gravity and centroids
E. Discriminate between area of moment of inertia and mass moment of inertia
F. Describe Poisson's Ratio, Modulus of Elasticity, and Shear Modulus
G. Calculate Poisson's Ratio, Modulus of Elasticity, and Shear Modulus
H. Describe the relationship between stress and strain, and interpret stress-strain curves

I. Apply theories of force, moment and torsion to explain the following types of fasteners: bolts, welds, and adhesives
J. Resolve Force Vectors into components
K. Solve 2D equilibrium problems using scalar techniques.

Course Content:

Lab:

1. Applied Statics
    1. Exploring vectors
    2. Exploring static equilbrium
    3. Team Problem Solving
2. Applied Strength of Materials
    1. Tensile Tests
    2. Harness Tests
    3. Analyzing Stress-Strain Curves
3. Applied Materials Science
    1. Exploring atomic structure

Lecture:

1. Applied Statics
    1. Forces
        1. Forces
        2. **Torques (or Moments)**
        3. **Friction**
        4. **Trusses**
        5. **Center of Gravity / Centroids**
    2. **Applied Strength of Materials**

1. **Stress, Strain**
2. **Torsion**
3. **Modulus of Elasticity (or Young's Modulus)**
4. **Shear Force and Bending Moment diagrams for beams**
5. **Buckling**
6. **Types of Fasteners**
    1. **Welds**
    2. **Bolts**
    3. **Adhesives**
7. **Combined stresses**
8. **Thermal effects**
9. **Vacuum effects**

3. **Applied Materials Science**
    1. **Chemistry and atomic structure**
    2. **Crystalline structures**
    3. **Phase diagrams**
    4. **Phase diagrams for steel**
    5. **Polymers**
    6. **Ceramics**
    7. **Metals**
    8. **Composite materials**
    9. **Semiconductor materials**
    10. **Creep**

Methods of Instruction:

1. Guest Lecturers - From both Lawrence Livermore National Labs and other local employers
2. Classroom Activity - ~~Individual~~ Provide time to complete example problems individually and ~~Group~~ then ~~problem~~ go ~~solving~~ over together as a class.
3. Lecture - Lecture ~~supported~~ methods ~~by~~ utilize ~~powerpoint~~ slide ~~presentations~~ decks and ~~board~~ modeling ~~work~~ applicable problem-solving process.
4. Student Presentations - ~~Powerpoint~~ Presentations ~~presentations~~
5. ~~Audio-visual~~ on ~~Activity~~ a ~~-~~ relevant ~~Videos~~ applied statics and ~~on-line~~ materials ~~lectures~~ topic ~~as~~ utilizing ~~needed~~ a slide deck.
6. Field Trips - Visit local companies to see what engineering technology looks like in the “real world”.
7. Projects ~~- Group-oriented design and building projects~~
8. ~~Lab~~ - Hands-on ~~Materials~~ building ~~laboratory~~ projects ~~assignments~~ which reinforce statics principles. Examples could include building and designing (a) mobiles, (b) truss structures, and/or (c) other static projects constructed from simple materials.
9. Lab - Work in teams using specialized equipment to study various engineering test methods.
10. Demonstration - Instructor demonstrates how lab equipment is used.
11. Discussion - Teams discuss the results of experiments and draw conclusions based on what they are learning,

Typical Outside-of-Class Assignments

A. **Project:**

1. Design, analyze and build a Pratt or Howe truss out of balsa wood meeting a certain set of design requirements.

B. **Other:**

1. **Homework**

1. ~~Weekly reading. For example~~ Assignments - ~~read~~ Typical ~~and~~ 10 - 20 word problems per assignment practicing concepts learned in class.
2. Work with a team to solve the assigned problem, then present method to class.

B. **Reading:**

1. Read textbook on material to be taught during next lecture, so prepared to ~~discuss Chapter on Stress and Strain.~~
2. ~~Weekly problems from reading. Answer the comprehension~~ ask questions ~~at the end of the chapter. For example - describe the relationship between stress and strain; How do temperature and speed of loading effect tensile testing?~~
3. ~~Weekly problem-solving. For example - graph the stress-strain curve for a variety of materials~~

3. ~~Weekly Laboratory Assignments~~

1. ~~Apply measurement techniques to a variety of materials to test strain and stress properties~~

2. ~~Record data in the laboratory~~
3. ~~Graph and interpret data collected~~
4. ~~Produce laboratory reports~~

4. ~~Design Project~~

1. ~~Students will work in teams to design a unique project that utilizes theories presented in class. Students will clearly identify the theories applied, and describe their application.~~
2. ~~Students will present their project in class, both orally and in writing~~ .

5. ~~Field Trips to industry sites~~

1. ~~Students will provide a summary of field trips, including the types of engineering peronnel, projects, materials, and tools observed during the trip.~~

Methods of Evaluating Student Progress

A. ~~Class Participation~~
B. **Exams/Tests**

1. Minimum 2 Midterm Exams 1 Final Exam

C. Field Trips

1. Minimum of 1 per semester

D. Group Projects

1. Minimum of 1 per semester

E. Home Work

1. Minimum of biweekly

F. Lab Activities

1. 5 - 6 per semester

G. Projects

1. Minimum of 1 per semester

H. Quizzes

1. 3-6 per semester

Student Learning Outcomes

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

A. ~~Upon~~ Analyze ~~completion~~ 2D force systems acting on engineering structures in static equilibrium.
B. Analyze materials-related curves to interpret the structure and properties of ~~ENGR~~ materials.
C. Use ~~37,~~ standard ~~the~~ materials-testing ~~students will be able~~ equipment to ~~construct~~ determine material properties.
D. Analyze a ~~free~~ self - ~~body~~ built ~~diagram~~ structure in static equilibrium .

Textbooks (Typical):

Textbook:

1. ~~Deborah D.L Chung~~ ~~*Applied Materials Science: Applications of Engineering Materials in Structural, Electronics, Thermal.* , CRC Press, 2001.~~
2. George F. Limbrunner, Craig T. D'Allaird *Applied Statics and Strength of Materials.* ~~6th~~ 7th ed., Pearson, ~~2016~~ 2021 .
3. Russell C Hibbeler *Statics and Mechanics of Materials.* 4th ed., Pearson, ~~2014~~ 2023 .
4. James F Shackelford *Introduction to Materials Science for Engineers.* 8th ed., Pearson Publishing, ~~2015~~ 2021 .

Other Materials Required of Students

Other Materials Required of Students:

1. ~~Hand-held scientific calculator~~ Calculator .

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. MATH 21
   1. Graph functions and relations in rectangular coordinates and polar coordinates; including rational, linear, polynomial, radical, absolute value, exponential, and logarithmic, and trigonometric equations, including their definitions, evaluation, domain and range
   2. Synthesize results from the graphs and/or equations of functions and relations
   3. Analyze functions graphically and investigate properties of functions, such as asymptotic behavior, intercepts, and vertices, increasing and decreasing, extreme values, and average rates of change
   4. Explore and apply functions to model real world applications, including applications in science, technology, engineering and mathematics
   5. Solve and apply equations including rational, linear, polynomial, exponential, absolute value, radical, and logarithmic, and solve linear, nonlinear, and absolute value inequalities

6. Solve systems of equations and inequalities
7. Identify special triangles and their related angle and side measures
8. Evaluate the trigonometric function of an angle given in degree and radian measure
9. Manipulate and simplify a trigonometric expression
10. Solve trigonometric equations, triangles, and applications
11. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs
12. Prove trigonometric identities

B. MATH 39

1. Define trigonometric functions in terms of the right triangle, using coordinates of a point and distance from the origin, and using the unit circle;
2. State from memory the values for sine, cosine and tangent functions of common angles given in either degrees or radians;
3. Identify special triangles and their related angle and side measures;
4. State from memory the Pythagorean identities, reciprocal identities, quotient identities, double angle identities, and sum and difference identities for sine and cosine ;
5. Evaluate the trigonometric function of an angle in degree and radian measure;
6. Manipulate and simplify a trigonometric expression;
7. Solve trigonometric equations, including equations with multiple angles over different intervals, and solve triangles and applied problems;
8. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs;
9. Prove trigonometric identities;
10. Develop and use trigonometric ratios or other trigonometric formulas to solve problems;
11. Develop and use the law of sines and law of cosines to completely solve an oblique triangle;
12. Convert between polar and rectangular coordinates and equations;
13. Represent a vector (a quantity with magnitude and direction) in the form <a,b> and ai+bj.

DE Proposal

Delivery Methods

- ~~Fully~~ Emergency Online ~~(FO)~~
- ~~Online~~ with ~~the~~ Flexible In-Person Component (~~OFI~~ EOFI) -
- ~~Partially Online~~

Rationale for DE

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

~~ENGR 37 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:

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

- **Modifying assignment time limits for students with accommodations.**

Syllabus:

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

Course Objectives:

- **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:** - **Every 1 to 2 weeks.**~~
- - **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: Every 1 to 2 weeks.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: One to Two times each week.

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**~~ **2-3 times per semester .**
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~**Every 1 to**~~ **Minimum 2** ~~**weeks,**~~ **Midterm** ~~**for**~~ **Exams 1** ~~**a**~~ **Final** ~~**total**~~ **Exam 5-6** ~~**of**~~ **Quizzes** ~~**8-10**~~ **per** ~~**quizzes and exams.**~~ **semester**
- **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: Minimum of 1 ~~**-2 times**~~ **per semester** ~~**(as part of some design and build projects).**~~

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- **Transfers to CSU - Approved**

Codes and Dates

Course CB Codes

CB00: State ID

CCC000595129

CB03: TOP Code

092400 - Engineering Technology, General (requires Trigonometry)

CIP Code

15.0001 - Applied Engineering Technologies/Technicians.

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

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: ENGR 50 - Introduction to Electronic Systems and Measurements

Course Modification: ENGR 50 - Introduction to Electronic Systems and Measurements (Launched - Implemented 11-04-2025)
compared with
ENGR 50 - Introduction to Electronic Systems and Measurements (Active - Implemented 01-01-2020)

Admin Outline for Engineering 50
Introduction to Electronic Systems and Measurements

Effective: ~~Spring~~ Fall
~~2020~~ 2026

Catalog Description:

ENGR 50 - Introduction to Electronic Systems and Measurements
~~4~~ 3.00 Units

Introduction to electrical and electronic systems and circuits. Overview of digital and analog electronics, semiconductor devices and software tools. Direct current and alternating current circuit analysis including Ohm's law and Kirchhoff's laws. Measurement and characterization of electronic systems, data collection, and reporting results. Comparing system and component performance to published specifications and developing troubleshooting techniques. Laboratory practice includes operation and proper use of standard test instruments.

2 Units Lecture ~~3~~ 1 Units Lab

Prerequisite: MATH 21 with a minimum grade of C, OR MATH 39 with a minimum grade of C .

Course Grading: ~~Letter Grade Only~~ Optional

Lecture Hours	36
Lab Hours	~~108~~ 54
Inside of Class Hours	~~144~~ 90
Outside of Class Hours	72

Justification for course proposal

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. Utilize the basic electrical concepts of voltage, current, power, efficiency, energy, resistance, impedance, capacitance and inductance to evaluate electronic circuits
B. Perform basic D.C. and A.C. circuit analysis using Ohms law and Kirchoff's laws
C. Describe the function of common semiconductor devices including diodes, bipolar and field-effect transistors, thyristors and operational amplifiers
D. Make common circuit measurements with a multimeter and oscilloscope

E. Explain meter loading and define precision and accuracy, and calculate accuracy and error
F. Develop, present, and execute a logical troubleshooting plan appropriate for the subject system or component

Course Content:

Lab:

1. Use of Microsoft Excel as a data collection and graphic presentation tool
2. Digital Multimeter (DMM) measurements of DC voltage, current and resistance
3. DMM measurements of AC voltage and current.
4. Steady state and transient measurements with the oscilloscope
5. Temporal measurements with the oscilloscope
6. Gain and bandwidth measurements
7. Amplifier characterization
8. Characterization of digital waveforms; logic levels and timing
9. Current/voltage characteristics of linear and non-linear two-terminal devices
10. Developing skills in troubleshooting electrical circuits

Lecture:

1. Basic electronic and electrical concepts including voltage, current, energy, power, efficiency, resistance, capacitance, inductance and impedance
2. Creating and reading schematics and specification sheets
3. Excel as a data collection and graphic presentation tool
4. Ohm's law and Kirchoff's law in DC (Direct Current) and AC (Alternating Current) circuits
5. Electric and magnetic fields
6. Basic circuit analysis for DC and AC circuits
7. Overview of digital electronics
8. Diodes, BJT, FET and thyristor devices and circuits
9. Amplifier circuits

Methods of Instruction:

1. Lecture - ~~Whiteboard~~ Lecture methods utilize slide decks and ~~Powerpoint~~ modeling ~~lectures~~ applicable problem-solving process.
2. Classroom Activity - Provide time to complete example problems individually and then go over together as a class.
3. Lab - ~~Six~~ Work ~~hours~~ in teams using specialized equipment to study various engineering test methods.

4. Projects - Hands-on building project which reinforces electronic systems and measurement principles.
5. Demonstration - Instructor demonstrates how lab equipment is used.
6. Discussion - Teams discuss the results of ~~lab~~ experiments ~~per~~ and ~~week~~ draw ~~will~~ conclusions ~~emphasize~~ based ~~hands-~~ on ~~skills~~ what ~~in~~ they ~~a~~ are ~~variety of electrical circuits.~~
7. ~~Observation~~
8. ~~Projects~~ learning.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. Read textbook on material to be taught during next lecture, so prepared to ask questions.

B. Project:

1. Given a schematic of an electronic circuit, construct the circuit on a breadboard and measure the specified characteristics of the circuit ~~,~~ ~~documenting~~ using ~~and~~ appropriate ~~presenting the results~~ equipment.
2. Given a case study for a non-functioning electronic system, develop an initial troubleshooting plan to logically and effectively isolate the fault
3. Using Ohm's law and Kirchhoff's laws ~~;~~ .

C. Other:

1. Homework ~~calculate~~ Assignments - Typical 10 - 20 word problems per assignment practicing concepts learned in class.
2. Homework: Calculate the expected voltage and current through a specified component in an electrical circuit and compare it to the measured values of the voltage and current

Methods of Evaluating Student Progress

A. Exams/Tests

~~1. 2 - 4 exams per semester~~

1. Minimum 2 Midterm Exams 1 Final Exam

B. Home Work

~~1. weekly~~

1. Minimum of biweekly

C. Lab Activities

~~1. weekly~~

1. 5 - 6 per semester

D. Projects

1. 1 per semester

E. Quizzes

~~1. 1 per week~~

1. 3-6 per semester

Student Learning Outcomes

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

A. ~~Upon completion of ENGR 50, the student will be able to analyze~~ Analyze basic AC circuits.
B. ~~Upon completion of ENGR 50, the student will be able to analyze~~ Analyze basic resistive circuits.
C. ~~Upon completion of ENGR 50, the student will be able to assemble circuits on a breadboard from an electrical schematic and utilize~~ Utilize diagnostic equipment to characterize performance and - troubleshoot .
D. Assemble circuits on a breadboard from an electrical schematic .

Textbooks (Typical):

Textbook:

1. Stephen L. Herman & Derek Vigstol *Delmar's Standard Textbook of Electricity.* , Cengage, 2026.
2. Ronald Tocci, Neal Widmer, Greg Moss *Digital Systems.* 12th ed. ed., Pearson, 2017.
3. Albert Malvino, David Bates *Electronic Principles.* 8th ed. ed., McGraw Hill, ~~2016~~ 2021 .
4. Mitchel Schultz *Grob's Basic Electronics.* ~~12th ed. ed.~~ , McGraw Hill, ~~2016~~ 2024 .
5. Stephen Sangwine *Electronic Components and Technology.* 3rd ed., CRC Press, 2007.
6. Robert T Paynter, Toby Boydell *Electronics Technology Fundamentals: Conventional Flow Version.* 3rd ed., Pearson, 2009.
7. ~~Thomas L Floyd, David M Buchla~~ ~~*Electronics Fundamentals: Circuits, Devices and Applications.*~~ ~~8th ed., Pearson, 2010.~~
8. Toby Boydell, Robert T Paynter *Laboratory Manual for Electronics Technology Fundamentals: Conventional Flow.* 3rd ed., Pearson, 2009.
9. ~~Charles~~ Thomas ~~Schuler~~ L Floyd, David M Buchla *Electronics Fundamentals : ~~Principles~~ Circuits, Devices and Applications.* ~~9th edition~~ 8th ed., ~~McGraw Hill~~ Pearson , ~~2019~~ 2010 .

Other Materials Required of Students

Other Materials Required of Students:

1. Computer with internet access.
2. ~~Microsoft Excel software access.~~
3. LT Spice software access.
4. Hand-held calculator.

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. MATH 21

1. Graph functions and relations in rectangular coordinates and polar coordinates; including rational, linear, polynomial, radical, absolute value, exponential, and logarithmic, and trigonometric equations, including their definitions, evaluation, domain and range
2. Synthesize results from the graphs and/or equations of functions and relations
3. Analyze functions graphically and investigate properties of functions, such as asymptotic behavior, intercepts, and vertices, increasing and decreasing, extreme values, and average rates of change
4. Explore and apply functions to model real world applications, including applications in science, technology, engineering and mathematics
5. Recognize the relationship between functions and their inverses graphically and algebraically
6. Solve and apply equations including rational, linear, polynomial, exponential, absolute value, radical, and logarithmic, and solve linear, nonlinear, and absolute value inequalities
7. Solve systems of equations and inequalities
8. Identify special triangles and their related angle and side measures
9. Evaluate the trigonometric function of an angle given in degree and radian measure
10. Manipulate and simplify a trigonometric expression
11. Solve trigonometric equations, triangles, and applications
12. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs

B. MATH 39

1. Define trigonometric functions in terms of the right triangle, using coordinates of a point and distance from the origin, and using the unit circle;
2. State from memory the values for sine, cosine and tangent functions of common angles given in either degrees or radians;
3. State from memory the Pythagorean identities, reciprocal identities, quotient identities, double angle identities, and sum and difference identities for sine and cosine ;
4. Evaluate the trigonometric function of an angle in degree and radian measure;
5. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs;
6. Evaluate and graph inverse trigonometric functions;
7. Develop and use trigonometric ratios or other trigonometric formulas to solve problems;
8. Convert between polar and rectangular coordinates and equations;
9. Graph polar coordinate equations.
10. Represent a vector (a quantity with magnitude and direction) in the form <a,b> and ai+bj.

DE Proposal

Delivery Methods

- ~~Fully~~ **Emergency Online** ~~(FO)~~
- ~~Online~~ **with** ~~the~~ **Flexible In-Person Component (** ~~OFI~~ **EOFI)**
- ~~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:

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

Syllabus:

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

Course Objectives:

- 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.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: 1-2 times per week.

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: ~~Twice~~ Every ~~per week.~~
- - ~~**Web conferencing:** - *Students will interact in real time with each other*~~ *1* to ~~*discuss*~~ *2* ~~*coursework and assignments.*~~
  ~~**Frequency:** - One hour of scheduled, but optional, office hours each week, held on Zoom~~ weeks .

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: ~~Twice~~ 2-3 times per ~~week~~ semester .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum 2 Midterm Exams 1 Final Exam 5 - ~~4~~ 6 ~~exams~~ Quizzes per semester ~~, 1-2 quizzes per week.~~
- **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: Minimum of 1 ~~-2 times~~ per semester ~~.~~

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000606116

CB03: TOP Code
093400 - Electronics and Electric Technology

CIP Code

15.0399 - Electrical/Electronic Engineering Technologies/Technicians, Other.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
2 - Not Program Applicable

CB25: Course General Education Status
Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: ETHS 20 - Introduction to Asian American Studies

Course Modification: ETHS 20 - Introduction to Asian American Studies (Launched - Implemented 10-26-2025)
compared with
ETHS 20 - Introduction to Asian American Studies (Active - Implemented 08-15-2025)

Admin Outline for Ethnic Studies 20
Introduction to Asian American Studies

Effective: Fall ~~2025~~ 2026

Catalog Description:

ETHS 20 - Introduction to Asian American Studies
3.00 Units

This course introduces students to the interdisciplinary approach of Asian American Studies and its major concepts and ~~analyses~~ theories . By relying on social justice movement and the anti-racist tradition, the course critically examines the diverse histories and contemporary social, cultural, and political experiences of Asian Americans in the United States with an emphasis on the intersectionality of racial and ethnic identities with other forms of social identity such as class, gender, sexuality, religion, indigeneity, and immigration status in the contexts of U.S. imperialism and colonialism, urban and suburbanization, labor ~~, leisure~~ , citizenship, community activism, and identity formation. The course also introduces students to the key scholarly works, theories, and frameworks that inform the field of Asian American Studies and considers the political stakes of academic research on Asian American communities.

3 Units Lecture

Course Grading: Optional

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

Justification for course proposal

Discipline:

Asian American Studies, or Ethnic 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. ~~Analyze~~ Critically ~~and articulate~~ examine major concepts and theories of Asian American studies, including ~~but not limited to,~~ race and ethnicity, ~~prejudice,~~ racial ~~discrimination, power, privilege, segregation, assimilation~~ formation , racialization, ~~equity,~~ ethnocentrism, ~~multiculturalism~~ colonialism , ~~Eurocentrism~~ Orientalism , ~~white~~ and ~~supremacy~~ other racially constructed matrices of oppression, along with social justice counternarratives involving equity , self-determination, ~~liberation,~~ social ~~decolonization~~ movements , and ~~anti-racism~~ sovereignty as conceptual contexts for studying Asian American lived experiences .

B. Apply theory and knowledge produced by and about Asian American communities to ~~describe~~ analyze the ~~critical~~ intersectionality ~~events,~~ of ~~histories,~~ Asian ~~cultures, intellectual traditions, contributions,~~ American lived ~

_ experiences along various trajectories of identity based on race and ~~social~~ ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion and spirituality, generation, age, and ability.

C. Critically analyze the effects of relevant legal and institutional practices by the US administration at the various levels on the experience of Asian Americans throughout history.

D. Critically examine how the historical struggles of ~~those~~ Asian ~~groups~~ American political activism and the emergence of Asian American panethnicity are crucial in understanding their experiences with ~~particular emphasis on agency and group-affirmation.~~

E. ~~Critically review how struggle, resistance, racial~~ structural and social justice issues , ~~solidarity, and liberation, as experienced and enacted by Asian Americans are relevant to current and structural issues such as~~ encompassing communal, national, international, and transnational politics , as ~~;~~ well as possibilities for ~~example, in immigration, reparations, settler-colonialism, multiculturalism, language policies~~ change .

F. ~~Critically~~ Demonstrate ~~analyze~~ contributions ~~the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in~~ towards Asian American communities ~~.~~

G. ~~Evaluate~~ , ~~active~~ critically ~~engagement~~ engaging with anti-racist ~~and~~ , anti-colonial ~~social justice movements as practiced by communities of Asian Americans to build a diverse~~ practices , ~~just~~ programs , and ~~equitable~~ social ~~society~~ and ~~beyond~~ political movements towards diversity and equity in and out of the classroom by applying theories and concepts, and a careful consideration of service and research ethics .

Course Content:

1. ~~Analyze and articulate major concepts of Asian American studies, including but not limited to, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism~~ Critically examine major concepts and theories of Asian American studies, including race and ethnicity, racial formation, racialization, ethnocentrism, colonialism, Orientalism, and other racially constructed matrices of oppression, along with social justice counter-narratives involving equity, self-determination, social movements, and sovereignty as conceptual contexts for studying Asian American lived experiences. Examples include, but are not limited to:
    1. ~~Basic concepts of Ethnic Studies and Asian American and Pacific Islander studies~~
        1. ~~Social and historical constructions of race~~
        2. ~~Construction of Asian American panethnicity~~
        3. ~~Ethnicity, ethnic identity~~
        4. ~~Scientific racism~~
        5. ~~Racialization~~
        6. ~~Equity~~
        7. ~~Prejudice, discrimination~~
        8. ~~Power, privilege~~
        9. ~~Segregation, desegregation, assimilation~~
        10. ~~Ethnocentrism, Eurocentrism, multiculturalism~~
        11. ~~Model Minority~~
        12. ~~Diaspora~~
        13. ~~Transnationalism~~

14. ~~White supremacy~~
15. ~~Self-determination, decolonization, liberation~~
16. ~~Anti-racism~~

Chinese American historical contexts; e.g., Anti-Chinese sentiments and practices, sugar cane labor in Hawai'i, Paper Sons and Daughters, Angel Island Immigration Station, 2020 U.S. government response to COVID

2. ~~Theories of racism from the Ethnic Studies Framework~~
    1. ~~Racism~~
    2. ~~Discrimination, prejudice, power, privilege~~
    3. ~~Institutional racism~~
    4. ~~Systemic racism~~
    5. ~~Structural racism~~
    6. ~~Colorblind racism~~
    7. ~~Racial formation~~
    8. ~~Racialization~~
    9. ~~White privilege, white supremacy~~
    10. ~~Internalized oppression~~

Japanese American experiences, including anti-Japanese sentiment before and during World War II, Executive Order 9066 for Japanese American internment, agricultural labor, and political resistance and legal challenges.

3. ~~Theories of coloniality and postcolonialism~~
    1. ~~Imperialism~~
    2. ~~Indigeneity~~
    3. ~~Diaspora~~
    4. ~~Migration~~
    5. ~~Colonization~~
    6. ~~Settler colonialism~~
    7. ~~Internal colonialism~~
    8. ~~Orientalism~~
    9. ~~Transnationalism~~ Filipinx American experiences, such as U.S. colonization (1898-1945), World War II and its legacies, Filipinx Veterans' equity

4. Korean American historical contexts: Japanese colonialism, comfort women, Saigu of the Los Angeles riot of 1992 (Korean riot victims)
5. Historical and cultural circumstances of American Pacific Islander groups, including Hawai'ian and Chamorro (e.g., the illegal overthrow and annexation of Hawai'i and the aftermath of cultural suppression, environmental destruction in Guam as a result of U.S. colonization)

6. Southeast Asian American contexts: U.S. neocolonialism and the Vietnam War, refugee crises, Hmong immigration, Muslim American discrimination

7. South Asian American histories, including vestiges of British colonialism and post-9/11 profiling

2. ~~Apply theory and knowledge produced by Asian American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with particular emphasis on agency and group-affirmation.~~ Apply theory and knowledge produced by and about Asian American communities to critically analyze the intersectionality of Asian American lived experiences along various trajectories of identity based on race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion and spirituality, generation, age, and ability. Examples include, but are not limited to:
    1. ~~The histories, lived experiences, and contemporary issues in Asian and Pacific Islander American communities~~

        1. ~~Chinese Americans~~

            1. ~~Examples include Sugar making in Hawai'i, Paper Sons and Daughters, Angel Island Immigration Station, 2020 U.S. government response to COVID~~

        2. ~~Japanese Americans~~

            1. ~~Examples include World War II and Executive Order 9066 for Japanese American internment, agricultural labor and resistance~~

        3. ~~Korean Americans~~

            1. ~~Examples include Japanese colonialism, comfort women, Saigu (1992 Korean riot victims in Los Angeles)~~

        4. ~~Filipino Americans~~

            1. ~~Examples include U.S. colonization (1898-1945), World War II and its legacies, Filipinx Veterans' equity~~

        5. ~~Pacific Islander Americans~~

            1. ~~Examples include the illegal overthrow and annexation of Hawai'i and the aftermath of cultural suppression, environmental destruction in Guam as a result of U.S. colonization~~

        6. ~~Asian Indian Americans~~

        7. ~~Vietnamese Americans~~

8. ~~Hmong Americans~~
9. ~~Indonesian Americans~~
10. ~~Laotian Americans~~
11. ~~Pakistanis Americans~~
12. ~~Thai Americans~~
13. ~~Burmese Americans~~
14. ~~Other Asian and Pacific Islander American groups~~
15. ~~Major groups and their experiences in California history~~

Family, community, and intergenerational dynamics, social psychology of Asian Americans

2. ~~Cultural expressions involving art, food, film, literature, or music~~
    1. ~~Foodways~~
    2. ~~Asian American and Pacific Islander literature~~
    3. ~~Art~~
    4. ~~Films~~
    5. ~~Music~~
    6. ~~Religion and spirituality~~ Politics of gender and sexuality, gender and queer theory
3. Gendered immigration exclusion (e.g., Chinese, Japanese, Filpinx, and Vietnamese experiences)
4. Income and wealth disparity in Asian Americans, labor
5. Multiethnic and transnational identities, acculturation, connections to the "homeland"; postcolonial theories
6. Racialized identities and racial hierarchies of Asian Americans
7. Language and linguistic topics, including Asian American literary narratives and their devices, non- or non-"traditional" English language narratives
8. Religious contexts, including Muslim Asian Americans' issues of marginalization and religious discrimination
9. The "Model Minority" stereotype and media representation

3. ~~Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian and Pacific Islander Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.~~ Critically analyze the effects of relevant legal and institutional practices by the US administration at the various levels on the experience of Asian Americans throughout history. Examples include, but are not limited to:
    1. ~~Imperialism and migration~~
        1. ~~US imperialism~~
        2. ~~US colonialization of Pacific islands~~

Immigration legislation; e.g., The Chinese Exclusion Act (1882), Johnson-Reed Act (1924), McCarran Walter Act (1952), 1965 Immigration and Naturalization Act, post-9/11 immigration policy, 2017 Executive Order 13769 - the Muslim Ban

2. ~~Exclusionary immigration policies~~
    1. ~~Chinse exclusion~~
    2. ~~Deportation and incarceration~~
    3. ~~Anti-Japanese sentiment~~

Racialized history of citizenship rights; e.g., Ozawa v. United States (1922), United States v. Thind (1923)

3. ~~Wars and Asian and Pacific Islander American~~
    1. ~~WWII and Japanese Internment~~
    2. ~~Korean War~~
    3. ~~Vietnam War~~
    4. ~~War on Afghanistan~~
    5. ~~Other global conflicts~~

Historical "Affirmative Action" programs at local, state, and federal levels

4. ~~Media representations in popular culture~~
    1. ~~Racial stereotypes~~
    2. ~~War-time propaganda~~
    3. ~~Yellow peril~~
    4. ~~Contemporary media representation~~
    5. ~~Model Minority stereotype~~
    6. ~~Orientalism in pop culture~~

U.S. policy history regarding undocumented Asian Americans (e.g., the Geary Act of 1892)

5. ~~9/11 and new immigrants~~
6. ~~Economic issues~~
    1. ~~Economic status and disparity~~
    2. ~~Occupational representation~~
7. ~~Cultural issues~~
    1. ~~Assimilation~~

2. ~~Acculturation~~
3. ~~Generational gap~~

8. ~~Educational issues~~
    1. ~~Affirmative Action~~
    2. ~~Achievement gap~~

9. ~~Political landscape~~
10. ~~Asian and Pacific Islander Americans and The Civil Rights Movement~~
11. ~~Inter-ethnic Relations~~
12. ~~Internalized racism~~
13. ~~Anti-Asian hate crimes~~
14. ~~Gender and sexuality~~ U.S. colonial and neocolonial intrusions abroad (the Philippines, Southeast Asia), postcolonial analysis

4. ~~Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Asian American communities.~~ Critically examine how the historical struggles of Asian American political activism and the emergence of Asian American panethnicity are crucial in understanding their experiences with structural and social justice issues, encompassing communal, national, international, and transnational politics, as well as possibilities for change.
    1. ~~Intersectionality with reference to:~~
        1. ~~Class~~
        2. ~~Gender~~
        3. ~~Sexuality~~
        4. ~~Religion and spirituality~~
        5. ~~National origin~~
        6. ~~Immigration status~~
        7. ~~Ability~~
        8. ~~Sovereignty~~
        9. ~~Language~~
        10. ~~Age and generation~~ Labor movements, e.g., Chinese, Japanese, and Filipino farm workers' labor organization and activism
    2. Trace the cultural and legal usages of the term "Asian American" since its inception

3. Historicize the formation of Pan-Asian alliances and understand the struggles encountered inside and outside of the political community

4. Examine the history of the Asian American movement of the 1960s and 1970s

5. Recognition of media and popular culture representation and resistance to racial stereotypes

6. Historical study and practice of community-based activism, including voting enfranchisement, local lobbying and protests (e.g., 1968 San Francisco State student strikes and the establishment of Ethnic Studies programs in California)

7. Literary and artistic resistance: prose, poetry, film, still, or performance art creating a narrative of Asian American protest and empowerment

5. ~~Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Asian Americans to build a diverse, just, and equitable society beyond the classroom.~~ Demonstrate contributions towards Asian American communities, critically engaging with anti-racist, anti-colonial practices, programs, and social and political movements towards diversity and equity in and out of the classroom by applying theories and concepts, and a careful consideration of service and research ethics.
    1. ~~Social movements~~
        1. ~~Social justice movements~~
        2. ~~Labor movements~~
        3. ~~Women's rights and feminist movements~~
        4. ~~LGBTQ movements~~
        5. ~~Pan-Asian ethnicity movement~~

        Awareness of the current active Asian American organizations and their main issues
    2. ~~Asian American social movement organizations~~
        1. ~~History~~
        2. ~~National level~~
        3. ~~Local level~~
        4. ~~Major contemporary issues~~

        Recognizing experiential knowledge of Asian American communities through community service learning and engagement, and identifying the gap in the literature
    3. ~~Asian American studies as an academic discipline and activism~~ Application of social justice principles within ethical contexts

Methods of Instruction:

1. Lecture -
2. Classroom Activity - Short reflection peper
3. Audio-visual Activity - Play video clips, films, and music in class as either: 1) a means of providing historical context; or 2) examples of Asian and Pacific Islander American studies' arguments about immigration, migration, ethnicity, intersectionality, healing, and/or resistance and develop class exercises around analyzing these media from an Asian and Pacific Islander American studies perspective.

4. Guest Lecturers - Invite guest lecturers to class in order to present on issues of social justice, intersectionality, colonization, decoloniality, social movements, and collective cultural memory which will encourage independent and rational discussion of ideas central to Asian and Pacific Islander American studies
5. Student Presentations - Research project presentation
6. Discussion - Lead class discussions or post online discussion boards that will help students employ ethnic studies frameworks to the concepts of race, ethnicity, power, resistance, and decoloniality. This should also model good questioning techniques for students to advance their knowledge about course topics. Create student-led discussion leadership to take place in class to provide an opportunity both to work with others and to encourage long-term retention of the material.

Typical Outside-of-Class Assignments

A. Reading:
    1. Weekly readings of assigned sections of the textbook
    2. Weekly readings of relevant research articles
B. Writing:
    1. Response Paper
        1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Asian and Pacific Islander Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective A for identifying major concepts.
        2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of Asian and Pacific Islander Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective ~~C~~ B regarding the concept of intersectionality.
C. Project:
    1. Research project
        1. Library Research Project
            1. Critically review one of the major issues facing Asian and Pacific Islander American communities. Discuss how the issue is relevant to current and structural issues such as international politics, transnationalism, immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.
        2. Interview project
            1. Interview a family member and critically compare their lived experiences with one of the typical life courses of a person from Asian and Pacific Islander American communities to identify structural inequality. Write a paper based on the interview. By shifting the focus of the interview to a member of Asian and Pacific Islander communities, the assignment can also be useful in analyzing the standpoints of Asian and Pacific Islander American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.
        3. Evaluate Active Engagement with Community
            1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by contacting and researching a local organization serving Asian and Pacific Islander American communities. Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.
        4. Student presentation of student project

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly
B. Exams/Tests

~~1. Two or three times~~

1. At least two per semester

C. Papers
   1. Monthly
D. Quizzes
   1. Biweekly
E. Research Projects
   1. At the end of semester

Student Learning Outcomes

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

A. Identify major concepts and theories of ethnic studies.
B. Apply standpoints of Asian American communities to describe their lived experiences and struggles.
C. Critically analyze the intersection of race and ethnicity with other forms of social differences in Asian American communities.
D. Evaluate active engagement with anti-racist and anti-colonial social justice movements in Asian American communities.
E. Produce a document that analyzes the lived experiences and struggles of Asian American communities by applying major theories and concepts of ethnic studies.

Textbooks (Typical):

Textbook:

1. ~~P~~ Mae ~~Dhingra~~ Ngai *Impossible Subjects.* , Princeton, 2014.
2. Timothy Fong *The Contemporary* Asian ~~*America*~~ *American Experience: Beyond the Model Minority* . ~~2nd~~ 3rd ed., ~~Polity~~ Prentice Hall , ~~2021~~ 2020.
3. C Choy *Asian American Histories of the United States.* 1st ed., Beacon, 2022 .
4. R Takaki *Strangers from a Different Shore.* 2nd ed., Litte & Brown, 1998.
5. ~~C~~ Frank ~~Choy~~ Wy *Yellow.* , Basic Books, 2003.
6. P Dhingra *Asian* ~~*American Histories of the United States*~~ *America* . ~~1st~~ 2nd ed., ~~Beacon~~ Polity , ~~2022~~ 2021 .
7. J Houston *Farewell to Manzanar.* 2nd ed., Clarion , 2017.
8. ~~Asian American Studies Dept~~ ~~*At 40: Asian American Studies @ San Francisco State.*~~ ~~1 ed., San Francisco State University, 2009.~~
9. Kent A Ono *Asian American Studies after Critical Mass.* ~~1~~ 1st ed., Blackwell, 2005.
10. Yen Le Espiritu *Home Bound Filipino American Lives across Cultures, Communities, and Countries.* ~~1~~ 1st ed., University of California Press, 2003.
11. Keith L Camacho *Reppin: Pacific Islander Youth and Native Justice.* ~~1~~ 1st ed., University of Washington Press, 2021.
12. Diane Fujino, Robyn M Rodoriguez *Contemporary Asian American Activism.* ~~1~~ 1st ed., University of Washington Press, 2022.
13. Tasneem Mandviwala *South Asian American Stories of Self.* ~~1~~ 1st ed., Speringer, 2022 .
14. Michael Omi and Howard Winant *Racial Formation in the United States.* 3rd ed., Routledge, 2014 .

Other Materials Required of Students

Equity Based Curriculum

- Measurable Objectives
  Address
  Measurable objectives reflect an explicit and inclusive focus on understanding the experiences of underrepresented Asian American groups.
- Course Content
  Address
  The course content reflects careful consideration on the appropriate balance in the focus given to each racial, ethnic, and cultural subgroups of Asian Americans.
- Typical Texts
  Address
  Appropriate texts are selected for their specific emphases on the experiences of underrepresented Asian American groups.

Requisite Skills

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.

Offering the course in the distance education format (DE) increases flexibility and versatility in order to meet the needs of our students.

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

The decision was made through discussions at faculty meetings.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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
- **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

- **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

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: Monthly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Biweekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Triweekly~~ Biweekly quizzes, two exams 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

General Education/Transfer Request

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences - Approved
- 6 - Ethnic Studies ~~- Comment: Third attempt.~~

~~Chabot College GE~~

- ~~AC. American Cultures~~
- ~~IV. Social and Behavioral Sciences~~

~~CSU GE~~

- ~~D - Social Science~~
- ~~F - Ethnic Studies~~

CSU Transfer

- Transfers to CSU - Approved

~~IGETC GE~~

- ~~4 - Social and Behavioral Sciences~~
- ~~7 - Ethnic Studies~~

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved
- 6 - Ethnic Studies - Approved

UC Transfer
- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000637309

CB03: TOP Code
220300 - Ethnic Studies

CIP Code

05.0200 - Ethnic Studies.

CB04: Credit Status
C - Credit - Not Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

CB13: Special Class Status

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

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: FREN 1B - Elementary French

Course Modification: FREN 1B - Elementary French (Launched - Implemented 11-07-2025)
compared with
FREN 1B - Elementary French (Active - Implemented 01-01-2019)

Admin Outline for French 1B
Elementary French

Effective: ~~Spring~~ Fall
~~2023~~ 2026

Catalog Description:

FREN 1B - Elementary French
5.00 Units

This is the second semester of the introductory level course and will enable students to continue learning to speak, read and write elementary level French as well as to understand the spoken language. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.
5 Units Lecture

~~:~~ **Prerequisite:** NFRN 201 with a minimum grade of P, OR FREN 1A with a minimum grade of C ~~-~~ , OR appropriate skill level demonstrated through the assessment process.

Course Grading: Optional

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Justification for course proposal

Discipline:

Foreign Languages

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 regular and key irregular verbs in the ~~:~~
   1. _ passé composé
   2. ,_ imperfect , ~~tense~~
   3. and recent past ~~;~~

   tenses.
B. Recognize and understand the meaning of the ~~:~~
   1. _ future ~~tense~~
   2. and conditional ~~tense~~

   tenses.

C. Create commands in both formal and informal discourse;
D. Use correct direct, indirect and reflexive pronouns with comfort;
E. Create a variety of types of negative sentences;
F. Use and recognize idioms with the verbs avoir, être, faire and other expressions learned.
G. Recognize comparative and superlative sentences;
H. Use the pronouns y and en in simple sentences;
I. Engage in discussion of household chores, travel, quantities, clothing, food, parts of the body, etc., using appropriate vocabulary;
J. Recombine learned structures and vocabulary to create simple paragraphs using correct word order;
K. Draw and express conclusions about content and story line after viewing videos with native speakers talking at near normal rate;
L. Use cognates and context to understand reading passages;
M. Use and understand reflexive verbs in sentences.

Course Content:

1. Past tense; contrast of passé composé and imperfect tenses
2. Apply knowledge of transitive and pronominal verbs (using être) and other verbs (using avoir) in the passé composé
3. Immediate future tense and recent past
4. Future and Conditional tenses will be introduced
5. Negation including negative adverbs
6. Comparative and superlative structures and usage
7. Commands-formal and informal
8. Direct and indirect object pronouns used in conjunction with the pronouns y and en
9. Parts of the body, additional vocabulary on food, time, weather, clothing, quantities and other vocabulary as needed to enable discussion
10. Practice creating written and oral sentences describing facts or opinions based on videos and cultural and historical readings
11. Continued emphasis on using cognates and context for clues to meaning
12. Continued emphasis on creating French by word groups or meaning rather than by word-for-word translation
13. Increased class discussion in French of readings and videos, including comparison of student opinions and conclusions.

Methods of Instruction:

1. ~~Lab - Instructor working one on one with students in language lab on pronunciation and spoken structures.~~
2. Lecture - Instructor will explain and elaborate on grammar, vocabulary and culture to elucidate the content. Instructor will present additional examples for students from the textbook.
3. ~~Creating~~ Individualized ~~sentences~~ Instruction - Instructor working one on one with students in language lab on pronunciation and ~~dialogues~~ spoken ~~in pairs or groups~~ structures .
4. Audio-visual Activity - Viewing video clips in French to introduce cultural materials or stories which promote discussion .
5. Written Exercises - Creating sentences and dialogues in pairs or groups. Summarizing the content of a video episode or cultural reading .
6. Responding in complete French sentences to questions posed by instructor or other students using the structures and vocabulary under study.

7. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French.
8. Reviewing more advanced text or workbook assignments which could include true/false, fill-in-the-blank, editing sentence structures for proper agreement of gender and number, as well as short answer or essays to express personal opinions or experience.
9. Interviewing another student and reporting information to the class.
10. ~~Summarizing the content of a video episode or cultural reading.~~
11. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
12. Playing games in French (such as guessing games).

Typical Outside-of-Class Assignments

A. ~~Other~~ Project :

1. Oral Presentation: French culture topic of choice. To be delivered in French, 3–5 minutes on a French culture topic of interest to the student. PowerPoint Presentations encouraged.

B. Writing:

1. Homework exercises from on-line workbook:

    1. Recognition tasks, matching, true/false, fill-in-the-blank
    2. Changing the subject of a sentence and making any other necessary changes
    3. Changing the tense of a sentence, active use of the past tenses.
    4. Reacting to pictures or situations involving comprehension and use of new structures
    5. Creating personal responses using new vocabulary and structures
    6. Creating who, what, when, where, why questions in past tense.
    7. Reading comprehension questions which call for evaluation, comparison, contrast
    8. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension
    9. Taking self-tests in preparation for classroom tests

2. ~~Class participation~~

    1. ~~Students are engaged in class, actively working with partner in French~~
    2. ~~Volunteering to answer questions and/or responding when called~~

3. ~~Paragraph essays:~~

    1. ~~Due before midterm: Write about your goals for the coming year.~~
    2. ~~Due before Finals:~~ Using Past tenses describe an event from childhood.

4. ~~Oral Presentation:French culture topic of choice~~

    1. ~~To be delivered in French, 3-5 minutes on a French culture topic of interest to the student. PowerPoint Presentations encouraged.~~

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Class Work
    1. daily
C. Exams/Tests
    1. Bi-weekly chapter exams and one final exam
D. Home Work
    1. weekly
E. Oral Presentation
    1. one at end of term.
F. Papers
    1. 1 paper due before midterm. 2nd paper due before final exam.
G. Quizzes
    1. chapter quizzes (at instructor's discretion)

Student Learning Outcomes

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

A. ~~Upon completion of FREN 1B, the student should be able to communicate~~ Communicate orally at the advanced-beginning level.
B. ~~Upon completion of FREN 1B, the student should be able to comprehend~~ Comprehend spoken French at the advanced-beginning level.
C. ~~Upon completion of FREN 1B, the student should be able to write~~ Write at the advanced-beginning level.

Textbooks (Typical):

OER:

1. Carl Blyth, Karen Kelton *Tex's French Grammar.* , The Center for Open Educational Resources and Language Learning (COERLL), 2025. https://www.laits.utexas.edu/tex/.

Textbook:

1. James Mitchell, Cheryl Tano *Promenades: à travers le monde francophone.* ~~3~~ 5th ed., Vista Higher Learning, ~~2018.~~
2. ~~Albert Valdman, Cathy Pons, Ellen Scullen~~ ~~*Chez Nous: Branché sur le monde francophone.*~~ ~~4 ed., Pearson, 2013.~~
3. ~~Joan Manley, Stuart Smith, Marc Prévost, John T. McMinn-Reyna~~ ~~*Horizons.*~~ ~~7 ed., Cengage, 2019~~ 2026 .
4. Evelyn Amon ~~, Judith Muyskens, Alice Omaggio-Hadley~~ *Vis-à-Vis.* ~~7~~ 8th ed., McGraw Hill, ~~2019~~ 2023 .

Other Learning Materials:

1. French: Short Stories for Beginners Frederic Bibard 978-1519063984

2. French Workbook for Dummies, by Laura K. Lawless 2022 978-1119982036

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
  Address
  Varied types of assignments to meet the learning styles and strengths of different learners, including tactile, visual, and auditory learning modalities.
- Methods of Evaluation
  Address
  Writing and speaking assignments can be used in place of traditional grammar testing. Student work can be evaluated using individual student goals, prior learning opportunities, and measurable improvement from an established baseline.

Requisite Skills

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

A. NFRN 201
B. FREN 1A
   1. ~~Identify basic parts of a sentence in French;~~
   2. ~~Use nouns and accompanying adjectives in correct form;~~
   3. ~~Use regular and key irregular verbs in the present tense;~~
   4. ~~Use the immediate future tense in short sentences;~~
   5. ~~Speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather;~~
   6. ~~Summarize a video episode in simple French sentences;~~
   7. ~~Understand native speakers engaged in simple conversation speaking at a slower than normal pace;~~
   8. ~~Use knowledge of English to recognize French cognates as an aid to comprehension;~~
   9. ~~Ask and answer questions in the present tense.~~

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 other Foreign Language educators in the California, we recognize the need for more Distance Education in our field. Students who work full-time, or have other obligations that make it difficult to attend classes on campus need more options so that they are not prolonging their academic careers because of difficulties with scheduling the courses they need for transfer.

Explain how the decision was made to offer this course in a Distance Education mode.
In conjunction with my supervisors, Dr. Stuart McElderry and Amy Mattern, in addition to requests from students.

[Prior note]
The busy lives of adult learners requires more flexible and adaptive teaching methods to allow them to access courses. DE would open up French instruction to more students. I have spoken with the Dean of Arts and Humanities about this need and received approval for this course development.

Accessibility:

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

- Modifying assignment time limits for students with accommodations.

Syllabus:

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

Course Objectives:

- 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: Each student will be emailed at least once every other week.
- **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: Participate in each discussion board assigned, and provide feedback to each student. 2-4 assigned 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 on most homework assignments, and every quiz, writing assignment, and submitted speaking sample.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Once weekly as an open Office Hour, or by appointment.
- **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 class lectures and office hours.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly.
- **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: 2-4 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: 1-2 assignments per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Student-led study sessions will be held at least once per week.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 2-4 discussion board assignments 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: 1-2 assignments per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 2-4 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Between 6-8 quizzes per semester, and a final exam.
- **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: Included in weekly assignments.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly live or recorded lectures.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly videos.
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Weekly.
- ~~**Other**~~ **Student presentations :** *Students will prepare and present on a topic being studied.*
  Frequency: 1 per semester.
- **Other:**
  Frequency: Recorded speaking samples on topics in French.

General Education/Transfer Request

General Education/Transfer Request
~~Chabot College GE~~

- ~~IB. Communications and Analytical Thinking~~

CSU Transfer
- Transfers to CSU

~~IGETC GE~~

- ~~6A~~ - ~~Language Other Than English~~ Approved

UC Transfer
- Transfers to UC - Approved

Codes and Dates

Course CB Codes
CB00: State ID
CCC000373517
CB03: TOP Code
110200 - French
CIP Code

16.0901 - French Language and Literature.

CB04: Credit Status
D - Credit - Degree Applicable
CB05: Transfer Status
A - Transferable to both UC and CSU.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
2 - Not 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

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 Yes
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Essay or research paper
Oral interview
Other documentation (transcripts, certifications, etc.)
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) Yes
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Draft of Credit by Exam to be submitted November 17th, 2022.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

LAS POSITAS COLLEGE

Course Modification: FST 1 - Fire Protection Organization

Course Modification: FST 1 - Fire Protection Organization (Launched - Implemented 10-24-2025)
compared with
FST 1 - Fire Protection Organization (Active - Implemented 08-15-2019)

Admin Outline for Fire Service Technology 1
Fire Protection Organization

Effective: Fall ~~2019~~ 2026

Catalog Description:

FST 1 - Fire Protection Organization
3.00 Units

This course provides an overview to fire protection and emergency services, career opportunities in fire protection and related fields, culture and history of emergency services, fire loss analysis, organization and function of public and private fire protection services, fire departments as part of local government, laws and regulations affecting the fire service; fire service nomenclature, specific fire protection functions, basic fire chemistry and physics, introduction to fire protection systems, introduction to fire strategy and tactics, and life safety initiatives.

3 Units Lecture

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Fire Technology

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 components and development of the fire and emergency services.
B. Recognize and illustrate the history of the fire service.
C. Recognize careers in fire and emergency services.
D. Illustrate and explain the history and culture of the fire service.
E. Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior.
F. Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service.
G. List and describe the major organizations that provide emergency response service and illustrate how they relate.
H. Identify fire protection and emergency-service careers in both public and private sector.
I. Define the role of national, state and local support organizations in fire service and emergency services.

J. Discuss and describe the scope, purpose, and organizational structure of fire and emergency services.
K. Describe the common types of fire and emergency service facilities, equipment and apparatus.
L. Compare and contrast effective management concepts for various emergency situations.
M. Identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, public and private protection systems.
N. Recognize the components of career preparation and goal setting.
O. Describe the importance of wellness and fitness as it relates to emergency services.
P. Identify different programs to ensure equitable access and opportunities in fire and emergency services
Q. Describe equitable work environments and what constitutes discrimination and a hostile work environment.

Course Content:

1. Careers in Fire Protection/Emergency Services
    1. Scope and content of fire technology curriculum
    2. Career potential assessment
    3. Work ethics and human relations
    4. Available training programs
    5. Personnel development programs
    6. Public Fire Protection Careers
    7. Private Fire Protection Careers
    8. Maintaining a Fitness Profile for the Fire Service
        1. CPAT vs Biddle Test and Traditional Physical Agilities
2. History of Fire Protection
    1. Fire Loses
    2. Purpose and scope of fire service agencies
    3. Fire Defense Planning
3. Scientific Terminology and Fire Chemistry
    1. Introduction to the characteristics and behavior of fire
        1. Theories of fire

2. Fire triangle
3. Fire tetrahedron
    1. Physics of fire
    2. Types of fuel
    3. Flame spread characteristic
4. Heat and temperature
    1. BTU's
5. Heat transfer
6. Classification of fires
7. Phases of fire
8. Extinguishing agents and methods of application.

4. Building Design and Construction
    1. Five types and names of construction
    2. Occupancy types

5. Fire Detection and Supression Systems
    1. Most common types
        1. Portable Fire Extinguishers
        2. Sprinklers
        3. Standpipes
        4. Smoke Detectors vs. thermal detectors
        5. Manual Pull Stations

6. The Role of Public and Private Support Organizations

1. Types of organizations
    1. Advisory and regulatory agencies
    2. Private vs Public fire suppression organizations
    3. Proprietary services
    4. Volunteer

7. Fire and Emergency Services Equipment and Facilities
    1. Types of apparatus and their function
    2. Equipment and tools carried on apparatus
    3. Types of Agency support facilities
        1. Administration
        2. Training
        3. Prevention
        4. Supplies and Facilities
        5. Communications/Dispatch
    4. Personal safety equipment
        1. SCBA
        2. PPE Ensembles

8. Management in the Fire Service
    1. ICS
    2. NIMS
    3. SEMS
    4. Theories X,Y and Z

5. MBO - Management by Objectives
6. Relationship of strategy to tactics

9. Emergency operations
    1. Fire Alarm Activation
        1. How alarms are received
            1. 9-1-1
    2. Standard operating procedures

10. Fire prevention and public fire education
    1. Personnel/positions
        1. Responsibilities of the fire prevention bureau
        2. Company inspection programs
        3. Fire information reporting systems
        4. Arson
        5. Relationship of codes and standards
        6. Relationship of federal, state, and local regulations

11. Training
    1. Personnel and positions
        1. Skill development/maintenance
        2. Performance standards

12. Fire administration

1. Personnel and positions
    1. Functions
    2. Rules and regulations
    3. Unity of command
    4. Chain of command
    5. Span of control
    6. Division of labor
    7. Delegation of authority
    8. Emergency incident management

13. Cultural diversity and pertinent laws
    1. Cultures within the fire service and general population
    2. Individual life experiences and their impact on attitudes and behaviors
    3. Define diversity
        1. Age
        2. Race/color
        3. Gender
        4. Ethnic
        5. Religious
        6. Sexual Orientation
        7. Physically disadvantaged
        8. Gender dysphoria
    4. Equality in the workplace
    5. Affirmative action
    6. Discrimination and harassment laws and regulations

7. Hostile work environment and violence in the workplace
8. ADA – Americans with Disabilities Act
9. Teamwork – Methods to overcome hostile work environment
10. Verbal and non-verbal communications

Methods of Instruction:

1. Discussion -
2. Lecture -
3. Audio-visual ~~presentations~~ Activity -
4. Classroom Activity - Role playing , group activities
5. ~~Group~~ Written ~~activities~~ Exercises - Student Workbook
6. Problem-solving exercises
7. Diagnostic
8. ~~Student Workbook~~
9. Reading assignments

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :
    1. Weekly reading assignments
        1. Read the chapters assigned from primary text "Introduction to Fire Protection and Emergency Services"

B. Other:
    1. Individual "Department Overview Project"
        1. Develop an agency profile based on an assigned "Agency Visitation"
    2. Complete an application and resume to simulate hiring processes.
    3. Public speaking exercise with mock oral for employment.
        1. Prepare for a mock oral with professional panel - evaluators

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Exams/Tests
    1. one midterm and final exam
C. Home Work
    1. one resume/portfolio and application
D. Quizzes
    1. weekly
E. Research Projects
    1. one
F. Completion of ICS 100 from National Fire Academy Online Services Completion of NIMS 700 and NIMS 800 from NIMS Online Services

Student Learning Outcomes

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

A. ~~explain~~ Explain the educational requirements and duties of a firefighter.

B. ~~explain~~ Explain the purpose of the various Fire Protection agencies.
C. ~~identify~~ Identify and explain the use of common fire department apparatus and equipment.

Textbooks (Typical):

Textbook:

1. IAFC and NFPA *Essential of Firefighter Skills .* 4th ed., Jones and Barlett , 2018.
2. Robert Klinoff *Introduction to Fire Protection and Emergency Services.* ~~5th~~ th ed., Jones and Bartlett, ~~2015~~ 2026 .
3. Loyd & Richardson *Fundamentals of Fire and Emergency Services.* ~~2nd~~ 3d ed., Pearson-Brady Publishing , ~~2014~~ 202 .
4. IAFC and NFPA *Fundamentals of Firefighter Skills 4th.* 4th edition ed., Jones and Barlett Publishing ~~, 2018.~~
5. ~~IAFC and NFPA *Essential of Firefighter Skills .* 4th ed., Jones and Barlett~~ , 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. LPC Fire Service Technology Uniform.
2. BDU style pants Approved FST T-Shirt Belt Black boots .

Equity Based Curriculum

- Course Content
  Address
  Course content will cover the history and role of fire services in diverse communities, focusing on how social inequalities have influenced fire risks and response efforts.

Requisite Skills

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.
LPC FST students have asked about this course moving to DE. At this time we have a handful of LPC FST students taking this and other Fire Tech courses at other Community Colleges in California who offer them DE. After consulting with our FST Faculty, a decision was made to move in this direction and make this course DE. We believe that offering this course DE primarily in Summer and on alternating semesters in this format will increase degree completion and remove yet another barrier for student success.

Explain how the decision was made to offer this course in a Distance Education mode.
We brought this up during a meeting of our Fire Service Technology advisory board and the idea of converting this course was supported. We also consulted with our faculty and the majority agreed to make this and other degree-leading FST courses DE. This will allow for more flexibility for our students, and we hope it will lead to a faster and more efficient way to complete their FST degrees.

Accessibility:

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

- Modifying assignment time limits for students with accommodations.

Syllabus:

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

Course Objectives:

- 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: Bi-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: On all assignments, 7-10 days after due date
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~Bi-~~ weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Bi-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: At least two times per semester for career fairs, mock oral interviews, and other events

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: Bi-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 two times 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
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Formative weekly quizzes Summative Midterm Exam Summative Final Exam
- **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: At least twice per semester

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Bi-weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Bi-weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: At least once per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Twice per semester
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency: Once, at the end of the semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Bi-Weekly
- **Other:**
  Frequency: Once per semester

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID : FIRE 100X - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000366472

CB03: TOP Code
213300 - Fire Technology

CIP Code

43.0203 - Fire Science/Fire-fighting.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: FST 2 - Principles of Fire and Emergency Services Safety and Survival

Course Modification: FST 2 - Principles of Fire and Emergency Services Safety and Survival (Launched - Implemented 10-24-2025)
compared with
FST 2 - Principles of Fire and Emergency Services Safety and Survival (Active - Implemented 08-15-2020)

Admin Outline for Fire Service Technology 2
Principles of Fire and Emergency Services Safety and Survival

Effective: Fall ~~2020~~ 2026

Catalog Description:

FST 2 - Principles of Fire and Emergency Services Safety and Survival
3.00 Units

This course introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services; assessing fire dangers and handling common fire situations; risk abatement and personal preparation for unforeseen fire emergencies; roles and responsibilities in educating the public on fire safety; development of a survival attitude using problem-solving techniques for increased situational awareness and self-reliance in an emergency.

3 Units Lecture

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Fire Technology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility
B. Explain the need for enhancement of personal and organizational accountability for health and safety, and the logistical role of personal accountability systems and Rapid Intervention Crews
C. Define how the concepts of risk management affect strategic and tactical decision-making;
D. Describe and evaluate circumstances that might constitute an unsafe act
E. Explain the concept of empowering all emergency services personnel to stop unsafe acts
F. Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications

G. Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers
H. Explain the vital role of local departments in national research and data collection systems
I. Illustrate how technical advancements can produce higher levels of emergency services safety and survival
J. Explain the importance of investigating all near misses, injuries, and fatalities
K. Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services, especially when firefighter and civilian injuries and deaths are factors
L. Describe how obtaining grants can support safety and survival initiatives
M. Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries, and deaths
N. Explain how the increase in violent incidents impacts safety of emergency services personnel when responding to emergency scenes
O. Recognize the need for counseling and psychological support for emergency services personnel, their families, as well as identify access to local resources and services
P. Describe the importance of public education as a critical component of life safety programs
Q. Describe the importance of fire sprinklers and code enforcement
R. Explain the importance of safety in the design of apparatus and equipment
S. Explain the general safety precautions to implement for all emergencies
T. Describe the procedures for responding on emergency vehicles
U. Describe the safety considerations when handling energized electrical equipment incidents
V. Describe the components of structural personal protective equipment and personal alert safety systems
W. Describe safety considerations for incidents involving structure fires and structural collapse
X. Explain safety considerations when performing fire ground operations involving ventilation, fire extinguishment, and hose line advancement
Y. Explain safety considerations and procedures for vehicle fires and traffic control devices;
Z. Identify and explain the 16 safety initiatives
AA. Explain concepts of risk management and mitigation as it pertains to emergency services

Course Content:

1. Introduction
    1. History of fire service culture
    2. Organizational culture
    3. Individual role in culture/behavior
    4. History of line of duty deaths and injuries statistics
    5. Defining the nature of the problem
2. The national context, health and safety
    1. National Fire Protection Association (NFPA)
    2. Occupational Safety and Health Administration (OSHA)
    3. Medical and fitness standards
    4. Data collections (National Fire Incident Report System)

5. Research/Investigation
    1. National Institute of Standards and Technology (NIST)
    2. National Institute of Occupational Safety and Health (NIOSH)

3. Training, Equipment, Response
    1. Certification and credentialing
    2. Fundamental rescue considerations
        1. Recognition of personal limitations
        2. Tools of the trade
        3. Safety considerations during search and rescue
        4. Basic rescue
            1. Emergency procedures
            2. Rescue techniques

4. Fire fighting apparatus and equipment
    1. Apparatus
        1. Design standards for new apparatus
        2. Licensing and certifications for vehicle operations
        3. Safety considerations when operating vehicles
    2. Equipment
    3. Fire fighting devices
        1. Fire extinguishers
        2. Hose lines

3. Devices improvised in response to specific situations

4. Fire fighters personal protective equipment (PPE)

    1. Reasons for wearing
    2. Reasons for failure of clothing
    3. Self-contained breathing apparatus (SCBA)

        1. Aire consumption
        2. SCBA Emergencies

    4. Personal alarm safety system (PASS)

5. Safe and competent response

    1. Role of fire department organization

        1. Policies and procedures
        2. Enforcement of training standards

    2. Responding to emergency scenes
    3. Handling emergency situations

        1. Preplanning for emergencies
        2. Fire and health danger assessment
        3. Evacuating premises
        4. Emergency information report

    4. Fire protection in open area

        1. Wildland
        2. Transportation

3. Storage

5. Safety precautions

    1. Structure fires
    2. Vehicle fires
    3. Wildland fires
    4. Violent incidents
    5. All other emergency situations

6. Firefighter survival training

    1. Developing a survival attitude

        1. Potential for serious injury and death
        2. Situational awareness

    2. Mayday

        1. Preventing a Mayday

            1. Importance of thorough scene size-up
            2. Preincident planning procedures

        2. Situations that create or may create a Mayday
        3. Mayday procedures

    3. SCBA emergencies

        1. NFPA 1404

            1. Standards for fire service respiratory protection training
            2. Individual air management program

2. Air consumption for survival
    1. Consumption rate testing
    2. Reducing consumption
3. Checking SCBA
    1. Daily check
    2. Emergency procedures check
4. Common SCBA emergencies
5. Alternative means of obtaining additional air

7. Organizational Health and Safety Profile
    1. Personal and organizational accountability
    2. Present condition/culture
    3. Investigations - internal
    4. Analyzing your profile
    5. Utilizing grants to meet needs
8. Risk management
    1. Risk management concepts and practices
    2. Unsafe acts
    3. Empowerment definition
9. Prevention
    1. Common fire and health hazards
        1. Housekeeping

2. Electrical
3. Flammable gasses and liquids
4. Common hazardous substances

2. Fire detection devices for the home and/or workplace
    1. Selection
    2. Operation
    3. Maintenance
3. Home fire sprinklers
4. Code enforcement
5. Public education / fire and life safety
    1. Roles and responsibilities
    2. Principles of fire behavior
    3. Human behavior in fire
6. Counseling and psychological support

Methods of Instruction:

1. Lecture
2. Field Trips
3. Simulations - Simulated problem solving. Directed ONLINE learning through modules on Canvas
4. Audio-visual Activity - Audiovisual aids
5. Discussion - Group discussion
6. Research - Online research assignments
7. ~~Simulated problem solving~~

Typical Outside-of-Class Assignments

A. ~~Other~~ Research :
    1. As a member of a research group, prepare and deliver a fire service safety resource contact presentation.

B. Writing:

1. Prepare a written analysis based on research of the 16 Firefighter Life Safety Initiatives.
2. Explain the need for a cultural change in the firefighting profession.

Methods of Evaluating Student Progress

A. Class Participation
   1. daily
B. Exams/Tests
   1. one midterm and one written final exam
C. Group Projects
   1. one
D. Home Work
   1. weekly
E. Oral Presentation
   1. one
F. Quizzes
   1. weekly

Student Learning Outcomes

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

A. ~~define~~ Define the role of the National Fire Protection Association (NFPA) and the Occupational Safety and Health Administration's (OSHA) related to Firefighter Health and Safety mandates.
B. ~~identify~~ Identify the 16 Firefighter Life and Safety Initiatives and their benefits for preventing Firefighter deaths and injuries.
C. ~~identify~~ Identify the means of preventing firefighter's deaths and injuries through a wellness and health program.

Textbooks (Typical):

Textbook:

1. IAFC and NFPA *Fundamentals of Firefighter Skills.* 4th edition ed., Jones and Barlett Publishing, 2018.
2. Don Zimmerman *Firefighter Safety and Survival.* 2nd ed., Jones and Bartlett Learning, 2015.
3. Travis M Ford *Fire and Emergency Services Safety and Survival.* 2nd ed., Pearson, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. LPC Fire Service Technology Uniform.

Equity Based Curriculum

- Course Content
  Address
  Inclusive Content: Integrate diverse perspectives and case studies that reflect different communities and their fire safety needs.
- Methods of Instruction
  Address
  Diverse methods of instruction to support various learning styles.

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

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

LPC FST students have asked about this course moving to DE. At this time we have a handful of LPC FST students taking this and other Fire Tech courses at other Community Colleges in California who offer them DE. After consulting with our FST Faculty, a decision was made to move in this direction and make this course DE. We believe that offering this course DE primarily in Summer and on alternating semesters in this format will increase degree completion and remove yet another barrier for student success.

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

Our Program Review states that our department needs to further diversify our DE offerings.Currently, LPC FST has NO courses available in the DE format, and with the addition of this course (and two more FST 8 and FST 5), our students will have additional options in how they want to complete their certificate program or AS degree . At a recent meeting of our full-time faculty and of our adjuncts, we decided that when the three courses are approved they will yield 9 units of CTE which is useful for LPC. Additionally, we have identified a need for working students who are not able to attend weekly classes but can do biweekly work. This course is part of our degree program and we feel that by making it hybrid this will shorten our already accelerated BS in Fire Administration which we have in partnership with Eastern Oregon University

11/2/2020:

We brought this up during a meeting of our Fire Service Technology advisory board and the idea of converting this course was supported. We also consulted with our faculty and the majority agreed to make this and other degree-leading FST courses DE. This will allow for more flexibility for our students, and we hope it will lead to a faster and more efficient way to complete their FST degrees.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Bi-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: On all assignments, 7-10 days after due date
- **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: Bi-weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: At least bi-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: At least 4 times per semester
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Bi-weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Bi-weekly
- **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: Bi-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: 2 times per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Bi-weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Bi-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: Bi-weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Bi-weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly formative quizzes One Summative Midterm Exam One Summative Final Exam
- **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 exams twice per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Bi-weekly during the first hour of the course
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: At leats twice per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Bi-weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: At least two times per semester

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least one class project per semester
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency: Two times per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: At least 3 per semester
- ~~**Other**~~ **Student presentations :** *Students will prepare and present on a topic being studied.*
  Frequency: At least once per semester

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID : FIRE 150X - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000346048

CB03: TOP Code
213300 - Fire Technology

CIP Code

43.0201 - Fire Prevention and Safety Technology/Technician.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: FST 3 - Fire Behavior and Combustion

Course Modification: FST 3 - Fire Behavior and Combustion (Launched - Implemented 10-24-2025)
compared with
FST 3 - Fire Behavior and Combustion (Active - Implemented 08-15-2020)

Admin Outline for Fire Service Technology 3
Fire Behavior and Combustion

Effective: Fall ~~2020~~ 2026

Catalog Description:

FST 3 - Fire Behavior and Combustion
3.00 Units

Theory and fundamentals of why fires start, spread, and are controlled. An in-depth study of fire chemistry and fire physics, characteristics of materials, extinguishing agents, and fire control techniques.
3 Units Lecture

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Fire Technology

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 fundamental theories of fire behavior and combustion
B. Differentiate the various types of extinguishing agents, methods and techniques to the theory of fire extinguishment base on development of the flame plume
C. Identify Physical properties of the three states of matter
D. Categorize the components of fire
E. Explain the physical and chemical properties of fire
F. Describe and apply the process of burning
G. Define and use basic terms and concepts associated with the chemistry and dynamics of fire
H. Discuss various materials and their relationship to fires as a fuel
I. Explain the characteristics of water as a suppression agent
J. Articulate other suppression agents and strategies
K. Compare other methods and techniques of fire extinguishments
L. Describe the basic laws differentiating matter and energy
M. Explain basic terminology, definitions and terms associated with basic fire chemistry

N. Identify some of the basic chemical symbols used in chemical formula writing
O. Identify how physical forces caused by fire can affect the changes in the physical states of matter
P. Identify the Department of Transportation warning placard and labeling system
Q. Describe the Department of Transportation Hazard Class System
R. Compare and contrast flashover and backdraft in a compartmentalized fire

Course Content:

1. Introduction: Fire Chemistry and Physics
    1. Matter and energy
    2. The atom and its parts
    3. Chemical symbols
    4. Molecules
    5. Energy and work
    6. Forms of energy
    7. Transformation of energy
    8. Laws of energy

2. Units of Measurement
    1. International units of measurement
    2. English units of measurement

3. Chemical Reactions
    1. Physical states of matter
    2. Compounds and mixtures
    3. Solutions and solvents
    4. Process of reactions

4. Fire and the Physical World
    1. Characteristics of fire
    2. Characteristics of solids

3. Characteristics of liquids
4. Characteristics of gases

5. Heat and its Effects
    1. Production and measurement of heat
    2. Different kinds of heat
    3. Methods of heat transfer
    4. Sources of heat

6. Properties of Solid Materials
    1. Common combustibles
    2. Plastics and polygons
    3. Combustible metals
    4. Combustible dusts

7. Common Flammable Liquids and Gases
    1. Fire characteristics
    2. General properties of gases
    3. The gas laws
    4. Classification of gases
    5. Compressed gases

8. Fire Behavior
    1. Structure and other physical barriers to fire
    2. Fire flow characteristics due to air movement

9. Fire Extinguishment

    1. Types of suppression agents

10. Extinguishing Agents

    1. Application of various suppression agents and their affects on fire

11. Hazards by Classification Types (chemicals)

    1. Hazards of explosives
    2. Hazards of compressed gases
    3. Hazards of flammable liquids
    4. Hazards of flammable solids
    5. Hazards of oxidizing agents
    6. Hazards of poisons
    7. Hazards of radioactive substances
    8. Hazards of corrosives

12. Burning rate

    1. Factors
    2. Formulas
    3. Heat
    4. Energy release signatures

13. Fire Plumes

    1. Calculate flame height
    2. Estimate temperature above fire
    3. Behavior of flame plumes
    4. Buoyancy

14. Combustion products

1. Nature and level
2. Yield smoke
3. Hazards

15. Compartment fires
    1. Fire development
    2. Flashover
    3. Fully developed fires
    4. Ventilation factors
    5. Fire induced flows
    6. Computation

16. Analytical applications
    1. Fire safety
    2. Fire investigation

17. Fire modeling

Methods of Instruction:

1. ~~Written Exercises~~ Lecture - ~~Individual~~ All ~~assigned~~ methods ~~essay~~ of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth
2. ~~Lecture~~
3. ~~Student Presentations~~ Projects - ~~Assigned subject presentation~~
4. ~~Discussion~~
5. Group ~~Project~~ Projects

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :
    1. Individual essays regarding heat and its effects on molecular compounds

B. Project:
    1. Student presentations of selected common flammable liquids and combustible liquids or gasses

2. ~~Individual essays regarding heat and its effects on molecular compounds~~

3. Group pesentation on fire and the physical world and methods of various control and common extinguishment tools available to fire suppression personnel

Methods of Evaluating Student Progress

A. Class Participation
   1. daily
B. Exams/Tests
   1. one midterm and final exam
C. Group Projects
   1. one
D. Home Work
   1. weekly
E. Oral Presentation
   1. one
F. Papers
   1. one essay
G. Quizzes
   1. weekly

Student Learning Outcomes

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

A. ~~analyze~~ Analyze Physical Conditions which determine the states of matter and how they influence firebehavior.
B. ~~compare~~ Compare and contrast methods and techniques of fire extinguishment.
C. ~~define~~ Define basic terms and concepts related to fire behavior and chemistry.

Textbooks (Typical):

Textbook:

1. ~~Gregory A Gorbett~~ ~~*Fire Dynamics* .~~ ~~2nd ed., Pearson , 2017.~~
2. Richard G Gann, Raymond Friedman *Principles of Fire Prevention and Chemistry.* 4th ed., Jones and Bartlett Learning, ~~2016~~ 202 .
3. Raymond Shackelford *Fire Behavior and Combustion Processes.* ~~1st~~ 2st ed., Cengage Learning, ~~2008~~ 2022 .
4. James G Quintiere *Principles of Fire Behavior.* ~~2nd~~ 5nd ed., Taylor and Francis Group, ~~2016~~ 2023 .

Other Materials Required of Students

Other Materials Required of Students:

1. LPC Fire Service Technology Uniform.

Equity Based Curriculum

- Methods of Instruction
  Address
  All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth

Requisite Skills

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.
LPC FST students have asked about this course moving to DE. At this time we have a handful of LPC FST students taking this and other Fire Tech courses at other Community Colleges in California who offer them DE. After consulting with our FST Faculty, a decision was made to move in this direction and make this course DE. We believe that offering this course DE primarily in Summer and on alternating semesters in this format will increase degree completion and remove yet another barrier for student success.

Explain how the decision was made to offer this course in a Distance Education mode.
We brought this up during a meeting of our Fire Service Technology advisory board and the idea of converting this course was supported. We also consulted with our faculty and the majority agreed to make this and other degree-leading FST courses DE. This will allow for more flexibility for our students, and we hope it will lead to a faster and more efficient way to complete their FST degrees.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Bi-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: On all assignments, 7-10 days after due date

- **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: Bi-weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: At least Bi-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: At least 4 times per semester
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Bi-weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Bi-weekly
- **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: Bi-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: 2 times per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Bi-weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Bi-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: Bi-weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Bi-weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly formative quizzes One Summative Midterm Exam One Summative Final Exam
- **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 exams twice per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Bi-weekly during the first hour of the course
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: At leats twice per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Bi-weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: At least two times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least one class project per semester
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency: Two times per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: At least 3 per semester
- **Other:**
  Frequency: At least once per semester

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID : FIRE 140X - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000373542

CB03: TOP Code

213300 - Fire Technology

CIP Code

43.0203 - Fire Science/Fire-fighting.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: FST 4 - Fire Prevention

Course Modification: FST 4 - Fire Prevention (Launched - Implemented 10-24-2025)
compared with
FST 4 - Fire Prevention (Active - Implemented 08-15-2019)

Admin Outline for Fire Service Technology 4
Fire Prevention

Effective: Fall ~~2019~~ 2026

Catalog Description:

FST 4 - Fire Prevention
3.00 Units

Provides fundamental knowledge relating to the field of fire prevention. Topics include history and philosophy of fire prevention and organization, organization and operation of a fire prevention bureau, use and applications fire codes and standards, plans review, fire inspections, identification and correction of fire hazards, fire and life safety education, and fire investigation.
3 Units Lecture

Recommended Course Preparation: FST 1 with a minimum grade of C

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Fire Technology

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 laws, codes, ordinances, and regulations as they relate to fire prevention.
B. Understand and describe code enforcement as it impacts life and property loss
C. Define the national fire problem and role of fire prevention.
D. Identify and describe fire prevention organizations and associations.
E. Define laws, rules, regulations, and codes, and identify those relevant to fire prevention of the authority having jurisdiction.
F. Define and describe the functions of a fire prevention bureau.
G. Describe inspection practices and procedures.
H. Identify and describe the standards for professional qualification for Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator, and Fire Investigator.
I. List opportunities in professional development for fire prevention personnel.
J. Identify and describe the different occupancy classifications.

K. Identify the role of model codes and describe the historical development of codes.

Course Content:

1. National Fire Problem and Role of Fire Prevention
    1. History and development of fire prevention
2. Fire Prevention Organizations and Associations
    1. Public
    2. Federal
    3. State
    4. Local
    5. Private
        1. Insurance organizations
        2. Testing laboratories
        3. Member organizations: NFPA
3. Laws, Rules, Regulations and Codes
    1. Code administration
4. Fire Prevention Bureau Functions
    1. Plans Review
    2. Inspections
    3. Permits and Testing
    4. Public Education
    5. Investigation
5. Tools and Equipment

1. Tape measure
2. Flashlight
3. Code Manuals
4. Documents and Forms

6. Roles and Responsibilities of Fire Prevention Personnel

    1. Inspection

        1. Fire incident reporting awareness
        2. Factors relating to life safety
        3. General fire inspection practices
        4. Procedure for correcting fire hazards and modification of requirements
        5. Fire drills and emergency evacuation
        6. Handling fire prevention complaints

    2. Fire prevention through public education

        1. Basic instruction techniques for public education
        2. Teaching children about fire safety
        3. Teaching adults about fire safety
        4. Teaching the public about fire safety issues
        5. Teaching the public about fire and burn prevention
        6. Juvenile firesetter awarenes
        7. General fire safety and electrical safety

    3. General fire safety

        1. Basic electrical theory
        2. Electrical fire hazards and safety devices
        3. Reference sources related to electrical codes and safety

7. Professional Certification
    1. National Fire Protection Association (NFPA)
    2. International Code Council (ICC)
    3. State Fire Marshal (CFSTES)
8. Professional Development
    1. County Fire Prevention Officers Association
    2. State Fire Prevention Officers Association
    3. National Fire Protection Association
    4. Committes and Advisory Boards
9. Building construction for fire prevention
    1. Classification of occupancies
    2. Building construction classifications
    3. Relationship of fire protection to building construction and occupancy
    4. Purpose and location of fire rated building construction
    5. Fire doors and windows
    6. Fire safety requirements for decorative materials and furnishings
10. Exiting and life safety
    1. The life safety issue
    2. Exit requirements
    3. Determination of adequate Egress
    4. Maintenance of exits
    5. Enclosed exit stairwells and smokeproof enclosures

11. High piled combustible stock
12. Fire protection equipment and systems
    1. Portable fire extinguishers
    2. Distribution and placement of portable fire extinguishers
    3. Inspection of fire extinguishers
    4. Inspection of fixed fire protection systems
    5. Inspection of kitchen cooking systems
    6. Private water supply systems
    7. Standpipe and hose systems
    8. Inspection of standpipe systems
    9. Types of fire sprinkler systems
    10. Inspection of dry and wet pipe sprinkler systems
    11. Conduct tests on dry and wet pipe sprinkler systems
    12. Local fire alarm systems
    13. Classification of fire alarm systems
    14. Inspection of fire alarm systems
    15. Fire alarm panels and other equipment

13. Properties of hazardous materials
    1. Sources of technical information on hazardous materials
    2. Basic classes of flammable and combustible liquids
    3. Characteristics of common oxidizing materials and organic peroxides
    4. Characteristics of common radioactive materials
    5. Characteristics of common toxic materials
    6. Characteristics of unstable (reactive) materials
    7. Characteristics of combustible metals
    8. Characteristics of combustible dust
    9. Characteristics of corrosives

10. Classification of explosive
11. Fire hazards of plastics
12. D.O.T. and NFPA 704M regulatory labeling and placarding

14. Storage and use of hazardous materials
    1. Recommended practices and procedures for inside storage of flammable and combustible materials
    2. Recommended practices and procedures for outside storage of flammable and combustible liquids
    3. Acceptable containers for flammable and combustible liquids
    4. Transferring flammable and combustible liquids, use, dispensing and mixing
    5. Control of ignition sources and explosive atmospheres
    6. Fire hazards of compressed and liquefied gases
    7. Storage and transfer practices of compressed and liquefied gases
    8. Regulations for storage, handling, and use of natural and synthetic fibers
    9. Describe hazards of explosives/fireworks and the need for security
    10. Describe sources of technical information on explosive and fireworks

15. Fire investigation
    1. Determine cause and origin
    2. Accidental fires vs. Arson fires (Incendiary Causes)

16. Plan review
    1. Building
    2. Fire protection systems
    3. Water supplies
    4. Underground flammable liquid tanks
    5. Life safety systems
    6. Residential subdivisions

17. Records and reports
    1. Property loss, death and injury reports
        1. NIFIRS vs CFIRS
    2. Record keeping for inspection reports
    3. Fire investigation reports
    4. Fire prevention bureau effectiveness reports

Methods of Instruction:

1. Lecture - All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth
2. Projects - Student do one project in class.
3. Research - Students do research on pass fires
4. Visual aids
5. Case studies
6. Group discussion and assignments

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :
    1. Essay explaining and identifying principles and procedures to correct fire hazards

B. Other:
    1. Presentation by groups describing basic principles of fire cause determination
    2. Demonstrate ability to classify a standpipe system

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Class Work
    1. weekly
C. Exams/Tests
    1. one midterm and final exam
D. Home Work
    1. weekly
E. Quizzes

1. weekly

F. Simulation
    1. one fire inspection

Student Learning Outcomes

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

A. ~~define~~ Define the national fire problem including causes, damages, and public and firefighter fatalities.
B. ~~explain~~ Explain the responsibilities and functions of the fire prevention bureau in relationship to the fire - department organizational structure.
C. ~~identify~~ Identify local, state and federal fire prevention organizations and regulatory agencies.
D. ~~research~~ Research the minimum professional qualifications at the state and national level for Fire Inspectorand Fire Investigator.

Textbooks (Typical):

Textbook:

1. IFSTA *Fire Inspection and Code Enforcement.* ~~8th~~ th ed., International Fire Service Training Association, ~~2016~~ 2022 .
2. David Diamantes *Principles of Fire Prevention.* 3rd ed., Delmar Cengage Learning, ~~2015~~ 2020 .
3. Bret Lacey, Paul Valentine *Fire Prevention Applications.* 2nd ed., IFSTA, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. LPC Fire Service Technology Uniform.

Equity Based Curriculum

- Methods of Instruction
  Address
  All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth

Requisite Skills

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

A. FST 1
    1. ~~Describe the components and development of the fire and emergency services.~~
    2. ~~Recognize and illustrate the history of the fire service.~~
    3. ~~Recognize careers in fire and emergency services.~~
    4. ~~Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior.~~
    5. ~~Define the role of national, state and local support organizations in fire service and emergency services.~~
    6. ~~Identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, public and private protection systems.~~

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
The Las Positas students have asked for an alternative option to the current in-person classes. In discussing with my fellow colleagues, we need to provide a platform that works for the students, including those who may be unable to physically attend in-person classes. Additionally, a distance education form of this course is already offered in other community colleges.

Explain how the decision was made to offer this course in a Distance Education mode.
Students interested in Professional Firefighting as a career expressed the need for distance learning options, and the working Professional Firefighters would like to take online courses to finish their AS degrees (as they are unable to leave their workplace to attend school). As a result, the Advisory Board supports the decision for Distance Education conversion as an additional option in an effort to remove barriers for students completing their AS degrees.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: A minimum of 4 discussion boards (and provide feedback to students).
- **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 every homework, quiz, and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: There will be a minimum of 3 announcements.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: 1 web conferencing session per week.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly
- **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: A minimum of 4 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: At least 1 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: At least 4 times per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: A minimum of 2 per semester to discuss group work and class activities.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: A minimum of 4 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: At least once per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: At least 1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: At least 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least 7 quizzes, 1 exam, and a comprehensive final exam
- **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: At least 7 quizzes
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 4 synchronous and 14 asynchronous per semester
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: one fire inspection
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: 3 short videos per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: At least 1 per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least 1 per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: At least 1 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: At least 1 per semester
- ~~**Other:**~~
  ~~**Frequency:** At least 1 per semester~~

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU

C-ID

Codes and Dates

Course CB Codes

CB00: State ID
CCC000363195

CB03: TOP Code
213300 - Fire Technology

CIP Code

43.0201 - Fire Prevention and Safety Technology/Technician.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: FST 5 - Fire Protection Systems

Course Modification: FST 5 - Fire Protection Systems (Launched - Implemented 10-24-2025)
compared with
FST 5 - Fire Protection Systems (Active - Implemented 08-15-2019)

Admin Outline for Fire Service Technology 5
Fire Protection Systems

Effective: Fall ~~2019~~ 2026

Catalog Description:

FST 5 - Fire Protection Systems
3.00 Units

This course provides information relating to the features of design, and operations of fire alarm systems, water-based suppression systems, special hazard fire suppression systems and water supply for fire protection, smoke and thermal detection systems. Installation, testing and maintenance of automatic or manual protection systems, water supply for sprinkler and standpipe systems, and portable fire extinguishers.
3 Units Lecture

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Fire Technology

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 various types of fire protection systems
B. Describe the basic elements of a public water supply system as it relates to fire protection
C. Explain the benefits of fire protection systems in various types of structures
D. Describe the basic elements of a public water supply system including sources, distribution networks, piping and hydrants.
E. Explain why water is a commonly used extinguishing agent
F. Identify the different types and components of sprinkler, standpipe and foam systems
G. Identify the different types and components of sprinkler, standpipe and foam systems
H. Identify residential and commercial sprinkler NFPA Standards and legislation
I. Identify the different types of non-water based fire suppression systems
J. Explain the basic components of a fire alarm system
K. Identify the different types of smoke and thermal detectors and explain how they detect fire
L. Describe the hazards of smoke and list the four factors that can influence smoke movement in a building

M. Identify the operation and appropriate application for the different types of portable fire protection systems
N. Describe organizations that provide information or service to fire protection systems

Course Content:

1. Introduction to Fire Protection Systems
2. Water Supply Systems for Fire Protection Systems
    1. Types of Fire Hydrants
    2. Testing Underground Supply to Hydrants
    3. Hydrant Distribution Grids
    4. Sources of Water
3. Water-Based Fire Suppression System
    1. Requirements and distribution of standpipe systems
    2. Types of standpipe systems and water supply requirements
    3. Types, components, and operations of automatic sprinklers
    4. Inspections and Testing
    5. Detection and alarm control devices and systems for sprinklers
4. Fire Alarm Systems
    1. Smoke and fire movement in various types of construction and the relationships to systems and equipment
    2. Different types and functions of smoke detectors
    3. Different types and functions of thermal detectors
    4. Different types of special or unique detectors
        1. UV Detector
        2. Gas Sensing Detector
        3. Linear Beam Detector
5. Smoke Management Systems
    1. HVAC Systems
    2. Pressurization Systems
    3. Air Management Movement Systems
    4. Smoke Evacuation Systems
6. Portable Fire Extinguishers
    1. Types, classifications and effectiveness ratings of fire extinguishers
    2. Utilization, testing, and inspection criteria
    3. Different suppression agents and basic fire chemistry
7. Organizations that provide information or service to fire protection systems
8. Regulatory oversite and NFPA Standards to Protection Systems both fixed and Portable

Methods of Instruction:

1. Discussion - Engage students to identify demonstrated components and their functions after instruction
2. Field Trips - On Campus Field Trip to look at different protection and detection system designs and installation around various campus occupancies along with closer look at individualized components and their interaction with each other.
3. Lecture - All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth
4. Observation - Demonstration using Props and Equipment for portable fire extinguishers, hydrant supply, various components of sprinkler systems and special protection and fire alarm detection systems
5. Audio-visual Activity - Video's and Computer Demonstrations with Power Points

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

    1. Sample assignment: Read Chapter 2

B. Writing:

1. Essay demonstrating knowledge of a standpipe system and how it can be used

C. Project:

1. Students in a group will lists types along with components and operation of a specific sprinkler system
2. ~~Essay demonstrating knowledge of a standpipe system and how it can be used~~

4. ~~Reading assignments~~

1. ~~Sample assignment: Read Chapter 2~~

Methods of Evaluating Student Progress

A. Class Participation
   1. daily
B. Exams/Tests
   1. one midterm and final exam
C. Group Projects
   1. one
D. Home Work
   1. weekly
E. Quizzes
   1. weekly

Student Learning Outcomes

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

A. ~~describe~~ Describe fire protection systems in various structures and the history of sprinkler ordinances and legislation.
B. ~~describe~~ Describe the components of a fire alarm system and different types of detectors and how they detect fire.
C. ~~explain~~ Explain the operation and application of portable fire extinguishing systems.
D. ~~identify~~ Identify the components of sprinkler, standpipe and foam systems.

Textbooks (Typical):

Textbook:

1. Robert Cagnon *Design of Special Hazard and Fire Alarm Systems.* 2nd ed., Delmar Publishing, 2017.
2. IFSTA *Fire Detection and Suppresion Systems.* 5th ed., IFSTA, ~~2016~~ 2022 .
3. Maurice A Jones, Jr. *Fire Protection Systems.* ~~2nd~~ 3nd ed., Jones and Bartlett Learning, ~~2016~~ 2021 .

Other Materials Required of Students

Other Materials Required of Students:

1. LPC Fire Service Technology Uniform.

Equity Based Curriculum

- Measurable Objectives
  Address

Requisite Skills

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.

LPC FST students have asked about this course moving to DE. At this time we have a handful of LPC FST students taking this and other Fire Tech courses at other Community Colleges in California who offer them DE. After consulting with our FST Faculty, a decision was made to move in this direction and make this course DE. We believe that offering this course DE primarily in Summer and on alternating semesters in this format will increase degree completion and remove yet another barrier for student success.

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

We brought this up during a meeting of our Fire Service Technology advisory board and the idea of converting this course was supported. We also consulted with our faculty and the majority agreed to make this and other degree-leading FST courses DE. This will allow for more flexibility for our students, and we hope it will lead to a faster and more efficient way to complete their FST degrees.

Accessibility:

- 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.

Syllabus:

Course Objectives:

- 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: Bi-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: On all assignments, 7-10 days after due date
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Bi-weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: At least 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: At least twice per semester

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Bi-weekly
- **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: Bi-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 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: Twice per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: At least twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly formative Quizzes Summative Midterm Exam Summative Final Exam
- **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: At least twice per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Bi-weekly virtual lectures
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Bi-weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: At least twice per semester
- **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 two times per semester
- **Other:**
  Frequency: Once per semester

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID : FIRE 140X - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000353020

CB03: TOP Code

213300 - Fire Technology

CIP Code

43.0201 - Fire Prevention and Safety Technology/Technician.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: FST 6 - Building Construction for Fire Protection

Course Modification: FST 6 - Building Construction for Fire Protection (Launched - Implemented 10-24-2025)
compared with
FST 6 - Building Construction for Fire Protection (Active - Implemented 08-15-2019)

Admin Outline for Fire Service Technology 6
Building Construction for Fire Protection

Effective: Fall ~~2019~~ 2026

Catalog Description:

FST 6 - Building Construction for Fire Protection
3.00 Units

This course provides the components of building construction related to fire and life safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at fire and collapse emergencies. Development and evolution of building and fire codes will be studied in their relationship to past fires and collapses in residential, commercial, and industrial occupancies.
3 Units Lecture

Recommended Course Preparation: FST 1 with a minimum grade of C

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Fire Technology

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 various classifications of building construction
B. Discuss theoretical concepts of how fire impacts major types of building construction
C. Describe building construction as it relates to firefighter safety, building codes, fire prevention, code inspection, fire fighting strategy and tactics
D. Classify major types of building construction in accordance with a local model building code
E. Analyze the hazards and tactical considerations associated with the various types of building construction
F. Explain the different loads and stresses that are placed on a building and their interelationships
G. Identify the function of each principle structural component in typical building design
H. Differentiate between fire resistance, flame spread, and describe the testing procedures used to establish ratings for each
I. Classify occupancy designations of the building code

J. Identify the indicators of potential structural failure as they relate to firefighter safety
K. Identify the role of GIS as it relates to building construction
L. Name the construction classification that correspond to designated occupancies
M. Define flame spread, its hazards, contributing factors and possible solutions
N. Identify fire fighting practices and procedures that have developed for different types of construction

Course Content:

1. Principles of Construction
    1. Terminology and definitions
    2. Building and occupancy classifications
    3. Types and characteristics of fire loads
    4. Protection from the elements
    5. Protection from various events (seismic activity, wind events)
    6. Effects of energy conservation
2. Building Construction
    1. Types
    2. Combustible versus Non-Combustible
    3. Structural design and construction methods
    4. System failures
3. Principles of Fire Resistance
    1. Resistive assemblies
    2. Natuarally resistive materials
    3. Theory versus reality
    4. Fire intensity and duration
4. Fire Behavior versus Building Construction
    1. Flame spread
    2. Smoke and fire containment

3. Drafting and air movement
4. Restrictive barriers

5. Wood Construction

    1. Definitions and elements of construction
    2. Engineered woods versus natural state
    3. True dimension lumber versus dimension lumber
    4. Chamfer Cuts
    5. Types of woods utilized in construction
    6. Names of various dimension and types of wood products
    7. Fire resistive woods, fire retardant and fire stopping

6. Odinary Construction

    1. Definitions and elements of construction
    2. Structural stability and fire barriers
    3. Masonary construction

7. Collapse

    1. Different types of collapse and most likely causes

8. Ventilation

    1. Vertical versus Horizontal
    2. Positive pressure versus negative pressure
    3. Tools of ventilation

9. Steel Consttruction

    1. Definitions and elements of construction

2. Fires affect upon steel
3. Light weight unprotected Steel Truss versus I-Beam Steel Girders

10. Concrete Construction
    1. Pre and Post Tension Concrete
    2. Concrete Inspection and concrete with aggregate contamination
11. High Rise Construction
    1. Early versus modern construction
    2. Vertical and horizontal extension of fire and smoke
    3. Fire protection and suppression
    4. Compartmentation
12. Fire risks and fire protection
13. Fire life safety
14. Pre-fire planning and fire suppression strategies

Methods of Instruction:

1. Lecture - All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth
2. Observation - Demonstration of various Building Materials
3. Video-taped instruction and observation
4. Small group and individual participation in class discussions
5. Essay
6. Assigned reading and written work

Typical Outside-of-Class Assignments

A. ~~Other~~ Project :
    1. Students will survey different types of building constructions
    2. Students will present in a group a construction outline of a commercial building
    3. Students will apply fire behavior to the four different construction types:
        1. Commercial
        2. Fire Resistant
        3. Heavy Timber
        4. Residential

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Exams/Tests
    1. one midterm and one final exam
C. Group Projects
    1. one
D. Home Work
    1. weekly
E. Projects
    1. one individual project
F. Quizzes
    1. weekly

Student Learning Outcomes

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

A. ~~analyze~~ Analyze the hazards and tactical considerations associated with the various types of building construction.
B. ~~explain~~ Explain the different loads and stresses that are placed on a building and their interrelationships.
C. ~~identify~~ Identify major types of building construction.
D. ~~identify~~ Identify the indicators of potential structural failure as they relate to firefighter safety.

Textbooks (Typical):

Textbook:

1. IFSTA *Building Construction Related to the Fire Service.* 4th - ed., IFSTA , ~~2016~~ 2020 .
2. Craig Schwinge *Knowing Your Building: A Firefighter's Reference Guide.* 2nd ed., Delmar Cengage Learning, 2017.
3. Francis L Brannigan, Glenn P Corbett *Building Construction for the Fire Service.* ~~5th~~ 6th ed., Jones and Bartlett Learning, ~~2016~~ 2021 .
4. Michael Smith *Building Construction: Methods and Materials for the Fire Service.* 2nd ed., Pearson-Brady Fire, 2011.

Other Materials Required of Students

Other Materials Required of Students:

1. LPC Fire Service Technology Uniform.

Equity Based Curriculum

- Measurable Objectives Address

Requisite Skills

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

A. FST 1
    1. ~~Recognize and illustrate the history of the fire service.~~
    2. ~~Illustrate and explain the history and culture of the fire service.~~
    3. ~~Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior.~~
    4. ~~Identify fire protection and emergency-service careers in both public and private sector.~~
    5. ~~Describe the common types of fire and emergency service facilities, equipment and apparatus.~~

6. ~~Identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, public and private protection systems.~~

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID : FIRE 130X - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000380379

CB03: TOP Code

213300 - Fire Technology

CIP Code

43.0201 - Fire Prevention and Safety Technology/Technician.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: FST 7 - Fire Service Conditioning & Physical Agility Development

Course Modification: FST 7 - Fire Service Conditioning & Physical Agility Development (Launched - Implemented 10-24-2025)
compared with
FST 7 - Fire Service Conditioning & Physical Agility Development (Active - Implemented 08-15-2020)

Admin Outline for Fire Service Technology 7
Fire Service Conditioning & Physical Agility Development

Effective: Fall ~~2020~~ 2026

Catalog Description:

FST 7 - Fire Service Conditioning & Physical Agility Development
1.00 Units

This course is an introduction to the components of physical fitness development and conditioning, with an emphasis in preparing students for the physical agility performance and testing standards required of "Emergency First Responder" Candidates entering into Police or Fire Academies. Students will be presented instruction on proper warm-up and stretching techniques, how to maintain and develop the components of fitness through increased muscular strength and muscular endurance, cardiovascular endurance and recovery, and increased flexibility and balance. Students will be introduced to Circuit Training and will also receive skills instruction on various testing parameters of the Nationally approved and recognized Certified Physical Agility Test (CPAT). Students will additionally receive instruction on various "Tools of the Trade" (i.e., Ladders, Fire Hose, SCBA) for developing proper skills in handling, lifting and carrying techniques as well as developing cardio-respiratory control and aerobic conditioning while wearing a "Self Contained Breathing Apparatus" (SCBA) under conditions of physical exertion.

~~0 Units Lecture~~ 1 Units Lab

Course Grading: Letter Grade Only

~~**Lecture Hours**~~	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

Discipline:

Fire Technology

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 importance of warm–ups and downs
B. Discuss the benefits of maintaining a regular exercise program
C. Explore exercise programs for flexibility, strength, endurance and cardiovascular development
D. Develop increased aerobic fitness, muscular strength and endurance, and improved agility
E. Improve recovery time after exercise

F. Identify appropriate lifestyle modification techniques
G. Develop elementary wellness practices: healthy nutrition, stress reduction and coping skills, and adequate rest
H. Discuss the psychological affect of mental fatigue
I. Perform proper lifting and carrying techniques with "Tools of the Trade"
J. Identify health risk factors
K. Demonstrate proper cardio-respiratory control with use of an SCBA while under physical exertion
L. Demonstrate appropriate techniques for "CPAT" and traditional "Physical Agility" testing requirements

Course Content:

Lab:

Lecture:

1. Orientation to course
2. Proper utilization of required PPE
3. Proper etiquette and recognition of course delivery as a paramilitary "Academy Structure" course
4. Selection, use and safety procedures related to operating physical fitness equipment and machines associated with "Circuit Training"
5. Proper exercise technique to ensure safety and comfort level of all participants;
6. Exercise programs to develop flexibility, strength, endurance, balance and skills used in both fitness and in performance of "First Responder" Physical Agility testing and performance standards for both Police and Fire Academies
7. Introduction to "Tools of the Trade"
    1. Proper carrying and lifting techniques with Ladders
    2. Proper carrying and deployment techniques with Fire Hose
    3. Utilization of an SCBA with proper breathing exercises
    4. Proper carrying techniques of various multiple firefighting tools
    5. Utilization and introduction of ropes and knots for improved hand and eye coordination
8. Identification and discussion of health risk factors
    1. Proper nutrition
    2. Adequate rest
    3. Stress management and coping skills
    4. Unhealthy personal choices
        1. Smoking (Tobacco products)
        2. Alcohol

3. Drugs

9. Introduction of "CPAT and Traditional Physical Agility" testing skills.

Methods of Instruction:

1. Lecture - All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth
2. Demonstration -
3. Review of progress
4. Student participation in individual and in class workouts and skill stations
5. Individual, small group (teams) and entire class drills and activities to enhance student training and performance (e.g. mile run, timed events, sit-up and pull up counts, etc.)
6. Group and team discussions concerning components of fitness
7. Audio/Visual Presentation (e.g., CPAT and Traditional Physical Agility Tests);

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

1. Reading of assigned handouts

    1. CPAT Test
    2. Proper Nutrition
    3. Stress Management and Coping Skills

2. Maintaining a daily fitness log
3. Skill Building Exercise:

    1. Students participate in warm-up period and stretch prior to workout.

4. Maintain assigned PPE (Turnout Coat and Helmet with Goggles)
5. Keep counts and times of performance standards as evaluated

    1. Mile run time
    2. Sit-ups, pull-ups counts
    3. Stair climb time

4. Designed “Physical Agility” performance times

6. Team Leadership development-Assigned Team Captains

Methods of Evaluating Student Progress

A. Class Participation
   1. attendance to class sessions
B. Class Performance
   1. weekly progress
C. Required student attendance Roll is taken daily Evaluation of Daily Fitness Log Periodic performance tests to evaluate student improvement in fitness development At the discretion of the instructor Completion of CPAT practice test

Student Learning Outcomes

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

A. Understand how to maintain and develop the components of fitness through increased muscular strength and muscular endurance, cardiovascular endurance and recovery, and increased flexibility and balance.
B. Complete the testing parameters of the Nationally approved and recognized Certified Physical Agility Test (CPAT)
C. Perform proper lifting and carrying techniques to include safe, efficient and effective use of "Tools of the Trade"

Textbooks (Typical):

Textbook:

1. ~~Stewart~~ Jeffreys, ~~Smith~~ Ian and Jeremy Moody ~~*Tactical*~~ *Strength* ~~*Strength*~~ *and Conditioning for Sports Performance* . ~~1st~~ 2nd ed., Hatherleigh Press, ~~2017~~ 2021 .
2. Kerrigan, Dan ~~Kerrigan,~~ and Jim Moss *Firefighter Functional Fitness.* 1st ed., Firefighter Toolbox LLC, 2016 .
3. Contreras, Bret *Bodyweight Strength Training Anatomy.* 2nd ed., Human Kinetics, 2025 .

Manual:

1. IAFF and IAFC. CPAT Candidate Physical Ability Test Candidate Preparation Guide. IAFF and IAFC, 1999.

Other Materials Required of Students

Other Materials Required of Students:

1. Students will be provided an NFPA approved Fire Fighter Turnout Coat that meets Cal OSHA.
2. Students will be provided an NFPA approved protective Firefighter Helmet and Goggles that meets Cal OSHA.
3. Students will be required to purchase and wear an approved LPC Fire Technology T-Shirt and shorts.
4. Students will provide their own exercise clothing, and quality running shoes (in good condition).
5. Students will need to provide their own Hydration Containers and Nutrients for class participation.

Equity Based Curriculum

- Measurable Objectives **Address**

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~

- ~~VA. Kinesiology~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589414

CB03: TOP Code

083500 - Physical Education

CIP Code

31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: FST 8 - Fire Strategy and Tactics

Course Modification: FST 8 - Fire Strategy and Tactics (Launched - Implemented 10-24-2025)
compared with
FST 8 - Fire Strategy and Tactics (Active - Implemented 08-15-2020)

Admin Outline for Fire Service Technology 8
Fire Strategy and Tactics

Effective: Fall ~~2020~~ 2026

Catalog Description:

FST 8 - Fire Strategy and Tactics
3.00 Units

Fire Strategy and Tactics examines how a fire department responds to structure fires and other emergency incidents from the incident commander's viewpoint. The class examines strategies and tactics from the incident commander's viewpoint. Students are challenged with decision-making through a variety of occupancies as they utilize basic firefighting procedures and considerations. Principles of fire control, through utilization of manpower, equipment, extinguishing agents, and fire command and control procedures will be discussed and demonstrated. Using information on building construction types in fire control, pre-fire planning and the organized approach to decision making on the fire ground will be applied. The target audience for this course is second year FST students or working fire professionals who wish to promote to a supervisory role.

3 Units Lecture

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Fire Technology

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 fire behavior as it relates to tactics and strategies in the fire ground
B. Explain the main component of Pre-fire planning, and identify steps needed for a pre-fire plan review
C. Identify the basics of building construction and how they interrelate to Pre-fire planning , strategy and tactics
D. Describe the steps taken during SIZE-UP
E. Examine the significance of fire ground communications
F. Identify the roles of NIMS and ICS as they relate to strategy and tactics
G. Demonstrate the various roles and responsibilities of ICS/NIMS

Course Content:

1. Fire service operations
    1. responsibilities and authority
    2. types of agencies
2. Fire department organization
    1. organization structure
    2. individual responsibilities
3. Fire service management
    1. administration
    2. management systems
    3. private fire protection agencies
4. Multi-agency coordinating systems
    1. state, region, country, and area
    2. mutual aid, automatic aid, and move-up
    3. alarm classifications
5. Support and regulatory agencies
    1. support
    2. regulatory
6. Dispatch systems
    1. how calls are received and units dispatched
    2. local and supervised alarm systems
7. Types of fire department apparatus
    1. types of engines and their equipment
    2. ladder trucks and aerial platforms
    3. aircraft and airport apparatus
    4. wildland apparatus
    5. auxiliary apparatus
    6. EMS apparatus
8. Structural fire fighting
    1. fire behavior in structures
    2. building construction hazards
    3. Radio Operations
    4. tactics and strategy / report of conditions
    5. types of attacks
    6. supporting fire protection systems
    7. fire-line safety
9. Wildland fire fighting
    1. fire behavior
    2. Radio operations
    3. tactics and strategy / report of conditions
    4. fire-line safety
10. Emergency medical services
    1. types of incidents
    2. training requirements
    3. ambulances and squads
    4. safety
11. Transportation incidents
    1. roadway
    2. aircraft
    3. rail
    4. marine
    5. safety
12. Hazardous materials
    1. classification and identification system

2. transportation and pipeline incidents
3. handling and storage incidents
4. tactics and strategy
5. reference texts
6. safety

13. Fire investigation responsibilities
    1. preservation of evidence

Methods of Instruction:

1. Discussion - Discussion in classroom and on canvas.
2. Lecture
3. ~~Audio~~ - ~~visual~~ ~~Activity~~
4. ~~Classroom~~ All ~~Activity~~ methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth
5. Student Presentations - Student project presented in class
6. Research - Student do a research project on past fires and it is presented in class
7. Group activities
8. Diagnostic quizzes

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. Write an essay demonstrating knowledge of the structure and organization of a fire department

B. Project:

1. Present on a typical fire department for a large size city (greater than 100,000) population

2. In a group, list the elements of a size-up for a structure fire

Methods of Evaluating Student Progress

A. Class Participation
   1. daily
B. Class Work
   1. daily
C. Exams/Tests
   1. midterm and final exam
D. Home Work
   1. weekly homework assignments
E. Oral Presentation
   1. one
F. Papers
   1. one essay
G. Quizzes
   1. bi-weekly

Student Learning Outcomes

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

A. ~~Upon completion of FST 8, the student should be able to demonstrate~~ Demonstrate an understanding of Public Safety dispatch/alarm systems and identify ways - emergency calls come into the center, and reach the fire fighter.
B. ~~Upon completion of FST 8, the student should be able to describe~~ Describe the components of a fire ground size up and explain where they would be used.
C. ~~Upon completion of FST 8, the student should be able to identify~~ Identify the components of a management system, and give examples of where they are used in - the fire service.

Textbooks (Typical):

Textbook:

1. IFSTA Publications *Structural Firefighting: Initial Response Strategy and Tactics.* ~~2nd~~ 3rd ed., ~~IFSTA~~ Fire Protection Publications , ~~2017~~ 2022 .
2. Jim Alejandro Smith *Strategic & Tactical Considerations on the Fireground.* 3rd ed., Pearson , 2017.
3. ~~James S~~ Angle , ~~Michael F, T~~ J . ~~David,William B,Craig M Angle~~ , Gala, M., Harlow, D., and Lombardo, ~~Maciuba~~ W. *Firefighting Strategies and Tactics* . ~~3rd~~ 4th ed., Jones and Barlett Publishing , ~~2015~~ 2020 .

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
  Address

- Assignments
  Address
  Student project presented in class

Requisite Skills

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 will be part of a new AS degree, FOLM Fire Officer Leadership and Management Degree. A survey was conducted and other CCCs are already offering this course DE. We believe our classes going DE across the board makes a lot of sense in this new reality.

Explain how the decision was made to offer this course in a Distance Education mode.
After a lengthy discussion with my Advisory Board and our part time faculty, the decision to make this a DE course was made.

Accessibility:

- 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.

Syllabus:

Course Objectives:

- 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: ~~Bi-weekly emails to the class~~ 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: Feedback and grading within 7-10 days of the due date or closing date for the assignment in question.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Available at least one hour per week via phone/text message

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
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Weekly

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: Once per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: One research paper
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Formative Weekly Quizzes Summative Midterm Exam Summative Final Exam
- **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: Weekly
- **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
- **Other:**
  Frequency: Once per semester

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000356214

CB03: TOP Code

213300 - Fire Technology

CIP Code

43.0203 - Fire Science/Fire-fighting.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: FST 12 - LPC Regional FIRE Academy - Firefighter 1 and Firefighter 2

Course Modification: FST 12 - LPC Regional FIRE Academy - Firefighter 1 and Firefighter 2 (Launched - Implemented 10-24-2025)
compared with
FST 12 - LPC Regional FIRE Academy - Firefighter 1 and Firefighter 2 (Active - Implemented 08-15-2021)

Admin Outline for Fire Service Technology 12
LPC Regional FIRE Academy - Firefighter 1 and Firefighter 2

Effective: Fall ~~2021~~ 2026

Catalog Description:

FST 12 - LPC Regional FIRE Academy - Firefighter 1 and Firefighter 2
17.00 Units

This course provides the skills and knowledge needed for the entry-level firefighter to perform structural suppression activities, wildland fire suppression activities and hazardous materials mitigation and containment activities. This course covers topics in both Firefighter 1 and Firefighter 2 in accordance with the California State Fire Marshall 2019 Curriculum.
10 Units Lecture 7 Units Lab

Prerequisite: EMS ~~30~~ 20 with a minimum grade of C ~~A~~ or a valid State of California EMT or PARAMEDIC license issued by the CA EMSA ~~also meet this prerequisite.~~ , ~~OR FST 1 with a minimum grade of C .FST 7 with a minimum grade of C A valid CPAT (Candidate Physical Agility Test) or a BIDDLE (Firefighter Physical Agility) test also meet this prerequisite.~~ FST 1 with a minimum grade of C, FST 7 with a minimum grade of C or a valid CPAT (Candidate Physical Agility Test) or a BIDDLE (Firefighter Physical Agility).

Course Grading: Letter Grade Only

Lecture Hours	180
Lab Hours	378
Inside of Class Hours	558
Outside of Class Hours	360

Justification for course proposal

Discipline:

Fire Technology

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, appraise, and evaluate fire and emergency incidents
B. Demonstrate and apply the use of tools, equipment, and tactics for the Wildland Firefighter
C. Demonstrate and apply the use of tools, equipment, and tactics for the Structural Firefighter
D. Demonstrate the ability of a first responder operational to function in mission-specific tasks

Course Content:

Lab:

1. Unit 3: Communications
    1. Receiving a nonemergency telephone call
    2. Initiating a response to an emergency
    3. Transmitting and receiving radio messages
2. Unit 4: Fire Tools and Equipment
    1. Utilizing ropes and knots
    2. Utilizing hand and power tools
    3. Operating emergency scene lighting
    4. Operating an air monitoring instrument
3. Unit 5: Structural Fire Suppression
    1. Building Construction
    2. Fire Behavior
    3. Extinguishing Fire with Fire Extinguishers
    4. Water Supply Systems
    5. Cleaning, Inspecting and Returning Fire Hose to Service
    6. Deploy and Connect Fire Hose
    7. Utility Control at Emergencies
    8. Cleaning, Inspecting and Maintaining Fire Service Ladders
    9. Ground Ladder Operations
    10. Forcing Entry into a Structure
    11. Conducting a Search and Rescue Operation in a Structure
    12. Attacking an Interior Structure Fire
    13. Horizontal Ventilation Operations
    14. Vertical Ventilation Operations

15. Conserving Property
16. Overhauling a Fire Scene

4. Unit 6: Fire Fighter Survival
    1. Structural Fire Fighter Survival
5. Suppression of Fires Outside of a Structure
    1. Extinguishing Fires in Exterior Class A Materials
    2. Attacking a Passenger Vehicle Fire
    3. Combatting a Ground Cover Fire
6. Fire Department Communications Unit 2 FF2
    1. Complete a basic incident report
    2. Communicate the need for team assistance
7. Fire Ground Operations Unit 3 FF2
    1. Extinguish an ignitable liquid fire
    2. Control a flammable gas liquid fire
    3. Coordinate an interior attack line
    4. Protecting evidence of cause and origin
8. Rescue Operations Unit 4 FF2
    1. Extricate a victim entrapped in a motor vehicle
    2. Assist with special operations teams
9. Fire and Life Safety Unit 5 FF2
    1. Perform a fire safety survey in an occupied structure
    2. Present fire safety information to station visitors or small groups

3. Prepare a preincident survey
4. Maintain power tools, lighting, and other equipment
5. Perform an annual test of fire hose

Lecture:

1. Unit 1: Introduction
    1. Orientation and Administration
    2. Firefighter 1 certification process
    3. Firefighter 1 roles and responsibilities
2. Unit 2: Fire Fighter Safety
    1. Operating within the Incident Command System
    2. Health and Safety Awareness
    3. Behavioral Health and Cancer Awareness
    4. Structural Personal Protective Ensemble
    5. Self-Contained Breathing Apparatus
    6. Using SCBA During Emergency Operations
    7. Doffing SCBA and PPE for Gross Decontamination
    8. Responding on Apparatus to an Emergency
    9. Establishing and operating in work safe areas
3. Unit 3: Communications
    1. Receiving a nonemergency telephone call
    2. Initiating a response to an emergency
    3. Transmitting and receiving radio messages
4. Unit 4: Fire Tools and Equipment

1. Utilizing ropes and knots
2. Utilizing hand and power tools
3. Operating emergency scene lighting
4. Operating an air monitoring instrument

5. Unit 5: Structural Fire Suppression

    1. Building Construction
    2. Fire Behavior
    3. Extinguishing Fire with Fire Extinguishers
    4. Water Supply Systems
    5. Cleaning, Inspecting and Returning Fire Hose to Service
    6. Deploy and Connect Fire Hose
    7. Utility Control at Emergencies
    8. Cleaning, Inspecting and Maintaining Fire Service Ladders
    9. Ground Ladder Operations
    10. Forcing Entry into a Structure
    11. Conducting a Search and Rescue Operation in a Structure
    12. Attacking an Interior Structure Fire
    13. Horizontal Ventilation Operations
    14. Vertical Ventilation Operations
    15. Conserving Property
    16. Overhauling a Fire Scene

6. Unit 6: Fire Fighter Survival

    1. Structural Fire Fighter Survival

7. Suppression of Fires Outside of a Structure

1. Extinguishing Fires in Exterior Class A Materials
2. Attacking a Passenger Vehicle Fire
3. Combatting a Ground Cover Fire

8. Firefighter 2A Structure Module Unit 1 FF2
    1. Introduction and Administration to the FF2 Certification Process
    2. Firefighter 2 roles and responsibilities
9. Fire Department Communications Unit 2 FF2
    1. Complete a basic incident report
    2. Communicate the need for team assistance
10. Fire Ground Operations Unit 3 FF2
    1. Extinguish an ignitable liquid fire
    2. Control a flammable gas liquid fire
    3. Coordinate an interior attack line
    4. Protecting evidence of cause and origin
11. Rescue Operations Unit 4 FF2
    1. Extricate a victim entrapped in a motor vehicle
    2. Assist with special operations teams
12. Fire and Life Safety Unit 5 FF2
    1. Perform a fire safety survey in an occupied structure
    2. Present fire safety information to station visitors or small groups
    3. Prepare a preincident survey
    4. Maintain power tools, lighting, and other equipment
    5. Perform an annual test of fire hose

13. Wildland Firefighter Module: Introduction

    1. Orientation and Administration .
    2. Wildland Firefighter 1 and Firefighter 2 roles and responsibilities

14. Wildland Firefighter Unit 2: Preparation

    1. Wildland Fire Behavior
    2. Recognizing dangerous wildland situation. 10 and 18 watch out situations
    3. Human factors on the fire line
    4. Don and Doff PPE
    5. Deploying a fire shelter
    6. Cleaning, maintenance, and operation of wildland fire tools and equipment

15. Wildland Firefighter Unit 3: Wildland Fire Suppression

    1. Assembling and preparing for a response
    2. Constructing and securing a fire line
    3. Reducing the threat of fire to an improved structure
    4. Mopping up a fire line
    5. Patrolling a fire area

16. Hazmat Module: Introduction

    1. Introduction to Hazmat /FF1 and FF2 certification process

17. Hazmat Module Unit 2: Hazardous Materials WMD Awareness

    1. Description of Duties
    2. Recognizing a hazmat or WMD incident
    3. Selecting/Don and Doff PPE at the scene of a Hazardous Material incident

4. Performing emergency decontamination
5. Identify action options
6. Perform assigned tasks
7. Perform product control techniques
8. Identify and report progress at the scene of a Hazmat or WMD incident

Methods of Instruction:

1. ~~Audio-visual Activity~~ Lecture - ~~Lectures~~ The ~~on~~ Academy ~~Firefighter~~ has ~~2019~~ 280 ~~Curriculum~~ hours ~~topics,~~ of ~~specific~~ classroom ~~to~~ lecture in the ~~module~~ state ~~presented~~ certification process.
2. Lab - ~~Hands-~~ The Academy has 500 hours of lab work on ~~drills~~ the ~~with~~ training ~~Firefighting~~ ground ~~equipment~~ to practice the required skills.
3. Student Presentations - Students will do group presentations on different topics during the Academy.
4. Critique - Students will be tested to California State training standards. Both written and ~~tools~~
5. ~~Observation - Demonstration of the State of California Firefighter 2019 Curriculum 70+ Firefighter 1~~ skills ~~and check off~~ .
6. Demonstration - ~~FF1~~ Students ~~and FF2 Skills Demonstrated to the cadets . Skills can~~ will be ~~found in~~ shown the California State ~~Fire~~ training ~~Training~~ standards. ~~Firefighter~~ Both ~~1~~ written and ~~Firefighter 2 Course Plan~~
7. ~~Guest Lecturers - PGE, Arson Unit and other Industry professionals to deliver some content to the cadets~~ skills.

Typical Outside-of-Class Assignments

A. Other:
    1. Weekly Homework and Assigments on topics related to Firefighter 1 and Firefighter 2 curriculum
        1. Weekly Drills
        2. Weekly Quizzes
        3. Certifcation Exams at the end of the course

Methods of Evaluating Student Progress

A. Class Participation
    1. Mandatory. The Fire Academy has many specialty classes that can not be replicated and time may not be made up, meaning at times absences can not be excused.
B. Exams/Tests
    1. 2 Module Exams, Midterm, and Final; Third-Party Certifications Test on Several Subjects; Firefighter 1 and Firefighter Plus CSTI or HAZMAT test and Wildland Certification tests; Plus students will take the Firefighter 1 Certification written test while in the Fire Academy
C. Oral Presentation
    1. One per semester
D. Quizzes
    1. 13 Formative Exams will be given throughout the duration of the Fire Academy Structural Module
E. Simulation
    1. Firefighter 1 and 2 Tasks

Student Learning Outcomes

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

A. ~~Upon completion of FST 12A, the student should be able to identify~~ Identify , respond to, and mitigate an incident - _ involving fire inside a structure
B. Be qualified to apply for employment in the fire service as an entry-level Firefighter.

C. Use industry standard Firefighting tools correctly, efficiently and safely to complete their job as a Firefighter.

Textbooks (Typical):

Textbook:

1. Joseph D. Lowe, Jeff Pricher *Wildland Firefighter: Principles and Practice.* 2nd ed., Jones & Bartlett Learning, 2020.
2. IAFC --International Association of FIRE Chiefs /JBL Learning *Essentials of Firefighting Skills* . ~~4th~~ 5h ed., Jones and Barlett, ~~2018~~ 2023 .
3. William Teie *Firefighter's Handbook On Wildland Firefighting Strategy, Tactics and Safety.* 4th ed., FPP Fire Protection Publications/IFSTA, 2019.

Manual:

1. CSTI California Specialized Training Institute . First Res-ponder Operations . CSTI, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. A complete list of Fire Academy Uniforms distributed the first day of classes. Fire Cadet PPE (Personal Protective Equipment): SCBA pack, Turn out Coat, Turn out Jacket, Helmet, Firefighting Boots, Safety Goggles. Structural PPE. Wildland PPE: Helmet with shroud, Wildland Pants, Wildland Jacket, Wildland Gloves, Wildland Packs, Fire Shelter. Class B Fire Academy Uniform: Class B Pants, Class B shirt, Tie, Boots, Belt, Name Tag. Athletic Gear: ~~-~~ Shorts, T-shirts, Sweatshirt..
2. FF1 and FF2 Certification Testing ~~: $250 Dollars~~ . FSTPS Certificates ~~: $75 Dollars per certificate~~ (at this time we are issuing AUTO EX, LARRO, Firefighter Safety and Survival, and Fire Control 3B certificates). Hazmat FRA, FRO, DECON Certificates and manuals ~~: $50. All these materials fees add up to around $610-$650 per student in our Fire Academy~~ ..

Equity Based Curriculum

- Methods of Instruction
  Address
  With the diverse instructors, we can offer different teaching styles to reach more students.

Requisite Skills

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

A. EMS ~~30~~ 20

1. Explain ~~how~~ the roles and responsibilities of the ~~Emergency Medical Services (EMS) system works and~~ EMT
2. Describe how ~~the~~ an ~~first~~ EMT ~~responder's~~ functions ~~role in~~ within the Alameda County EMS ~~system differs from citizen responder's role~~
3. ~~Identify guidelines to follow to ensure personal safety~~ System and the ~~safety~~ established ~~of~~ policies, ~~others at an emergency scene~~
4. ~~Explain what happens in the body if one or more body systems fail to function~~
5. ~~Identify ways in which diseases are transmitted~~ procedures, and ~~describe the universal safety precautions to prevent transmission~~
6. ~~Explain the four emergency action principles~~ protocols
7. Recognize ~~breathing emergencies, such as choking,~~ conditions and ~~provide proper care for them~~
8. ~~Recognize life-threatening bleeding and demonstrate how to control it~~
9. ~~Identify the major risk factors for cardiovascular disease and injury, and describe how to control them~~
10. ~~Recognize the signs and symptoms of a possible heart attack, and describe how to care for someone who is experiencing a persistent chest pain and/or other signs and symptoms of heart attack~~
11. ~~Recognize the signs and symptoms of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (CPR) for the infant, child and adult~~
12. ~~Identify breathing devices and demonstrate how to use them~~
13. ~~Recognize the signs and symptoms of shock, and describe how to minimize the effects of shock~~

14. ~~Recognize the signs and symptoms of medical emergencies, including poisoning, heat and cold emergencies, and stroke, and describe both general and specific care for medical emergencies~~
15. ~~Recognize emergency care needs of special populations~~
16. ~~Describe the care of the pregnant woman to include child birth and care of the newborn~~
17. ~~Identify~~ situations that require ~~crisis~~ pre-hospital ~~intervention~~ care and/or stabilization
18. ~~Identify~~ Perform rapid, comprehensive, and accurate patient assessments
19. Demonstrate psychomotor competencies of all skills and interventions within the ~~correct~~ EMT ~~process~~ scope of practice according to the standards of the National Registry of Emergency Medical Technicians
20. Manage a multi-casualty incident
21. Demonstrate the proper use and maintenance of all biomedical equipment used by the EMT
22. Explain the medical/legal aspects of emergency care and issues related to proper documentation, confidentiality statutes such as HIIPAA and ethics
23. Assist paramedics with the delivery of advanced life support within the EMT scope of practice
24. Prevent disease transmission through the use of body substance isolation principles
25. Discuss wellness issues such as stress management, body mechanics, lifting techniques, and use of personal protective equipment
26. Differentiate communication strategies for ~~gaining~~ different ~~access~~ ages, stage of development, patients with special needs, and ~~moving~~ diverse ~~patients~~ cultures
27. ~~Describe~~ Demonstrate principles of safely and correctly administering medications within the ~~process~~ EMT ~~for managing multiple casualty incidents~~
28. ~~Recognize situations that require automated external defibrillation~~
29. ~~Recognize the importance~~ scope of ~~healthy life styles, to include illness~~ practice and ~~injury~~ identifying ~~prevention~~ those medications

B. FST 1

1. Describe the components and development of the fire and emergency services.
2. Recognize and illustrate the history of the fire service.
3. Recognize careers in fire and emergency services.
4. Illustrate and explain the history and culture of the fire service.
5. Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior.
6. Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service.
7. List and describe the major organizations that provide emergency response service and illustrate how they relate.
8. Identify fire protection and emergency-service careers in both public and private sector.
9. Define the role of national, state and local support organizations in fire service and emergency services.
10. Discuss and describe the scope, purpose, and organizational structure of fire and emergency services.
11. Describe the common types of fire and emergency service facilities, equipment and apparatus.
12. Compare and contrast effective management concepts for various emergency situations.
13. Identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, public and private protection systems.
14. Recognize the components of career preparation and goal setting.
15. Describe the importance of wellness and fitness as it relates to emergency services.
16. Identify different programs to ensure equitable access and opportunities in fire and emergency services
17. Describe equitable work environments and what constitutes discrimination and a hostile work environment.

C. FST 7

1. Explain the importance of warm–ups and downs
2. Discuss the benefits of maintaining a regular exercise program
3. Explore exercise programs for flexibility, strength, endurance and cardiovascular development
4. Develop increased aerobic fitness, muscular strength and endurance, and improved agility
5. Improve recovery time after exercise
6. Identify appropriate lifestyle modification techniques
7. Develop elementary wellness practices: healthy nutrition, stress reduction and coping skills, and adequate rest
8. Discuss the psychological affect of mental fatigue
9. Perform proper lifting and carrying techniques with “Tools of the Trade”
10. Identify health risk factors

11. Demonstrate proper cardio-respiratory control with use of an SCBA while under physical exertion
12. Demonstrate appropriate techniques for "CPAT" and traditional "Physical Agility" testing requirements

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
We are asking that the 162 Hours of lecture be DE-approved. Cognitive learning, lecture-based content has already been converted to the DE format. This class was successfully offered DE (OFI Emergency) in Spring 2020.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after consulting with our Fire Academy Coordinator and our Accrediting Agency State Fire Training. A formal proposal was written and it was approved by State Fire Training to deliver the lectures or cognitive portion of our Fire Academy in the DE format.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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
- **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: 4 times 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: Assigments will be graded 7-10 days after submission
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  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: Weekly Meetings. The bulk of the Lab hours can only be done face to face.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly
- **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: Bi-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: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 4 times 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: Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 4 times per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Weekly~~ 2 Module Exams, Midterm, and Final; Third-Party Certifications Test on Several Subjects; Firefighter 1 and Firefighter Plus CSTI or HAZMAT test and Wildland Certification tests; Plus students will take the Firefighter 1 Certification written test while in the Fire Academy 13 Formative Exams will be given throughout the duration of the Fire Academy Structural Module
- **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: Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Firefighter 1 and 2 Tasks
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: 2 per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Weekly
- ~~**Other**~~ **Student presentations :** *Students will prepare and present on a topic being studied.*
  Frequency: One per semester

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000621884

CB03: TOP Code
213350 - Fire Academy

CIP Code

43.0203 - Fire Science/Fire-fighting.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: HORT 53 - Landscape and Vineyard Pest and Disease Management

Course Modification: HORT 53 - Landscape and Vineyard Pest and Disease Management (Launched - Implemented 11-11-2025)
compared with
HORT 53 - Landscape and Vineyard Pest and Disease Management (Active - Implemented 08-15-2018)

Admin Outline for Horticulture 53
Landscape and Vineyard Pest and Disease Management

Effective: Fall ~~2018~~ 2026

Catalog Description:

HORT 53 - Landscape and Vineyard Pest and Disease Management
3.00 Units

(See also VWT 35)

This course covers concepts of plant pathology, entomology, and weed science which are studied in order to identify symptoms, diagnose problems, and determine methods of controlling plant diseases, insects, and weed pests. Also included is the study of the identification and biology of common vineyard, landscape and other horticultural crop pests and diseases. Materials and instruction is provided for techniques and strategies for sampling, monitoring and effective control measures, pest management strategies for insects, weeds and diseases, including bio-control, sustainable agriculture practices and integrated pest management. In addition to pesticide use, safety and compliance, there is a focus on preparation for the California State Qualified Applicators license. Students ~~that take VWT 35~~ may ~~not~~ receive credit for HORT 53 or VWT 35, but not both .

2.5 Units Lecture 0.5 Units Lab

Course Grading: Letter Grade Only

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Justification for course proposal

Discipline:

Agricultural Production, or Ornamental Horticulture

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 importance of pest management including how it can impact insects and their natural enemies, how plant diseases can be addressed, and pro-active/post emergent approaches to weed management
B. Explain degree day accumulation and its relationship to disease and pest risk management
C. Describe the vineyard yearly growth cycle and relate it to high and low risk periods of disease and pest pressure

D. Describe the vine parts (roots, leaves, bearing wood, fruit) that are susceptible to viral diseases, and identify the markers on the infected plant, the vector, the control measures, and preventative practices
E. Describe the vine parts (roots, leaves, bearing wood, fruit) that are susceptible to bacterial diseases, and identify the markers on the infected plant, the vector, the control measures and preventative practices,
F. Describe the vine parts (roots, leaves, bearing wood, fruit) that are susceptible to fungal diseases, and identify the markers on the infected plant, the vector, the control measures and preventative practices
G. Describe the vine parts (roots, leaves, bearing wood, fruit) that are susceptible to soil born pests, and identify the markers on the infected plant, the vector, the control measures, and preventative practices
H. Describe the life-cycle of common vine canopy insects and mites, and identify the markers of an infected plant, the control measures, and preventative practices
I. Explain how natural enemies of vineyard pests are beneficial and help to control vine diseases
J. Identify common vertebrate pests found in the vineyard, and describe associated hazards, markers of damage, control measures, and preventative practices
K. Describe the life-cycle of common vineyard floor weeds, identify associated hazards, control measures, and vineyard floor management practices
L. Explain the cultural concept of "sustainable" agriculture, and describe the various practices involved such as bio-control methods, organic farming, and integrated pest management
M. Describe the different classes and regulation of pesticides including which agencies regulate pesticides, legal compliance and safe practices when transporting, mixing and applying pesticides, and pesticide sprayer calibration

Course Content:

Lab:

1. Pest identification in both the landscape and vineyard.
2. Disease identification in both the landscape and vineyard
3. Use of microscopy to identify pests
4. Monitoring for pests in both the landscape and vineyard
5. Record- keeping for pests surveyed.
6. Use of attractants and biological controls for pests
7. Cultural control of pests
8. Mechanical and physical control of pests
9. Weed identification and controls

Lecture:

1. Pest and Disease Management Overview
    1. Definitions
    2. Vocabulary
    3. Insects and natural enemies
    4. Disease biology

5. Weed management

2. Ecological Principles as They Apply to Pest Management
    1. Levels of Ecological Organization
    2. The Ecosystem Concept
    3. Managed Ecosystems
    4. Pest Ecology
    5. Biodiversity

3. Vine Structure and the Vineyard Yearly Growth Cycle
    1. Vine parts susceptible to infection and pest damage
    2. Vine cycle and periods of disease pressure
    3. Vine cycle and periods of pest pressure

4. Degree Days
    1. Insect development
    2. Disease modeling for risk management

5. Viral Diseases and Control Measures
    1. Leaf-roll viruses / vectors
    2. Fanleaf degeneration viruses / vectors
    3. Rugose wood viruses
    4. Viroids

6. Bacterial Diseases and Control Measures
    1. Monitoring and sampling strategies
    2. Crown gall
    3. Pierce's Disease

4. Vectors

7. Fungal Diseases and Control Measures
    1. Powdery mildew
    2. Downy mildew
    3. Botrytis bunch rot
    4. Eutypa die-back
    5. Phomopsis cane and leaf spot
    6. Oak root fungus
    7. Trunk diseases
    8. Other

8. Soil Pests and Control Measures
    1. Phylloxera
    2. Nematodes

9. Insect and Mite Pests and Control Measures
    1. Leafhopper
    2. Sharpshooter
    3. Spider mites
    4. Mealybugs
    5. Orange Tortrix / Omniverous Leafroller
    6. Leaffolder and Thrips
    7. Western Grapeleaf Skeletonizer
    8. Branch Twig and Cane Borer
    9. Cutworms
    10. Grape Bud Beetle

11. False Chinch Bug

10. Natural Enemies and Beneficial Insects
    1. Parasites and Parasitoids
    2. Crysoperla
    3. Hippodamia
    4. Trichogramma
    5. Cryptolaemus
    6. Anagrus
    7. Predacious mites

11. Vertebrate Pests and Control Measures
    1. Deer
    2. Gophers
    3. Meadow Voles
    4. Squirrels
    5. Birds
    6. Pigs
    7. Rabbits
    8. Others

12. Weeds and Control Measures
    1. Annuals vs. Perennials
    2. Spring/Summer Weeds vs. Winter Weeds
    3. Dicotyledonous Weeds vs. Monocotyledonous Weeds

13. Sustainable Agricultural Practices/Bio-Control Methods/Organic Practices

14. Pesticides

1. Different classes of compounds
2. Regulation and Regulatory Agencies
3. Safety and Compliance
4. Use of PPE (Personal Protective Equipment)
5. Fundamentals of Sprayer Calibration ~~Text~~

Methods of Instruction:

1. Lecture - Lectures will cover the principles of IPM as it relates to both the vineyard and the landscape. Pest and disease identification and treatment thresholds are discussed. Use of pesticides and PPE.
2. Discussion - Discussion of thresholds for treatment of common landscape and vineyard pests.
3. Observation - Students will observe pests and diseases in both the vineyard and the surrounding landscape.
4. Field Trips - Trips to local organic vineyards and sustainable landscapes.
5. ~~Audio-visual~~ Classroom Activity - Identification of common landscape and vineyard pests via microscopy. Pest identification using U.C. Davis IPM website.
6. Demonstration - Proper use of PPE and pesticide application. Pest monitoring following principles of IPM.
7. Research - Students will research pests and diseases of the landscape and vineyard, evaluate thresholds and determine treatment if necessary.
8. Guest Lecturers - Guest lecturers from UCCE Cooperative Extension as well pest control practitioners.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. Read chapter 16 in your textbook on the life cycle of Oidium (powdery mildew) and answer the homwork questions.

B. Writing:

1. Write a 2-page paper identifying a common vineyard pest and discuss an appropriate method of pest management.

C. Research:

1. Research "capturing vineyard pests using pheromones" and present your findings in class.

D. Project:

1. Set up a "sticky trap" and place it in an appropriate location to capture a specific vineyard pest. Explain your logic.

Methods of Evaluating Student Progress

A. Class Participation

1. weekly.

B. Exams/Tests
C. ~~Field Trips~~
D. ~~Final Performance~~

1. Midterm exam, final exam

E. Group Projects

1. one per semester

F. Home Work

1. weekly

G. ~~Papers~~ Lab Activities

1. weekly

H. Quizzes

1. weekly

I. Research Projects

1. one per semester

Student Learning Outcomes

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

A. ~~Upon completion of HORT 53, the student will be able to accurately~~ Accurately identify common insect, weed pests, and plant diseases of landscape and vineyard plants .
B. ~~Upon completion of HORT 53, the student will be able to design~~ Design an Integrated ~~Pesticide~~ Pest ~~Program~~ Management program for ~~Landscapes~~ landscape ~~or~~ plants ~~Vineyards~~ including identifying and scouting for pests, determining tolerance levels and implementing treatment if needed.
C. Design an Integrated Pest Management program for vineyards including identifying and scouting for pests, determining tolerance levels and implementing treatment if needed.
D. Discuss appropriate targeted pesticide uses.
E. Demonstrate safe practices when using pesticides, including use of appropriate PPE, recognition of container warning labels and directions for use and proper storage of pesticides .

Textbooks (Typical):

Textbook:

1. ~~-,~~ Mary Louise Flint ~~*Compendium*~~ *IPM* ~~*of*~~ *in* ~~*Grape Diseases, Disorders and Pests*~~ *Practice* . 2nd ed., ~~The American Phytopathological Society~~ UCANR , ~~2015~~ 2012 .
2. UCANR *The Safe and Effective Use of Pesticides, 3rd Ed (Pesticide Application Compendium).* 3rd ed., Univ of California - Agriculture & Natural Resources, 2016.
3. UCANR *Grape Pest Management.* 3rd ed., University of California - Agriculture and Natural Resources, 2013.

Other Learning Materials:

1. ~~- *Principles of Pesticides Use, Handling, and Application.* 1st ed., Bibliogov, 2013.~~ https://ipm.ucanr.edu/PMG/menu.homegarden.html UCANR Home, Garden, Turf and Landscape Pests

2. ~~- *Biocontrol of Major Grapevine Diseases: Leading Research.* 1st ed., CABI, 2016.~~ https://ipm.ucanr.edu/#gsc.tab=0 UCANR Statewide Integrated Pest Management Program

3. https://ipm.ucanr.edu/agriculture/#gsc.tab=0 UCANR Pest Management Guidelines- Agricultural Pests

Other Materials Required of Students

Equity Based Curriculum

- Typical Texts
  Address
  Supplemental reading materials will be provided by the instructor.
- Other Materials Required of Students
  Address
  PPE such as face masks, gloves, ear and eye protection will be supplied to students

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000375047

CB03: TOP Code
010900 - Horticulture

CIP Code

01.0601 - Applied Horticulture/Horticulture Operations, General.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: HORT 56 - Arboriculture/Urban Forestry

Course Modification: HORT 56 - Arboriculture/Urban Forestry (Launched - Implemented 11-03-2025)
compared with
HORT 56 - Arboriculture/Urban Forestry (Active - Implemented 08-15-2020)

Admin Outline for Horticulture 56
Arboriculture/Urban Forestry

Effective: Fall ~~2020~~ 2026

Catalog Description:

HORT 56 - Arboriculture/Urban Forestry
3.00 Units

Care, maintenance, planting, and pruning of trees, shrubs, and vines are discussed. Specific pruning techniques for ornamental trees, fruit trees, shrubs, roses, and other woody plants are demonstrated. Principles of urban forestry, tree preservation, health, growth characteristics, plant selection, planting, irrigation, fertilization, and damage repair are studied. (8 hours of lab to be scheduled on Saturdays, which may include one or more field trips)
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

Justification for course proposal

Discipline:

Ornamental Horticulture

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 knowledge of plant structure and function to describe correct training techniques for young trees
B. ~~identify~~ Identify the site needs of selected tree species, and choose the necessary site modification necessary for successful tree installation
C. Use knowledge of plant structure and site conditions to choose suitable nursery for trees for specific landscape site
D. ~~Demonstrate~~ Use knowledge of plant structure to prune selected trees
E. Identify plant defects and potential hazards to choose appropriate repair and maintenance procedures for selected trees

Course Content:

Lab:

1. Inspect campus trees to access health and maintenance practices
2. Practice pruning
3. practice proper planting of trees

Lecture:

1. Study the Plant structure of trees and the functions of their systems
2. Selection and modification of planting sites
3. Selection of tree species and cultivars for successful landscape installation
4. Identify techniques of tree preservation
5. study nutrient and water management of trees in the landscape
6. Learn techniques of pruning of various tree species for health and structural stability
7. Study methods of preventive maintenance and repair of mature trees

Methods of Instruction:

1. Lab - activities include pruning, training of young trees, planting and staking.
2. Projects - ie. a research paper about the uses of structural soils in urban forestry
3. Field Trips
4. Lecture

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :
    1. Weekly reading assignments in textbook

B. Writing:
    1. Prepare tree assessment reports for characteristics, health, and potential hazards of selected trees

C. Laboratory:
    1. Hands-on pruning practice on various fruit and ornamental trees, shrubs and vines
    2. Hands on pruning and care of roses

Methods of Evaluating Student Progress

A. Class Participation
    1. Students will discuss and share information
B. Exams/Tests
    1. mid-term exam final exam
C. Home Work
    1. Homework regarding selection, care, and maintenance of trees

D. Lab Activities
    1. Observe landscape trees on campus. Participate in tree pruning and planting.
E. Quizzes
    1. bi-weekly quizzes

Student Learning Outcomes

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

A. ~~Upon completion of HORT 56, the student will be able to research~~ Research a tree assessment/survey and extract the knowledge contained therein to make sound - tree maintenance decisions.
B. ~~Upon completion of HORT 56, the student will be able to safely~~ Safely demonstrate the proper, safe use and application of tools and equipment used specifically - for arboriculture.
C. ~~Upon completion of HORT 56, the student will be able to understand~~ Understand how good quality nursery trees are selected and trained .
D. Demonstrate proper pruning techniques for various ornamental and fruit trees as well as proper timing for pruning .

Textbooks (Typical):

OER:

1. Lindsey Purcell *Arboricultural Practices- A Science- Based Approach.* , Waveland Press, 2024. .
2. Carol King, Laura Marlowe *Tree Steward Manual.* , Virginia Tech Publishing, 2021. https://pressbooks.lib.vt.edu/treesteward/.

Textbook:

1. ~~Malcolm~~ Richard ~~Fisher~~ W. Harris, James R. Clark, Nelda P. Matheny *Arboriculture- Integrated Management of Landscape Trees, Shrubs, and Vines.* 4th ed., Prentice Hall, 2004.
2. Robert W. Miller, Richard J. Hauer, Les P. Werner *Urban Forestry: Planning and* ~~*Management*~~ *Managing Urban Greenspaces* . ~~1st~~ 3rd ed., ~~Syrawood~~ Waveland ~~Publishing House~~ Press , ~~2019.~~
3. ~~Suede Crawford~~ ~~*Arboriculture: Cultivation and Management of Trees, Shrubs and Vines.*~~ ~~1st ed., Syrawood Publishing House, 2016~~ 2015 .

Other Materials Required of Students

Other Materials Required of Students:

1. Appropriate sturdy footwear, and personal protective equipment, such as ear plugs, gloves, and safety glasses must be worn during certain lab activities, such as motorized equipment operation. .
2. Access to internet, in order to utilize online resource material and Canvas..

Equity Based Curriculum

- Other Materials Required of Students
  Address
  Gloves, goggles and masks are provided for work in lab.

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000560981

CB03: TOP Code
010910 - Landscape Design and Maintenance

CIP Code

01.0605 - Landscaping and Groundskeeping.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

HORT 57 - Landscape and Turfgrass Management

HORT 57 - Landscape and Turfgrass Management (Active - Implemented 08-15-2020)
compared with
Course Modification: HORT 57 - Landscape and Turfgrass Management (Launched - Implemented 10-31-2025)

Admin Outline for Horticulture 57
Landscape and Turfgrass Management

Effective: Fall ~~2025~~ 2020

Catalog Description:

HORT 57 - Landscape and Turfgrass Management
2.00 Units

Principles and practices of landscape and turfgrass management as practiced by horticultural professionals, landscape contractors, and grounds keepers will be covered, including preparation, installation, maintenance, renovation, irrigation, fertilization, pruning, and pest control of landscape developments for residential, commercial, public grounds, golf courses, and gardens.
1.5 Units Lecture 0.5 Units Lab

Course Grading: Optional

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

Justification for course proposal

Discipline:

Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Give examples of suitable turfgrass species and varieties for sports turf and ornamental lawn uses
B. Describe the steps that should be taken when installing, maintaining, or renovating turfgrass
C. Demonstrate methods of basic care and pruning needed to care for trees, shrubs, ground covers and perennials
D. Organize a complex irrigation program and list elements of a standard irrigation maintenance check
E. Select the correct fertilizers and horticultural chemicals used in various turf and landscape situations and demonstrate understanding of the safe and legal way to apply them
F. Identify sound maintenance standards and business practices used in the landscape industry

Course Content:

Lab:

1. Training in safe and effective operation of turf and landscape equipment

2. Practice in operating a variety of powered and notn-powered tools used in the landscape industry
3. On and off campus study trips to examine standards of turf and lanscape standards, and how they are applied
4. Paricipation in various project activities related to lturf and landscdape management

Lecture:

1. Identification of botanical classification of turfgrass species and varieties
2. Techniques of ornamental lawn and sports turf installation, maintenance and renovation
3. Basic techniques for care and pruning of trees, shrubs, ground covers and perennial landscape plants
4. Basic principles of irrigation system operation
5. Basic principles of fertilizer and horticultural chemical applications
6. Maintenance industry standards and business practices
7. Alternatives to traditional turfgrass, such as no-mow turf, meadows, and artificial turf

Methods of Instruction:

1. Lab
2. Lecture
3. Field Trips - visits to campus sports fields at Las Positas college and Chabot College
4. Demonstration - motorized and non-motorized equipment commonly used in landscape and turfgrass management.

Typical Outside-of-Class Assignments

A. ~~Writing~~ Other :

1. Weekly reading assignments in text related to lecture
2. Field study to identify and list various species of turf and ornamental grasses
3. A homework paper that describes an essential process in turf or landscape management, such as installation of a sand-base sports field.

B. ~~Reading:~~

1. ~~Weekly reading assignments in text related to lecture~~

C. ~~Laboratory:~~

1. ~~Field study to identify and list various species of turf and ornamental grasses~~

Methods of Evaluating Student Progress

A. Class Participation
    1. Students share observations and experiences
B. Exams/Tests
    1. mid-term exam, final exam
C. Lab Activities
    1. landscape equipment safety and operational training
D. Quizzes
    1. six short quizzes
E. Research Projects
    1. one per semester

Student Learning Outcomes

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

A. ~~Identify~~ Upon completion of HORT 57, the student will be able to identify the species and varieties of turf grasses commonly used in Northern California.
B. ~~Understand~~ Upon completion of HORT 57, the student will be able to understand and communicate landscape maintenance industry standards and ~~businesspractices~~ business practices .
C. ~~Identify~~ Upon completion of HORT 57, the student will demonstrate how to properly schedule and perform basic landscape turf maintenance tasks such as mowing, edging, nutritional amendments, and irrigation system adjustment and monitoring.
D. [Added in AY 21-22] Upon completion of HORT 57, students will be able to identify and use basic landscape and garden tools, including the PPE associated with them ~~.~~
E. ~~Demonstrate how to properly schedule and perform basic landscape and turf maintenance tasks such as mowing, edging, nutritional amendments, and irrigation system adjustment and monitoring~~ .

Textbooks (Typical):

Textbook:

1. ~~Hart, Christopher D., Ivy R. Lee~~ ~~*Landscape- Design, Installation and Management.*~~ ~~2nd ed., Goodheart- Willco, 2025.~~
2. Nick Christians *Fundamentals of Turfgrass Management.* 5th ed., John Wiley & Sons, 2019 .
3. Robert Emmons *Turfgrass Science and Management.* 5th ed., Cengage, 2016 .

Other Materials Required of Students

Other Materials Required of Students:

1. Access to internet is required, in order to use online resource material and information posted on Canvas..
2. Appropriate sturdy footwear, and personal protective equipment, such as ear plugs, gloves, and safety glasses must be worn during certain lab activities, such as motorized equipment operation..

Equity Based Curriculum

- ~~- Other Materials Required of Students~~
  ~~Address~~ ~~-~~
  ~~Gloves, goggles and masks will be provided for outdoor work.~~

Requisite Skills

DE Proposal

Delivery Methods

- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussing with my 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:

- 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.

Syllabus:

Course Objectives:

- 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 on every homework, quiz, and exam.
- **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: Weekly office hours and labs
- **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

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Lab projects, 2 per month

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
  Frequency: One per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Five per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Weekly quizzes, mid-term and final exams.

- **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
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: One per semester
- **Other:**
  Frequency: Once per semester
- **Other:**
  Frequency: Weekly demonstrations of equipment operations and landscape maintenance techniques

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU ~~- Approved~~

Codes and Dates

Course CB Codes

CB00: State ID
CCC000359884

CB03: TOP Code
010940 - Turfgrass Technology

CIP Code
~~01.0607 - Turf and Turfgrass Management.~~

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: HORT 59 - Landscape Design

Course Modification: HORT 59 - Landscape Design (Launched - Implemented 11-03-2025)
compared with
HORT 59 - Landscape Design (Active - Implemented 08-15-2018)

Admin Outline for Horticulture 59
Landscape Design

Effective: Fall ~~2018~~ 2026

Catalog Description:

HORT 59 - Landscape Design
2.00 Units

Landscape site planning and landscape architectural design for residential properties, home gardens, and small-scale use areas. Procedures and methods required in the planning and design process; site inventory, site analysis, user group analysis, preparation of site study diagrams, preliminary designs, and master site plans. Theory and principles of design, site layout, landscape elements, and material selection. Sketching, drafting, delineation, reproduction, and coloring techniques for landscape architectural plans. Selection and use of drawing tools, materials, and equipment.
1.5 Units Lecture 0.5 Units Lab

Course Grading: Optional

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

Justification for course proposal

Discipline:

Ornamental Horticulture

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 materials, tools and techniques incorporated in drawing landscape plans
B. Utilize color graphic media to enhance landscape site plans for presentation
C. Draw landscape site plans and planting plans within acceptable landscape architectural standards
D. Prepare accurate cost estimate for landscape development
E. Demonstrate elements and procedures involved in the client-designer relationship during the landscape plans development process and during construction
F. Prepare a design contract
G. Prepare a planning/design schedule
H. Prepare a fees schedule for a design project

Course Content:

Lab:

1. Architectural lettering exercises
2. Site measuring and base map preparation
3. Site analysis
4. Two- dimensional site plans
5. Functional diagrams
6. Preliminary designs
7. Master Plan
8. Plant material selection

Lecture:

1. Drawing equipment, tools, materials, and plan reproductions
2. Color rendering techniques for landscape site plans
3. Landscape site and planting plans
4. Cost estimation
5. Client-designer relationships
6. Design contracts
7. Planning and design scheduling
8. Fee schedules for design projects

Methods of Instruction:

1. Lab - Classroom activity will focus on practicing architectural lettering and plan graphics.
2. Lecture - Lecture will consist of weekly PowerPoint presentations focusing on the sequence of the design process. This content will be reinforced in lab exercises.
3. ~~Field~~ Classroom ~~Trips~~ Activity - Classroom activity will be a combination of lecture and lab assignments.
4. ~~Discussion~~ Directed Study - Students will have a term project that will consist of taking a chosen site through the design process and completeing a Master Plan for that site.
5. Handout materials
6. Examples of design work and plans, slides and video media

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

   1. Weekly reading assignments in textbook

B. Other:

   1. Graphic design/drawing assignments
   2. Complete landscape designs/plans
   3. Landscape project cost estimate

Methods of Evaluating Student Progress

A. Class Participation
B. ~~Class Work~~

1. Weekly student participation is required

C. Exams/Tests
D. ~~Group Projects~~
E. ~~Home Work~~

1. Midterm and Final

F. Lab Activities

1. Weekly lab exercises are required

G. Projects

1. Students will have a term project that will consist of taking a chosen site through the design process and completeing a Master Plan for that site.

H. Quizzes

1. Once weekly

Student Learning Outcomes

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

A. ~~Upon completion of HORT 59, the student will be able to demonstrate~~ Demonstrate graphics drawing skills for landscape architectural design .
B. Demonstrate elements and procedures involved in the client-designer relationship during the landscape plans development process.
C. Draw landscape site plans and planting plans within acceptable landscape architectural standards.
D. Demonstrate understanding of fundamental landscape design principles and how to move through the design process .

Textbooks (Typical):

Textbook:

1. Tony ~~BerBertauski~~ Bertauski , *Plan Graphics for the Landscape Designer.* ~~1st~~ 3rd ed., Prentice Hall Publishing, ~~2003~~ 2019 .
2. Norman K. Booth *Residential Landscape Architecture.* ~~third~~ seventh ed., Pearson, 2017.
3. Tim Waterman *The Fundamentals of Landscape Architecture.* 2nd ed., Bloomsbury Publishing, ~~2015~~ 2020 .

Other Materials Required of Students

Other Materials Required of Students:

1. Drafting equipment, tools, and graphic materials.
2. Mechanical pencils, rulers and stencils will be provided to students..

Equity Based Curriculum

- Other Materials Required of Students
  Address

mechanical pencils, rulers and stencils will be provided to students.

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589260

CB03: TOP Code

010910 - Landscape Design and Maintenance

CIP Code

01.0605 - Landscaping and Groundskeeping.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: HORT 62 - California Native and Dry Landscapes

Course Modification: HORT 62 - California Native and Dry Landscapes (Launched - Implemented 11-03-2025)
compared with
HORT 62 - California Native and Dry Landscapes (Active - Implemented 08-15-2018)

Admin Outline for Horticulture 62
California Native and Dry Landscapes

Effective: Fall ~~2018~~ 2026

Catalog Description:

HORT 62 - California Native and Dry Landscapes
2.00 Units

This course examines the native plant communities of California and identifies native plants suitable for the design and installation of dry landscapes in Northern California. The focus of this course is the planning, design, installation, care, and maintenance of drought tolerant landscapes, with the goal of creating more sustainable landscapes.
1.5 Units Lecture 0.5 Units Lab

Course Grading: Optional

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

Justification for course proposal

Discipline:

Ornamental Horticulture

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 name 40 species of California native plants;
B. Identify and name 20 species of non-native Mediterranean drought tolerant plants
C. Determine landscape use and ornamental value of drought tolerant plant material
D. Assess the growth, ecology, maintenance and care of drought tolerant plant material
E. Use information discussed in this course for use in landscape planning, design, and installation
F. Prepare a plant palette and draw a plan for a small to mid-size landscape using California native or other drought tolerant plants

Course Content:

Lab:

1. Propagation of native plants

2. Design native plant garden
3. Install irrigation for native plant garden
4. Select appropriate plant material

Lecture:

1. Techniques and methods for identifying plant material
2. Botanical and common names of California native plants
3. Growth habit and origin of drought tolerant plant material
4. Analyze and measure a landscape site
5. Draw and prepare a preliminary landscape design
6. Select appropriate drought tolerant plant material
7. Recognize and plan appropriate grading, drainage, and soil preparation

Methods of Instruction:

1. Field Trips - field study of mature plants as used in dry landscapes
2. Discussion
3. Lecture
4. Hand out materials
5. Media presentations and examples

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

   1. Weekly field study to identify and study plants

B. Other:

   1. Weekly field study to identify and study plants
   2. Develop plant reference cards on each plant studied
   3. Develop a plant palette for drought tolerant plants
   4. Prepare a preliminary plan for a dry landscape.

Methods of Evaluating Student Progress

A. Class Participation
B. ~~Class Work~~

1. Students are required to participate in lab exercises weekly.

C. Exams/Tests

1. Midterm and Final

D. ~~Group~~ Field ~~Projects~~ Trips

1. At least two field trips to Tilden Regional Botanic Garden and Native Here Nursery

E. Home Work
F. ~~Papers~~
G. ~~Quizzes~~

1. 5 plant sheets are required weekly

Student Learning Outcomes

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

A. ~~identify~~ Identify California Native and drought - tolerant plants by their botanical and common names.
B. ~~identify~~ Identify principles and components of a drip irrigation system.
C. ~~prepare~~ Prepare a basic plan for a drought - - tolerant landscape.

Textbooks (Typical):

Textbook:

1. Harlow, Nora; Holt, Saxon *Gardening in Summer Dry Climates: Plants for a Lush, Water* - ~~,~~ ~~Sunset~~ ~~Western~~ *Conscious* ~~Garden~~ ~~Book~~ *Landscape* . ~~8th ed., Sunset Publishing Corporation, 2007.~~
2. ~~Greg Rubin~~ ~~The Drought-Defying California Garden.~~ ~~first~~ *1st* ed., Timber Press, ~~2016~~ *2021* .
3. ~~Pattle~~ *Ritter,* ~~Barron~~ *Matt* ~~The~~ *California* ~~Low-Water~~ *Native* ~~No-Water~~ *Plants: A Guide to Our Iconic Flora. 1st ed., Pacific Street Publishing, 2018.*
4. *Rubin, Greg; Warren, Lucy California Native Landscape. 1st ed., Timber Press, 2013.*
5. *Keator, Glenn; Middlebrook, Alrie Designing California Native Gardens. 1st ed., University of California Press, 2007.*
6. *Bornstein, Carol; Fross, David; O'Brien, Bart California Native Plants for the* Garden. ~~first~~ *1st* ed., ~~Anness~~ *Cachuma* ~~Publishing~~ *Press* , ~~2015~~ *2005* .

Other Materials Required of Students

Other Materials Required of Students:

1. *ANR horticultural publications downloaded from the UC COOP EXTENSION web site..*
2. *Gloves will be provided to students for lab work.*

Equity Based Curriculum

- *Other Materials Required of Students*
  Address
  Gloves will be provided to students for lab work

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- *Transfers to CSU*

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589241

CB03: TOP Code

010900 - Horticulture

CIP Code

01.0601 - Applied Horticulture/Horticulture Operations, General.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: HORT 67 - Interior Plantscapes

Course Modification: HORT 67 - Interior Plantscapes (Launched - Implemented 10-31-2025)
compared with
HORT 67 - Interior Plantscapes (Active - Implemented 08-15-2018)

Admin Outline for Horticulture 67
Interior Plantscapes

Effective: Fall ~~2018~~ 2026

Catalog Description:

HORT 67 - Interior Plantscapes
2.00 Units

Identification, use, propagation, growth, environmental adaptation, ornamental value, and care of container, indoor, and house plants.
1.5 Units Lecture 0.5 Units Lab

Course Grading: Optional

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

Justification for course proposal

Discipline:

Ornamental Horticulture

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 name 40 different types of indoor plants
B. Determine the use, ornamental value, interior design value, and application of the plants reviewed in this course
C. Summarize propagation, growth, ecology, and care of the plants reviewed in this course
D. Design interior plantscapes for residential and commercial use

Course Content:

Lab:

1. Use drawing tools and techniques to prepare an interiorscape planting plan.
2. Propagate indoor plants
3. Construct a living wall.

4. Construct open and closed terrariums.

Lecture:

1. Identify and study the cultural needs and growth requirements of the most commonly used indoor plants.
2. Study the design usage of indoor plants in interior plantscapes.
3. ~~Utilize~~ Discuss plantscape design in commercial buildings.
4. Discuss propagation protocols ~~to propagate and grow plants~~ for indoor ~~use~~ plants .
5. ~~Use~~ Identify ~~drawing tools~~ pests and ~~techniques~~ diseases ~~to~~ of ~~prepare~~ indoor ~~an~~ plants.
6. Discuss ~~interiorscape~~ particular ~~planting~~ light ~~plan.~~

   requiremnets of indoor plants
7. Nutrition needs and fertilizers

Methods of Instruction:

1. Lab - Propagation of indoor plants, construction of terrariums, scouting for pests and diseases in greenhouse plants
2. Lecture - Lecture will consist of PowerPoint presentations discussing pests and diseases, propagation, uses in commercial spaces and cultural considerations of each group of indoor plant.
3. Field Trips
4. ~~Discussion~~
5. ~~Slide~~ - Trips to see existing living walls and ~~video~~ interior ~~presentation~~ commercial spaces.
6. Demonstration - Demonstrate various propagation techniques
7. Directed Study - Complete informational sheets on a select number of indoor plants per week
8. Projects - Measure an indoor site on campus and design a plantscape for that area, taking into consideration traffic concerns, lighting and ease of plant care.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

   1. Reading assignments regarding indoor plants

B. Project:

   1. Prepare a plant palette for interior plantscapes
   2. Prepare a drawing of a typical interior planting plan
   3. ~~Reading assignments regarding indoor plants~~

Methods of Evaluating Student Progress

A. Class Participation

   1. Students are required to participate in lab activities

B. Exams/Tests

1. Midterm and Final

C. Home Work

1. Five plant sheets must be completed weekly

D. Projects
E. ~~Quizzes~~

1. Semester long project- Measure an indoor site on campus and design a plantscape for that area, taking into consideration traffic concerns, lighting and ease of plant care.

Student Learning Outcomes

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

A. ~~Upon completion of Hort 67 the student should be able to identify~~ Identify the interior plants used on the (CCNPRO ~~;~~) California Certified Nursery Professional, exam.
B. ~~Upon completion of HORT 67 the student should be able to propagate~~ Propagate interior plants using various propagation techniques.
C. ~~Upon completion of Hort 67 the student should be able to understand~~ Understand the physiological and psychological benefit of interior plants.

Textbooks (Typical):

Textbook:

1. Carter, Hilton *The Propagation Handbook: A guide to propagating houseplants.* 1st ed., CICO Books, 2024.
2. Lowrie, Melissa *Terrain: The Houseplant Book.* 1st ed., Artisan, 2022.
3. Camilleri, Lauren; Kaplan, Sophia *Plantopedia- The Definitive Guide to Houseplants.* 1st ed., Smith Street Books, 2020.
4. Bree Claffey *Indoor Green: Living with Plants.* first ed., Thames & Hudson, 2017.
5. Irene Schampaert *Wonder Plants: Your Urban Jungle Interior.* first ed., Lanoo, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Small number of drawing tools and materials.

Equity Based Curriculum

- Methods of Instruction
  Address
  Diverse methods of instruction to support various learning styles.
- Other Materials Required of Students
  Address
  Gloves and masks will be provided for students.

Requisite Skills

DE Proposal

Delivery Methods

- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussing with my 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:

- 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.

Syllabus:

Course Objectives:

- 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

- - **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 every homework, quiz, and exam.
- - **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: - Weekly office hours and labs

- - **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

- - **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: - At least once 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: - Lab projects, 2 per month

Student-Content Interaction

- - **Written papers:** - *Papers will be written on various topics.*
  Frequency: - One per semester
- - **Research Assignments:** - *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: - Five per semester
- - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: - Weekly quizzes, mid-term and final exams.
- - **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
- - **Field Trips:** - *Students will attend live or virtual field trips.*
  Frequency: - One per semester
- - **Projects:** - *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: - Weekly lab excercises in interior plant care and propagation.
- - **Other:** -
  Frequency: - Once per semester

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589251

CB03: TOP Code
010900 - Horticulture

CIP Code

01.0601 - Applied Horticulture/Horticulture Operations, General.

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.

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: HORT 71 - Fundamentals of Hydroponics and Aquaponics

Course Modification: HORT 71 - Fundamentals of Hydroponics and Aquaponics (Launched - Implemented 11-03-2025)
compared with
HORT 71 - Fundamentals of Hydroponics and Aquaponics (Active - Implemented 08-15-2020)

Admin Outline for Horticulture 71
Fundamentals of Hydroponics and Aquaponics

Effective: Fall ~~2020~~ 2026

Catalog Description:

HORT 71 - Fundamentals of Hydroponics and Aquaponics
2.00 Units

The ecological design and operation of urban agriculture that covers the fundamental principles of raising fish and vegetable crops in soil-less media.

1.5 Units Lecture 0.5 Units Lab

Course Grading: Optional

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

Justification for course proposal

Discipline:

Agricultural Production

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Design a crop rotation plan for four vegetable species
B. List four species of fish used in aquaponic systems and describe the advantages and disadvantages of each
C. Name four biological components of a closed aquatic system and how each relates to other components of the system
D. Use water testing equipment to test water and chart the levels of pH, ammonium, nitrites, nitrates, and phosphorous
E. Demonstrate the correct safe food handling procedures used in aquaponic vegetable and fish farming

Course Content:

Lab:

1. Design, construct, and maintain hydroponic systems

2. Care for fish in aquaponic systems
3. Plant various vegetable crops using hydroponic, greenhouse, and organic farming methods.
4. Propagation of vegetable plants
5. Particpation in greenhouse sanitation procedures
6. Safe and hygenic harvesting of food crops

Lecture:

1. Methods of growing crops hydroponically
2. Methods of fish production systems
3. The Scientific basis of closed system aquatic ecology
4. Water chemistry testing and equipment
5. Food production, safety, hygiene, and marketing

Methods of Instruction:

1. Lecture - History and principles of growing in media without soil. Explanation of nutrients needed for the various stages of crop production. Maintenance and harvest of crops being grown. Pest control in hydroponic growing.
2. Projects - Students will participate in building and maintaining an aquaponic unit, including selection and care of fish utilized,
3. Lab - Measurement of nutrients needed for various crops grown, operation of fertigation unit. Propagation of various crops in hydroponic and aquaponic units.
4. On-the-job, supervised work experience - Building, planting and maintaining various hydroponic units.
5. Field Trips
6. ~~Lab~~ - Trip to grower who uses hydroponics for growing crops.

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

   1. ~~Design a hydroponic crop rotation plan.~~
   2. Write an essay describing the pros and cons of various fish species used in aquaponic systems.

B. Writing:

   1. Design a hydroponic crop rotation plan.
   2. Diagram the aquatic nitrogen cycle and explain how each biological component of the cycle fits in.
   3. ~~Demonstrate in a lab setting the proper procedure for testing water chemistry.~~
   4. List and describe the various tasks involved in food handling.

Methods of Evaluating Student Progress

A. Exams/Tests

~~1. mid-term final exam~~

1. mid-term & final exam

B. Field Trips
   1. visit to aquaponic or hydroponic growing operation
C. Home Work
   1. reading assignments
D. Lab Activities
   1. Agricultural related experiments and growing operation involving hydroponic vegetables and fish ponds.
E. Projects
   1. one project per semester
F. Quizzes
   1. periodic short quizzes

Student Learning Outcomes

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

A. ~~design~~ Design and construct a basic hydroponic system.
B. Design and construct a basic aquaponic ~~/hydroponic~~ system ~~, understand~~ .
C. Understand basic chemistry and biology of closed aquatic ecological systems ~~, and demonstrate~~
D. Demonstrate knowledge of safety and hygiene in handling of food products.

Textbooks (Typical):

Textbook:

1. Ramirez, Marcos *The Hydroponic Gardeners Handbook.* , Amazon, 2024.
2. Gary Spenser *Introduction to Commercial Aquaponics.* 1st ed., Amazon, 2019.
3. Adrian Southern *The Aquaponic Farmer: A Complete Guide to Building and Operating a Commercial Aquaponic System* . 1st ed., Amazon, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Students will be expected to wear appropriate clothing, shoes, or other personal protective equipment, in order to participate in lab activities..

Equity Based Curriculum

- Methods of Instruction
  Address
  Diverse methods of instruction to meet the needs of various learning styles.
- Methods of Evaluation
  Address
  Class participation in the course project will allow students to demonstrate familiarity with hydroponic growing.

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612119

CB03: TOP Code
010900 - Horticulture

CIP Code

01.0601 - Applied Horticulture/Horticulture Operations, General.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: JAMS 12 - Introduction to Photojournalism

Course Modification: JAMS 12 - Introduction to Photojournalism (Launched - Implemented 10-19-2025)
compared with
JAMS 12 - Introduction to Photojournalism (Active - Implemented 08-15-2021)

Admin Outline for Journalism and Media Studies 12
Introduction to Photojournalism

Effective: Fall ~~2021~~ 2026

Catalog Description:

JAMS 12 - Introduction to Photojournalism
3.00 Units

This course deals with the photographer as a journalist, focusing on theory and practice in press and publications photography, with emphasis on using the camera as a reporting and communications tool. Covered are news and feature photography and photographic essays, including composition, impact, and creativity, for newspapers, magazines, the Internet, and other mass communications media. Understanding and applying photojournalistic and basic technical and visual skills in the making of successful reportage photographs. Consideration of the work of major 20th and 21st century photojournalists. Students ~~who~~ may ~~have~~ receive ~~completed,~~ credit for JAMS 12 or ~~are enrolled in,~~ PHTO 72 , ~~may~~ but not ~~receive credit~~ both .
1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation: GDDM 53 with a minimum grade of C, OR PHTO 50 with a minimum grade of C , ~~AND~~ OR PHTO 56 with a minimum grade of C ~~AND GDDM 53 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

Justification for course proposal

Discipline:

Photographic Technology/Commercial Photography, or Mass Communication, or Photography

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 in writing the role of photojournalism and photojournalists.
B. Describe the history and development of photojournalism.
C. Identify career options and processes in photojournalism.
D. Practice using elements of photo composition and lighting to produce photographs.
E. Practice capturing peak action or storytelling composition.
F. Demonstrate a working familiarity with the camera.

G. Prepare effective cutlines for photos.
H. Practice using hardware and software used in photojournalism.
I. Analyze legal and ethical situations in photojournalism.
J. Explain elements of a good news photograph and produce good news photographs.
K. Edit and store photos on a computer.
L. Create storytelling images, slideshows, or videos for the web.
M. Practice using different electronic photo storage formats.

Course Content:

Lab:

During lab time, students should apply concepts discussed in the lecture. They should:

1. Work on photography projects using lighting, composition, and editing software.
2. Use cameras, equipment, and software to experiment with aperture, shutter speed, exposure, film speed, panning, stop action, blurring, focus, exposure, light meters, flash, processing, digital scanning, and software manipulation of images.
3. Practice writing effective cutlines for images.
4. Analyze images for newsworthiness.
5. Use different types of software to edit photos for web and print distribution.
6. Practice creating short videos using digital cameras.
7. Store photos using different formats.
8. Collaborate with classmates on projects.

Lecture:

1. Role of photojournalism and press photography in modern mass media
2. History and development of the camera as a reporting tool
    1. Early pioneers, their equipment, and their work
    2. Major photojournalists of the 20th and 21st centuries
    3. Social impact of photojournalism as communication medium
3. Careers in photojournalism
4. High impact photography: the decisive moment
5. Photo composition and lighting
    1. Understanding the camera/film system's response to light

2. Understanding fundamentals of composition, visual design, and cropping for final image
3. Understanding the technical and visual circumstances of typical photojournalistic situations

6. Camera and photography basics
    1. The digital single-lens reflex camera
    2. Aperture, shutter speed, and equivalent exposure
    3. Film speed and image characteristics
    4. Panning, stop action, blurring to show motion
    5. Depth of field and selective focus for creative controls
    6. Light meters and exposure calculation
    7. Lenses, their effects and appropriate use
    8. Mastering the electronic flash
    9. Basic processing procedures
    10. Negative processing/push processing, digital scanning, and software manipulation for fully paginated images
7. Cutlines: The photographer as writer
8. The tools of photojournalism: hardware and software
9. What makes a good news photo?
10. Ethics and legal issues of photojournalism
11. Introduction to electronic editing of photos
12. Introduction to web images and video
13. Electronic photo storage formats

Methods of Instruction:

1. Lecture - discuss methods of photojournalism and ethical concern
2. Field Trips - to galleries and publishers
3. Audio-visual Activity - use audio and video to discuss concepts and practices of photojournalism
4. Discussion - discuss student projects and concepts of photojournalism
5. Lab - work with student photos in the lab
6. Demonstration - of effective techniques in class
7. Guest Lecturers - visiting professionals

8. Projects - complete individual projects in photojournalism and discuss with the class

Typical Outside-of-Class Assignments

A. Reading:
Read and report on articles from at least three photojournalistic publications.

B. Other:

1. Photographically illustrate a chosen human subject in the course of a day's work
2. Document from a variety of viewpoints the physical situation at a given location.
3. Create a photographic essay to accompany a short non-fiction narrative.
4. ~~Read and report on articles from at least three photojournalistic publications.~~
5. Choose an article from *Double Take* magazine that you can emulate, and reexamine this topic in a local setting. Shoot at least 100 exposures, editing them down to ten for final presentation. Write up a descriptive summary to accompany your work.
6. Give students the topic: "Oakland's Chinatown." Capture the ~~ourdoor~~ outdoor street life of the area. Write up descriptive captions for each of the photographs submitted to accompany your work.

Methods of Evaluating Student Progress

A. Class Participation
   1. Weekly class participation in discussions and performance of task
B. Exams/Tests
   1. Final examination covering all elements in the class.
C. Field Trips
   1. At least once a semester field trip for local shooting assignment
D. Lab Activities
   1. Weekly lab activities
E. Portfolios
   1. Semester Project on Extended Photo Story, including portfolio of images
F. Projects
   1. Semester Project on Extended Photo Story, including portfolio of images
G. Quizzes
   1. Weekly quizzes on reading

Student Learning Outcomes

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

A. ~~demonstrate~~ Use ~~typology~~ their ~~as~~ photojournalism skills to document events in the categories of News, Features, Story Telling, Sports and Spot News for the purpose of providing creative and unique imagery for the use of daily production purposes for a ~~method~~ daily ~~of~~ newspaper.
B. Write ~~photographic~~ complete ~~documentation~~ and effective captions for images to be used by a news publication.
C. Abide by ethical journalistic standards .

Textbooks (Typical):

Textbook:

1. ~~Martin~~ Jimmy ~~Keene~~ Chin ~~*Practical*~~ *There and Back: Photographs from the Edge* . 1s ed., Ten Speed Press, 2021.
2. Philip Brookman *Dorothea Lange: Seeing People.* 1s ed., Yale University Press, 2023.

3. Reuters *In the Moment: 40 Years of Reuters* *Photojournalism* ~~: A Professional Guide~~ . 1st ed., ~~Ammonite Press~~ Rueters , ~~2016.~~
4. ~~- *Bending the Frame: Photojournalism, Documentary, and the Citizen. :* 1 ed., Aperture, 2013.~~
5. ~~- *The Photographer's Story: The Art of Visual Narrative.* 1 ed., Focal Press, 2012.~~
6. ~~- *Witness in Our Time: Working Lives in Documentary Photographers.* 2d ed., Smithsonian Institution, 2010~~ 2025 .
7. Kenneth Kobre *Photojournalism: The Professional's Approach.* 7th ed., Focal, 2016 ~~:~~
8. ~~Barbara London, Jim Stone *A Short Course in Digital Photography.* 3rd ed., Prentice Hall, 2014~~ .

Other Materials Required of Students

Other Materials Required of Students:

1. DSLR or 35 mm film camera with a lens, built-in light meter and manual control of focus, aperture, and shutter; one that accepts interchangeable lenses preferred..
2. Photographic film, paper, and mounting materials.
3. A USB drive, External Hard Drive or DVD to transport digital files..

Equity Based Curriculum

- Course Content
  Address
  The course content includes examples of diverse communities, cultures, histories, and contributions.
- Assignments
  Address
  Students are encouraged to pursue diverse and equitable content in their own projects. Many projects are based on campus activity that reflect diversity.

Requisite Skills

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

A. GDDM 53
B. PHTO 50
C. PHTO 56
D. ~~GDDM 53~~

1. ~~Create new Photoshop documents and open existing Photoshop documents to edit or manipulate them, integrate elements from photographs and other Photoshop documents, using low intermediate masking techniques, into one another with some degree of expertise and believability.~~
2. ~~Begin to understand pixel density as it pertains to image size and quality, and how this makes raster images different from images created in vector drawing programs.~~

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID : JOUR 160 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000564170

CB03: TOP Code

060200 - Journalism
CIP Code

09.0401 - Journalism.

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
D - Possibly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

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 Yes
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Student will prepare a cohesive and organized digital portfolio, using a website or slideshow software, containing the following elements produced by student:
• A resume highlighting photography and photojournalism experience
• One to three examples of work from prominent photojournalists with a short description of their careers and the relevance of their work
• Lighting: At least three examples of your own work, showcasing lighting, and including properly formatted captions in AP Style.
• Composition: At least three examples of your own work, showcasing composition, and including properly formatted captions in AP Style.
• Peak Action: At least three examples of your own work, showcasing peak action, and

including properly formatted captions in AP Style. (Sports photography may be used.)
• News Photos: At least three examples of your own
Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

LAS POSITAS COLLEGE

Course Modification: JAMS 29 - Independent Study, Journalism and Media Studies

Course Modification: JAMS 29 - Independent Study, Journalism and Media Studies (Launched - Implemented 10-19-2025)
compared with
JAMS 29 - Independent Study, Journalism and Media Studies (Active - Implemented 08-15-2021)

Admin Outline for Journalism and Media Studies 29
Independent Study, Journalism and Media Studies

Effective: Fall ~~2021~~ 2026

Catalog Description:

JAMS 29 - Independent Study, Journalism and Media Studies
0.50 - ~~0~~ 2.00 Units

Supervised study in the area of Mass Communications. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

0 ~~Units Lecture 0~~ .5 - 2 Units Lab

Course Grading: Optional

~~**Lecture Hours**~~	
Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Justification for course proposal

Discipline:

Mass Communication, or Journalism, or Multimedia

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Develop a project in Mass Communications to develop skills or deepen knowledge
B. Complete the project according to established industry standards
C. Effectively communicate the project to the instructor and to the audience

Course Content:

Lab:

Lecture:

1. Develop Practice skills and knowledge that reinforce, or expand upon, Mass Communications concepts
2. Develop a project related to Mass journalism Communications and media , using current industry standards

3. Communicate or publish the project

Methods of Instruction:

1. Audio-visual Activity - Create a video related to the goals set forth in the Independent Study Contract.
2. Independent Study
3. Classroom Activity - Complete classroom activities related to the goals set forth in the Independent Study Contract.
4. Discussion - with instructor and with students working on the campus publication.
5. Critique - Create a critique of a campus publication related to the goals set forth in the Independent Study Contract.
6. Projects - Create a project related to the goals set forth in the Independent Study Contract.

Typical Outside-of-Class Assignments

A. ~~Other:~~

Reading:
Read a published work and critique and/or analyze it.

1. ~~Reading Assignments:~~

    1. ~~Read a published work and critique and/or analyze it.~~

B. Writing ~~Assignment:~~
:
Prepare written work for publication.

    1. ~~Prepare written work for publication.~~

3. ~~Lab Work:~~

    1. ~~Work in lab to put together publication.~~

Methods of Evaluating Student Progress

A. Group Projects

~~1. Completed by set deadlines during semester, based on the publication or activity described in the Independent Study Contract~~

1. Completed by set deadlines during semester, based on the publication or activity described in the Independent Study Contract

B. Lab Activities

~~1. Completed by set deadlines during semester, based on the publication or activity described in the Independent Study Contract~~

1. Completed by set deadlines during semester, based on the publication or activity described in the Independent Study Contract

C. Oral Presentation

~~1. Completed by set deadlines during semester, based on the activity described in the Independent Study Contract~~

1. Completed by set deadlines during semester, based on the activity described in the Independent Study Contract

D. Papers
   1. Completed by set deadlines during semester, based on the publication or activity described in the Independent Study Contract
E. Portfolios
   1. Completed by the end of the semester
F. Research Projects

~~1. Completed by set deadlines during semester, based on the publication or activity described in the Independent Study Contract.~~

1. Completed by set deadlines during semester, based on the publication or activity described in the Independent Study Contract.

Student Learning Outcomes

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

A. Contribute to the student media, with an increasing degree of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assignments.
B. Create visuals in the proper style for the specific media.
C. Design and edit design and edit media in the proper format at a beginner level.

Textbooks (Typical):

OER:

1. Tara Cuslidge-StaCUSLIDGE-STAIANO, *A Guide to Newswriting.* 2nd /e, self-published, 2022. Users/Express/Downloads/NewswritingGuide%2520And%2520Attachments%2520%25281%2529.pdf.

Textbook:

1. The Associated Press *The Associated Press Stylebook (2024-2026).* 57 ed., Basic Books, 2024.

Other Learning Materials:

1. The websites for The Express (https://lpcexpressnews.com/), Naked magazine (https://www.lpcnakedmagazine.com/), The Express Podcasts (https://open.spotify.com/show/3DfLMPty7hpu2esRTTZWi4), and Havik (https://havikjournal.wixsite.com/website).

Other Materials Required of Students

Equity Based Curriculum

- Assignments
  Address
  Students will be encouraged to research and report upon all members of the diverse campus community.

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584433

CB03: TOP Code
061000 - Mass Communications

CIP Code

09.0102 - Mass Communication/Media Studies.

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
D - Possibly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
2 - Not Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: KIN 32A - Fall Intercollegiate Men's Basketball

Course Modification: KIN 32A - Fall Intercollegiate Men's Basketball (Launched - Implemented 11-10-2025)
compared with
KIN 32A - Fall Intercollegiate Men's Basketball (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology 32A
Fall Intercollegiate Men's Basketball

Effective: Fall ~~2020~~ 2026

Catalog Description:

KIN 32A - Fall Intercollegiate Men's Basketball
3.00 Units

Basketball training for intercollegiate competition. Daily practice for advanced skill development will occur. Fall semester.
3 Units Lab

Course Grading: Letter Grade Only

Lab Hours	162
Inside of Class Hours	162

Justification for course proposal

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. Illustrate advanced concepts with fellow teammates in intercollegiate basketball;
B. Employ advanced skills of basketball;
C. Develop a high level of physical conditioning;
D. Apply leadership, team play, sportsmanship and other social values related to team competition;
E. Explain the eligibility requirements as outlined by the California Community College Athletic Association Constitution and the basketball supplement.

Course Content:

1. Pre-season conditioning and fitness
2. Early season team preparation
    1. Equipment
    2. Team rules
    3. Eligibility, school unit requirements and academic performance
    4. Physicals
    5. Non-Traditional Scrimmages

3. Practice
    1. Warm-ups
    2. Team drills
    3. Individual skill development
    4. Offensive strategies
    5. Defensive strategies
    6. Terminology
    7. Cool-down
4. Intercollegiate competition
5. Evaluation: Attendance, participation, application of skills learned, recalling and applying terminology and on-court performance.

Methods of Instruction:

1. Audio-visual Activity - Video Analysis 1. Practice sessions 2. Game analysis
2. Classroom Activity - Team Meetings 1. Pre-game 2. Post-game
3. Demonstration - Daily practice 1. Coaching 2. Individual and group activities

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :
    1. Participate in conditioning exercises
    2. Participate in skill building exercises
    3. Participate in position breakdown drills
    4. Participate in practice session activities
    5. Participate in game competitions

Methods of Evaluating Student Progress

A. Class Participation
    1. daily
B. Class Performance
    1. scheduled competitions
C. Lab Activities
    1. daily

Student Learning Outcomes

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

A. ~~Upon completion of KIN 32A, students will be able to communicate~~ Communicate the responsibilities and - _ assignments of each position on the basketball court from an offensive and defensive - _ standpoint.
B. ~~Upon completion of KIN 32A, students will be able to demonstrate~~ Demonstrate proper ball handling, - _ passing, and shooting technique.
C. ~~Upon completion of KIN 32A, students will be able to demonstrate~~ Demonstrate the physical training (i.e., - _ strength, speed, conditioning) needed to compete at the intercollegiate level.

Textbooks (Typical):

Textbook:

1. T. Jeff Chandler, Lee E Brown *Conditioning for Strength & Human Performance.* 3rd ed., Routledge, 2019.
2. NCAA Basketball Rules and Interpretations *2019-20 Men's Basketball Rules.* 1st ed., NCAA, ~~2019~~ 2025 .
3. Collin T Stevens *Coachable: 9 Essential Elements of Basketball, Excellence, & a Strong Faith.* 1st ed., Christian Faith Publishing, Inc., 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. Protective equipment, including basic athletic underclothing and shoes..

2. (Note – the Intercollegiate Athletics program furnishes practice and game uniforms).

Equity Based Curriculum

- Measurable Objectives
  Address
  All students are expected to learn the basic offensive and defensive fundamentals for the game of basketball.
- Methods of Evaluation
  Address
  The students will be evaluated on how effectively and efficiently they can complete the tasks learned day to day. Diverse methods of instruction will be provided to support a variety of learning styles.

Requisite Skills

DE Proposal

Delivery Methods

- **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 that there needs to be a way to offer the course in case of an emergency, so the students in the program are not prolonging their academic career due to an emergency beyond their control. Moreover, we need the class to stay on top of our student-athletes and make sure they are staying on track athletically as well as academically. Mandated by the CCCAA that student-athletes are enrolled in an intercollegiate class to participate.

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 feedback from students.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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
- **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
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Bi-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: 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.*
  Frequency: Twice per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  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: Minimum once per week
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum 4 quizzes, 2 exams, and final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum once per week (asynchronous)
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Ten per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum of 5 short videos per semester.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Once per semester
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Weekly

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~

- ~~VA. Kinesiology~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612026

CB03: TOP Code
083550 - Intercollegiate Athletics

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

Y - Credit Course

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

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

LAS POSITAS COLLEGE

Course Modification: KIN 32C - Off Season Intercollegiate Men's Basketball

Course Modification: KIN 32C - Off Season Intercollegiate Men's Basketball (Launched - Implemented 10-24-2025)
compared with
KIN 32C - Off Season Intercollegiate Men's Basketball (Active - Implemented 05-31-2022)

Admin Outline for Kinesiology 32C
Off Season Intercollegiate Men's Basketball

Effective: ~~Summer~~ Fall
~~2022~~ 2026

Catalog Description:

KIN 32C - Off Season Intercollegiate Men's Basketball
1.00 - 2.00 Units

Students will practice the skills of passing, dribbling, shooting, cutting, screening, and defensive fundamentals that are necessary for competitive basketball play. Students will learn the governing rules of basketball, the appropriate terminology used in basketball, and the safety procedures related to the game.
1 - 2 Units Lab

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Justification for course proposal

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. Identify safety procedures (warm up) for playing basketball
B. Describe and discuss the terminology and language used in basketball
C. Explain the different styles of basketball training
D. Apply fair play, good sportmanship and leadership qualities
E. Recall basic technical skills, such as dribbling, passing, shooting and defending
F. Interpret the strategies and formations being used by opposing teams in a competitive basketball game

Course Content:

1. Safety procedures for playing basketball;
2. Governing rules,terminology and language used in basketball;
3. Various different styles of basketball training;

4. Fair play, good sportsmanship and leadership qualities;
5. Basic technical skills such as dribbling, passing, shooting, cutting, screening and defending;
6. Strategies and formations used by college teams in competitive basketball play.

Methods of Instruction:

1. Audio-visual Activity - Video teaching and study off of the film.
2. Demonstration - Demonstrate skills taught in film and on the floor.
3. Lab - Be able to execute skills learned in film and on the floor in a lab setting.
4. Observation - Watch the students execute skills learned on the floor.
5. Guest Lecturers - Invite BIPOC guest speakers to lead discussions on the psychology of sports, health, fitness, etc.

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :
    1. Skills and assessment on dribbling, shooting, foot work, passing and screening
    2. Team and individual video watching to recognize different strategies and formations used by college teams
    3. Stretching and proper warm up techinques for safe and effective basketball play
    4. Oral presentations

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily
B. Class Performance
    1. Daily
C. Lab Activities
    1. Daily

Student Learning Outcomes

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

A. Develop their own offseason skills training program to help develop their basketball skills
B. Demonstrate an understanding how to train during the offseason conditioning in preparation for competition at the intercollegiate level.
C. Demonstrate an understanding of proper passing technique and be able to deliver a pass to a targeted location.
D. Complete a ball handling routine through sets of cones setup othe basketball court within a set amount of time.
E. Physically demonstrate a series of 10 finishing layups at the basket.

Textbooks (Typical):

Textbook:

1. Matthew Goodman *The City Game: Triumph, Scandal, and a Legendary Basketball Team* . 1 ed., Random House Publishing, 2021.
2. NCAA Academic and membership staff, *The National Collegiate Athletic Association..*, NCAA, ~~2020~~ 2025 .

Other Materials Required of Students

Other Materials Required of Students:

1. Students should be ready to participate in basketball, wearing t-shirt, shorts, socks and basketball shoes..

Equity Based Curriculum

- Methods of Instruction
  Address
  Invite BIPOC guest speakers to lead discussions on the psychology of sports, health, fitness, etc.
- Methods of Evaluation

Address
View students perform tasks they previously could not accomplish with repetition and execution.

Requisite Skills

DE Proposal

Delivery Methods

- **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 that there needs to be a way to offer the course in case of an emergency, so the students in the program are not prolonging their academic career due to an emergency beyond their control. Moreover, we need the class to stay on top of our student-athletes and make sure they are staying on track athletically as well as academically. Mandated by the CCCAA that student-athletes are enrolled in an intercollegiate class to participate.

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 feedback from students.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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.
- **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: Participate in 1 discussion board per week, and provide feedback to each student on a weekly basis.

- **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 provided on a weekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least one announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: 2 per semester.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Every student will be called at least once every two weeks.
- **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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly.
- **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: 2 per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: 2 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: At least once per week.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: A minimum of 4 quizzes, 2 exams, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Students will attend asynchronous lectures at least once per week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: 10 per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: A minimum of 5 short videos per semester.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: 1 per semester.
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Weekly.

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~

- ~~VA. Kinesiology~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000627065

CB03: TOP Code
083550 - Intercollegiate Athletics

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: KIN 40A - Pre-Season Intercollegiate Women's Volleyball

Course Modification: KIN 40A - Pre-Season Intercollegiate Women's Volleyball (Launched - Implemented 10-30-2025)
compared with
KIN 40A - Pre-Season Intercollegiate Women's Volleyball (Active - Implemented 08-15-2018)

Admin Outline for Kinesiology 40A
Pre-Season Intercollegiate Women's Volleyball

Effective: Fall ~~2018~~ 2026

Catalog Description:

KIN 40A - Pre-Season Intercollegiate Women's Volleyball
1.00 Units

Preseason preparation for intercollegiate competition in the sport of women's volleyball.
1 Units Lab

Course Grading: Letter Grade Only

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

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 fundamental skills of attacking play including bumping, setting and spiking.
B. Demonstrate the fundamental skill of serving.
C. ~~Understand and demonstrate~~ Demonstrate basic offensive and defensive principles.
D. Demonstrate improvement in physical conditioning.

Course Content:

1. Conditioning
    1. Aerobic
    2. Anaroebic
    3. Strength
    4. Power
2. Skill Introduction
    1. Basic - Bump, set, spike and serve
3. Tactics

1. Offensive Principles
2. Defensive Principles

Methods of Instruction:

1. Lab - This course will require students to observe and develop various skill sets through active participation.
2. Instruction incorporates differentiated teaching strategies to support students with varied prior volleyball experience, learning styles and physical abilities. Skill progressions, feedback and drill design are adapted to ensure all students have equitable access to improvement.

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :
   1. Students will have pre, mid and post physical fitness testing through the semester.
   2. Students will demonstrate of the basic skills of bumping, setting, spiking and serving.

Methods of Evaluating Student Progress

A. Class Participation

1. Class participation is evaluated each class session throughout the term. Students receive ongoing feedback based on engagement in drills, communication, effort, teamwork and application of skills during each session.

Student Learning Outcomes

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

A. ~~Upon completion of KIN 40A, students should be able to describe~~ Describe the rules and regulations used in intercollegiate volleyball competitions.
B. ~~Upon~~ Have ~~completion of KIN 40A, students should be able to improve~~ improved their fitness level .
C. Have improved their volleyball skills .

Textbooks (Typical):

Textbook:

1. Leap, Lexi *Volleyball D1 Success: The Complete Manual for Strength, Speed, Explosive Power, Agility, Endurance, Injury Prevention & Mental Toughness.* 1st ed., Independently published, 2025.
2. Leap, Lexi *The Volleyball Mindset Workbook.* 1st ed., Da Vinci's Designs, 2025.
3. Reynaud, Cecile ~~Reynaud~~ *The Volleyball Coaching Bible.* ~~Volume II~~ 2nd ed., Human Kinetics, 2015.
4. Schmidt, Becky ~~Schmidt~~ *Volleyball: Steps to Success.* ~~I~~ 1st ed., Human Kinetics, 2015.
5. ~~John~~ Forman, John and Mark Lebedew *Volleyball Coaching Wizards.* ~~1~~ 1st ed., CreateSpace Independent Publishing Platform-Amazon Company, 2016.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
  Address
  Instruction incorporates differentiated teaching strategies to support students with varied prior volleyball experience, learning styles and physical abilities. Skill progressions, feedback and drill design are adapted to ensure all students have equitable access to improvement.

Requisite Skills

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 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. In addition, we felt that there has to be a way to keep students connected and engaged as a team in preparation for their competitive seasons.

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:

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

Syllabus:

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

Course Objectives:

- 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: Minimum three per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once 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.*
  Frequency: Minimum three 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 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: 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
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 4 quizzes, One Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum twice per week

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~

- ~~VA. Kinesiology - Comment: As indicated in the LPC GE Criteria, this is a Intercollegiate activity course. As such, physical activity (with the resultant health benefits) is a major component of this course. Physical activity skills learned through this course contribute to healthy life-style practices which can enhance quality of life and well-being.~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589075

CB03: TOP Code

083550 - Intercollegiate Athletics

CIP Code

31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: KIN 40B - Intercollegiate Women's Volleyball

Course Modification: KIN 40B - Intercollegiate Women's Volleyball (Launched - Implemented 10-24-2025)
compared with
KIN 40B - In Season Intercollegiate Women's Volleyball (Active - Implemented 08-15-2018)

Admin Outline for Kinesiology 40B
~~In Season~~ Intercollegiate Women's Volleyball
Effective: Fall ~~2018~~ 2026

Catalog Description:

KIN 40B - ~~In Season~~ Intercollegiate Women's Volleyball
1.00 - 3.00 Units

Intercollegiate competition in the sport of women's volleyball.
1 - 3 Units Lab

Recommended Course Preparation: KIN 40A with a minimum grade of C ~~Ability to demonstrate the following skills: bump~~ , ~~set, spike, serve.~~ ability to demonstrate the following skills: bump, set, spike, serve.

Course Grading: Letter Grade Only

Lab Hours	54 - 162
Inside of Class Hours	54 - 162

Justification for course proposal

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 all the proper skills and techniques related to the different positions of volleyball.
B. Understand and put into practice all rules and strategies involved in the game of volleyball.
C. Understand and execute different offensive and defensive philosophies.
D. Demonstrate improvement in physical conditioning.

Course Content:

1. Conditioning
    1. Running Program
    2. Agility/Speed
    3. Plyometrics
    4. Reaction/Reflexes
2. Skill Development
    1. Basic - Bump, Set, Spike, Serve

2. Advance overhead pass and blocking
3. Defensive techniques - rolls and dives
4. Hitting Options

3. Game Strategies
    1. Line -ups 6-0 or 5-1
    2. Defensive Alignments
    3. Offensive plays and patterns
    4. Position responsibilities
4. Scrimmage/Game Preparation
    1. Controlled "gamelike" situations
    2. Play vs other group

Methods of Instruction:

1. Lab - This course will require various skill sets students will learn through active participation. Demonstrations, visualizations and instructor feedback will be used throughout the semester to ensure students comprehension. Small group discussions, peer review, and mini-lectures that are skill specific.

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :
    1. You will draw a diagram of a 30x30 Volleyball court.
        1. In this diagram, you will draw up the different schemes used in the sport of volleyball.
        2. You must illustrate positions for all six players on the court, their role in the position, and create a list of goals using the different defenses.
        3. On the other side of the paper, you must give a narrative of your v=favorite defense used in Women's Intercollegiate Volleyball and explain why you have chosen that particular defense.

Methods of Evaluating Student Progress

A. Class Participation

    1. The course meets five times per week

B. Class Performance

    1. 1-3 intercollegiate matches per week during the competitive season.

C. Lab Activities

    1. On-court lab sessions focusing on technical and tactical training, film review and goal-setting workshops. 5-6 lab sessions per week.

D. Students will be evaluated through active participation, demonstration of proper techniques as well as comprehension of basic terminology. Skills analysis for the following strongly recommended skills: 1. Bump 2. Set. 3. Spike 4. Serve

Student Learning Outcomes

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

A. ~~Upon completion of KIN 40B, students should be able to demonstrate~~ Demonstrate appropriate offensive and defensive strategies to compete at the intercollegiate - _ level.
B. ~~Upon completion of KIN 40B, students should be able to demonstrate~~ Demonstrate and apply etiquette and sportsmanship during intercollegiate competition.
C. ~~Upon completion of KIN 40B, students should be able to demonstrate~~ Demonstrate effective technical skills used in intercollegiate volleyball competitions.

Textbooks (Typical):

Textbook:

1. Leap, Lexi *The Volleyball Mindset Workbook.* 1st ed., Da Vinci's Designs, 2025.
2. Dearing, Joel *Volleyball Fundamentals.* 2nd ed., Human Kinetics Publishers, 2018.
3. Reynaud, Cecile ~~Reynaud~~ *The Volleyball Coaching Bible.* ~~Volume II~~ 2nd ed., Human Kinetics, 2015.
4. ~~Becky~~ Leap, ~~Schmidt~~ Lexi *Volleyball D1 Success: ~~Steps~~ The ~~to~~ Complete ~~Success~~ Manual for Strength, Speed, Explosive Power, Agility, Endurance, Injury Prevention & Mental Toughness*. ~~1~~ 1st ed., ~~Human~~ Independently ~~Kinetics~~ published, ~~2015.~~
5. ~~John Forman, Mark Lebedew~~ ~~*Volleyball Coaching Wizards.*~~ ~~1 ed., CreateSpace Independent Publishing Platform - Amazon Company, 2016~~ 2025.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Evaluation
  Address
  Evaluation emphasizes inclusion, growth and equitable opportunity for all student-athletes. Participation and engagement are assessed through skill development, effort, teamwork and communication. Performance reflection, goal setting and statistical review are individualized to support diverse learning styles. Each athlete has access to feedback and development pathways unique to them.

Requisite Skills

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

A. KIN 40A

1. ~~Demonstrate the fundamental skills of attacking play including bumping, setting and spiking.~~
2. ~~Demonstrate the fundamental skill of serving.~~
3. ~~Understand and demonstrate basic offensive and defensive principles.~~
4. ~~Demonstrate improvement in physical conditioning.~~

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 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. In addition, we felt that there has to be a way to keep students connected and engaged as a team in preparation for their competitive seasons.

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:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.

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

Syllabus:

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

Course Objectives:

- 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: Minimum three per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once 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.*
  Frequency: Minimum three 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 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: 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
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 4 quizzes, One Exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum twice per week

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~

- ~~VA. Kinesiology - Comment: As indicated in the LPC GE Criteria, this is a Intercollegiate activity course. As such, physical activity (with the resultant health benefits) is a major component of this course. Physical activity skills learned through this course contribute to healthy life-style practices which can enhance quality of life and well-being.~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589054

CB03: TOP Code

083550 - Intercollegiate Athletics

CIP Code

31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: KIN 40C - Post Season Intercollegiate Women's Volleyball

Course Modification: KIN 40C - Post Season Intercollegiate Women's Volleyball (Launched - Implemented 10-30-2025)
compared with
KIN 40C - Off Season Intercollegiate Women's Volleyball (Active - Implemented 08-15-2018)

Admin Outline for Kinesiology 40C
~~Off~~ Post Season Intercollegiate Women's Volleyball

Effective: Fall ~~2018~~ 2026

Catalog Description:

KIN 40C - ~~Off~~ Post Season Intercollegiate Women's Volleyball
1.00 - 2.00 Units

Designed to provide a physical, mental, nutritional and instructional conditioning program for the student preparing for and/or interested in being evaluated for the intercollegiate sport of women's volleyball.

1 - 2 Units Lab

Recommended Course Preparation: KIN 40B with a minimum grade of C .

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Justification for course proposal

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 improvement in physical strength, endurance, agility and speed.
B. Independently analyze the values of various workouts.
C. Formulate and assess solutions to attaining physical abilities which enable them to compete in intercollegiate volleyball.

Course Content:

1. Flexibility Exercises
    1. Active range of motion exercises
    2. Passive range of motion exercises
2. Weight Training (Sport Specific)
3. Aerobic Activities
4. Anaerobic Activities
5. Conditioning Drills

6. Individually Programmed
    1. Stationary Bicycles
    2. Treadmills
    3. Swimming

Methods of Instruction:

1. Lab - This course will require various skill sets students will learn through active participation. Demonstrations, visualization and instructor feedback will be used throughout the semester to ensure student comprehension. Small group discussions, peer review and mini-lectures that are skill specific.

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :
    1. You will present and demonstrate proper offensive and defensive schemes in a classroom, practice and game setting.
        1. You will describe each scenario as well as provide examples to the class.
    2. You will create a workout utilizing the FIIT principle.
        1. A pre-test and a series of follow up tests will be conducted in which you will modify your workout throughout the semester.
        2. You will create a daily workout log which will be submitted a week before the course ends.

Methods of Evaluating Student Progress

A. Class Participation

1. Class participation is evaluated every class session based on engagement in drills, communication, readiness to train, application of coaching feedback and contribution to team play.

B. Class Performance

1. Class performance is assessed continuously each class session during competitive and game-like situations, with emphasis on improvement, consistency and the ability to apply skills and system concepts under match conditions.

C. Lab Activities

1. Lab activities are performed each class session and assessed throughout the term. Students demonstrate skill execution, tactical decision-making and teamwork during on-court drills, controlled play and competitive situations.

D. Students will be evaulated through active participation, demonstration of proper techniques as well as comprehension of basic terminology. Skills analysis on the following advanced skills: 1. Bump 2. Set 3. Spike 4. Jump Serve

Student Learning Outcomes

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

A. ~~Upon~~ Execute ~~completion~~ targeted ~~of KIN 40C, students should be able~~ attacking to ~~effectively~~ specific ~~hit the ball in to certain parts~~ areas of the ~~volleyball~~ court (e.g., deep line, cross-court angle, tip short ~~;~~) ~~angle)~~ with consistency during competitive play .
B. ~~Upon completion of KIN 40C, students should be able to identify~~ Identify individual areas (technical or tactical) for improvement
C. Demonstrate effective on-court communication and leadership behaviors that contribute to coordinated team play.

Textbooks (Typical):

Textbook:

1. Leap, Lexi *Volleyball D1 Success: The Complete Manual for Strength, Speed, Explosive Power, Agility, Endurance, Injury Prevention & Mental Toughness.* 1st ed., Independently published, 2025.
2. Leap, Lexi *The Volleyball Mindset Workbook.* 1st ed., Da Vinci's Designs, 2025.

3. Reynoud, Cecile ~~Reynoud~~ *The Volleyball Coaching Bible.* Volume II ed., Human Kinetics, 2015.
4. Schmidt, Becky ~~Schmidt~~ *Volleyball: Steps to Success.* ~~t~~ 1st ed., Human Kinetics, 2015.
5. Forman, John ~~Forman,~~ and Mark Lebedew *Volleyball Coaching Wizards.* ~~t~~ 1st ed., CreateSpace Independent Publishing Platform- Amazon Company, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Volleyball sneakers.

Equity Based Curriculum

- Methods of Instruction
  Address
  Instruction incorporates differentiated teaching strategies to support students with varied prior volleyball experience, learning styles and physical abilities. Skill progressions, feedback and drill design are adapted to ensure all students have equitable access to improvement, regardless of background in sport or experience level.

Requisite Skills

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

A. KIN 40B

1. ~~Demonstrate all the proper skills and techniques related to the different positions of volleyball.~~
2. ~~Understand and put into practice all rules and strategies involved in the game of volleyball.~~
3. ~~Understand and execute different offensive and defensive philosophies.~~
4. ~~Demonstrate improvement in physical conditioning.~~

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~

- ~~VA. Kinesiology - Comment: As indicated in the LPC GE Criteria, this is a Intercollegiate activity course. As such, physical activity (with the resultant health benefits) is a major component of this course. Physical activity skills learned through this course contribute to healthy life-style practices which can enhance quality of life and well-being.~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589070

CB03: TOP Code
083550 - Intercollegiate Athletics

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
2 - Not Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: KIN 41A - Pre-Season Intercollegiate Women's Basketball

Course Modification: KIN 41A - Pre-Season Intercollegiate Women's Basketball (Launched - Implemented 10-24-2025)
compared with
KIN 41A - Pre-Season Intercollegiate Women's Basketball (Active - Implemented 01-01-2019)

Admin Outline for Kinesiology 41A
Pre-Season Intercollegiate Women's Basketball

Effective: ~~Spring~~ Fall
~~2019~~ 2026

Catalog Description:

KIN 41A - Pre-Season Intercollegiate Women's Basketball
1.00 - 2.00 Units

This course is designed to provide the student with an opportunity to develop the skills and physical conditioning, along with the understanding of basketball at the advanced level in preparation for intercollegiate competition. Skills such as dribbling, passing, shooting, defensive and offensive strategies will be presented and practiced. Team play and sportsmanship are important priorities that are emphasized in this class. Fall semester.

1 - 2 Units Lab

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Justification for course proposal

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 advanced sportsmanship through the appropriate application of the rules involved with the game of basketball
B. Demonstrate advanced skills required for intercollegiate basketball, e.g. passing, dribbling, shooting while being defended
C. Execute offensive and defensive strategies used in basketball
D. Experience team cooperation and proper conduct commonly performed in the game of basketball
E. Develop and / or maintain a level of fitness needed to participate at the intercollegiate level
F. Analyze the inherent risks involved with basketball (e.g. ankle sprain) and participate in a safe and wise manner

Course Content:

1. Explanation and demonstration of rules and proper conduct associated with intercollegiate basketball
2. Participation in scrimmage and game situations

3. Discussion of game strategies and rule interpretations
4. Instruction on court dimensions and game equipment
5. Proper warm up, conditioning and cool down activities utilized in basketball to avoid common injuries
6. Participation in advanced skill development and drills associated to basketball at the intercollegiate level
7. Participation in a "hands on" experience via participation in actual games.

Methods of Instruction:

1. Audio-visual Activity - ~~A. Audio-visual Activity - Internet~~ educational programs ~~B. Demonstration - C. Discussion - concerning strategies involved with intercollegiate basketball D. Individualized Instruction - drills for skill amelioration E. Lecture - F. Simulations - participation in scrimmages and game situations~~
2. Demonstration - ~~C.~~ ~~SkillBuildingExercise~~ skill ~~1.~~ building ~~Students~~ exxercise ~~participate~~ - ~~in~~ demonstrate ~~warm-ups~~ basketball ~~running drills with ball. 2. Position Breakdown Drills (perimeter players work on dribbling, while post players work on post moves)~~ skills
3. Demonstration - Class divides up into groups and is given instructions on dribbling. Behind the back, between the legs, crossover dribble, ambidextrous, where to focus vision of eyes, etc. 3. Class performs dribble drill via instructor's whistle commands and instructions 4. Class progresses to more advanced and diversified ways to dribble ball such as dribbling while being defended or leading the fast-break in 2 on 1 or 3 on 2 drills. 5. Students practice shooting in competitive "game-like" situations (catch and shoot, shots off the dribble, shooting while being defended)
4. Demonstration - Dribbling, shooting, passing, defense will all be covered via these methods
5. Discussion - concerning strategies involved with intercollegiate basketball
6. Individualized Instruction - drills for skill amelioration
7. Simulations - participation in scrimmages and game situations

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

1. Lecture/Demonstration

    1. Dribbling Drills

2. Class participation in dribbling drill

    1. Class divides up into groups and is given instructions on dribbling. Behind the back, between the legs, crossover dribble, ambidextrous, where to focus vision of eyes, etc.
    2. Class performs dribble drill via instructor's whistle commands and instructions
    3. Class progresses to more advanced and diversified ways to dribble ball such as dribbling while being defended or leading the fast-break in 2 on 1 or 3 on 2 drills.
    4. Students practice shooting in competitive "game-like" situations (catch and shoot, shots off the dribble, shooting while being defended)

3. ~~SkillBuildingExercise~~
   Skill Building Exercise

    1. Students participate in warm-ups running drills with ball.
    2. Position Breakdown Drills (perimeter players work on dribbling, while post players work on post moves)

Methods of Evaluating Student Progress

A. Class Participation
    1. assessed daily
B. Simulation
    1. assessed daily

Student Learning Outcomes

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

A. ~~Upon completion of KIN 41A, students should be able to demonstrate an understanding of the language of basketball.~~
B. ~~Upon completion of KIN 41A, students should be able to perform~~ Perform advance defensive phases of Basketball (zone and player to player defense in the half court and full court).
C. ~~Upon completion of KIN 41A, students should be able to perform~~ Perform advance offensive phases of Basketball (dribble, pass and shoot through team half court ~~-~~ sets, transitional sets, press breakers and out of bounds plays).
D. ~~Upon completion of KIN 41A, students should be~~ Be in the proper shape to compete at the collegiate level.
E. ~~Upon completion of KIN 41A, students should be~~ Be prepared to tryout and possibly make the Las Positas College basketball team.

Textbooks (Typical):

Textbook:

1. ~~Brian~~ Javair ~~Cole~~ Gillett , ~~Rob~~ William ~~Paraniello~~ Burgos-Fontanez Jr. *Strength Training for* *Basketball* ~~*Anatomy*~~ . 1 ed., Human Kinetics, ~~2016~~ 2020 .
2. ~~Barbara~~ National ~~Bushman~~ Basketball ACSM's Complete Guide to Fitness Strength & Health Conditioning Image Association Bank (NBSCA), Bill Foran *Complete Conditioning for Basketball* . 2nd 1st ed., Human Kinetics, 2017 2026 .

Other Materials Required of Students

Other Materials Required of Students:

1. Shorts, T-Shirt, Basketball Shoes.

Equity Based Curriculum

- Methods of Instruction
  Address
  During discussion everyoe has a part to participate. Demonstrate skills via various learning styles.

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Once per week

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Once per week

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 4 days per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: At least once per week

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~

- ~~VA. Kinesiology~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000557680

CB03: TOP Code
083550 - Intercollegiate Athletics

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: KIN 41B - Fall Intercollegiate Women's Basketball

Course Modification: KIN 41B - Fall Intercollegiate Women's Basketball (Launched - Implemented 10-24-2025)
compared with
KIN 41B - Fall Intercollegiate Basketball - Women (Active - Implemented 08-17-2016)

Admin Outline for Kinesiology 41B
Fall Intercollegiate Women's Basketball ~~- Women~~

Effective: Fall ~~2016~~ 2026

Catalog Description:

KIN 41B - Fall Intercollegiate Women's Basketball ~~- Women~~
1.50 Units

~~Training~~ Fall semester training for intercollegiate competition ~~:~~ ~~Daily~~ with daily practice. ~~Fall Semester~~
1.5 Units Lab

Course Grading: Letter Grade Only

Lab Hours	81
Inside of Class Hours	81

Justification for course proposal

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. Demostrate and interpret information presented in the Team Handbook;
B. Demostrate advanced concepts with fellow teammates in intercollegiate basketball;
C. Demonstrate advanced skills of basketball;
D. Develop a high level of physical conditioning;
E. Demonstrate leadership, team play, sportsmanship and other social values related to team competition;

Course Content:

1. Early season team preparation
    1. Equipment
    2. Team rules
    3. Eligibility, school unit requirements and academic performance
    4. Physicals
    5. Team Tryouts
2. Practice
    1. Warm-ups

2. Team drills
3. Individual skill development
4. Offensive strategies
5. Defensive strategies
6. Cool-down

3. Intercollegiate competition

Methods of Instruction:

1. Lecture - Teaching of offensive and defensive skills will be shown and communicated to the student atheltes.
2. Demonstration - Students should be able to demonstrate the skills taught in this class.
3. Audio-visual Activity - Video Analysis 1. Practice sessions 2. Game analysis
4. Team Meetings 1. Pre-game 2. Post-game
5. Daily practice 1. Coaching 2. Individual and group activities

Typical Outside-of-Class Assignments

A. ~~Other:~~
~~A. Participate in practice session activities~~

~~B. Participate in drills~~

~~C. Participate in game competition~~

Laboratory:

1. Participate in practice session activities
2. Participate in drills
3. Participate in game competition

Methods of Evaluating Student Progress

A. Class Participation

1. Daily

B. Class Performance

1. Daily

C. ~~Methods~~ Skill improvement Demonstration and progress in passing, shooting, ball-handling. Demonstrate ability to adapt to different game situations and perform various offensive and defensive strategies. Demonstrate ability to work and compete with others in a positive manner within a team environment.

Student Learning Outcomes

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

A. ~~Upon completion of KIN 41B, students should be able to demonstrate~~ Demonstrate acquired defensive skills through competition: 1 out of 2 successful attempts (zone - _ and player to player) in the half court and full court.
B. ~~Upon completion of KIN 41B, students should be able to demonstrate~~ Demonstrate acquired offensive skills through competition: 4 out of 5 successful attempts - _ (dribble and pass) and 2 out of 5 attempts (shooting) through half court sets, transitional sets, press breakers and out of bounds plays.

C. Demonstrate an understanding of the physical training (i.e., strength, speed, conditioning) needed to compete at the intercollegiate level in women's basketball.
D. Demonstrate an understanding of the playing rules and acceptable conduct, behavior, and demonstrate good sportsmanship that is associated with being an intercollegiate athlete.
E. Demonstrate and understand how to work with teammates in a positive environment.

Textbooks (Typical):

Textbook:

1. National Collegiate Athletic Association ~~2015~~ 2025 - ~~2016~~ 2026 *Women's Basketball Rules.* First ed., NCAA, ~~2014~~ 2025 .
2. Jay Hoffman *Physiological Aspects of Sport Training and Performance.* 2nd ed., Human Kinetics, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Protective equipment, including basic athletic underclothing and shoes..
2. (Note – the Intercollegiate Athletics program furnishes practice and game uniforms).

Equity Based Curriculum

- Methods of Instruction
  Address
  Diverse methods of instruction to support various learning styles

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~

- ~~VA. Kinesiology - Comment: previously approved~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development - Comment: previously approved~~

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000365751

CB03: TOP Code

083550 - Intercollegiate Athletics

CIP Code

31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: KIN 41C - Spring Intercollegiate Women's Basketball

Course Modification: KIN 41C - Spring Intercollegiate Women's Basketball (Launched - Implemented 10-24-2025)
compared with
KIN 41C - Spring Intercollegiate Basketball - Women (Active - Implemented 08-18-2016)

Admin Outline for Kinesiology 41C
Spring Intercollegiate Women's Basketball ~~- Women~~

Effective: ~~Spring~~ Fall
~~2017~~ 2026

Catalog Description:

KIN 41C - Spring Intercollegiate Women's Basketball ~~- Women~~
1.50 Units

~~Training~~ Spring semester training for intercollegiate competition with . Daily practice. Spring Semester
1.5 Units Lab

Course Grading: Letter Grade Only

Lab Hours	81
Inside of Class Hours	81

Justification for course proposal

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. Demostrate advanced offensive team concepts
B. Apply advanced defensive skills
C. Demonstrate a high level of physical conditioning;
D. Demonstrate leadership, team play, and sportsmanship throughout intercollegiate competition
E. Understand the importance of post season participation

Course Content:

1. Practice
    1. Warm-ups
    2. Team drills
    3. Individual skill development
    4. Offensive strategies
    5. Defensive strategies
    6. Cool-down

2. Intercollegiate competition
3. Evaluation and Post Season
    1. All League Invitational awards
    2. Post season participation
    3. Banquet
    4. Team Awards

Methods of Instruction:

1. Lecture - On the floor learning, as well from video study, the instructor will teach skills needed to compete on the intercollegiate women's basketball team
2. Demonstration - Students will demonstrate the offensive and defensive fundamentals taught to them daily.
3. Audio-visual Activity - Video Analysis 1. Practice sessions 2. Game analysis
4. Team Meetings 1. Pre-game 2. Post-game
5. Daily practice 1. Coaching 2. Individual and group activities

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Participate in practice session activities
    2. Participate in drills
    3. Participate in game competition

Methods of Evaluating Student Progress

A. Class Participation

    1. Daily

B. Class Performance

    1. Daily

C. ~~Methods~~ Skill improvement Demonstration and progress in passing, shooting, ball-handling. Demonstrate ability to adapt to different game situations and perform various offensive and defensive strategies. Demonstrate ability to work and compete with others in a positive manner within a team environment.

Student Learning Outcomes

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

A. Identify correct rules, scoring and strategies for successful completion of an Intercollegiate Basketball game.
B. Demonstrate an understanding of advanced skills in basketball; dribbling through traffic on the court, passing under defensive pressure, shooting three-point shots, rebounding, offensive screening and offensive moves to the basket.
C. Utilize competitive motivation.
D. Demonstrate an understanding of the responsibilities and assignments of each position on the basketball team from an offensive and defensive standpoint.

Textbooks (Typical):

Textbook:

1. National Collegiate Athletic Association ~~*2015*~~ *2025* - ~~*2016*~~ *2026* *Women's Basketball Rules.* ~~First~~ 1st ed., NCAA, ~~2014~~ 2025 .
2. Jay Hoffman *Physiological Aspects of Sport Training and Performance.* ~~First~~ 1st ed., Human Kinetics, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Protective equipment, including basic athletic underclothing and shoes..

2. (Note – the Intercollegiate Athletics program furnishes practice and game uniforms).

Equity Based Curriculum

- Methods of Instruction
  Address
  Diverse methods of instruction to support various learning styles

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request
~~Chabot College GE~~

- ~~VA. Kinesiology - Comment: previously approved~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development - Comment: previously approved~~

CSU Transfer
- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer
- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000575129

CB03: TOP Code
083550 - Intercollegiate Athletics

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: KIN 41D - Off Season Intercollegiate Women's Basketball

Course Modification: KIN 41D - Off Season Intercollegiate Women's Basketball (Launched - Implemented 10-24-2025)
compared with
KIN 41D - Off Season Intercollegiate Women's Basketball (Active - Implemented 01-01-2019)

Admin Outline for Kinesiology 41D
Off Season Intercollegiate Women's Basketball

Effective: ~~Spring~~ Fall
~~2019~~ 2026

Catalog Description:

KIN 41D - Off Season Intercollegiate Women's Basketball
1.00 - 2.00 Units

Students will practice the skills of dribbling, passing, shooting and defense necessary for competitive basketball play; put - _ into practice the governing rules of basketball; learn about the appropriate terminology used in basketball and the safety procedures related to the game.
1 - 2 Units Lab

Course Grading: Letter Grade Only

Lab Hours	54 - 108
Inside of Class Hours	54 - 108

Justification for course proposal

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. Identify safety procedures (warm up) for playing basketball
B. Describe and discuss the terminology and language used in basketball
C. Explain the different styles of basketball training
D. Apply fair play, good sportsmanship and leadership qualities
E. Recall basic technical skills, such as dribbling, passing, shooting and defending
F. Interpret the strategies and formations being used by teams in a basketball game

Course Content:

1. Safety procedures (warm up) for playing basketball
2. Terminology and language used in basketball
3. Various different styles of basketball training

4. Fair play, good sportsmanship and leadership qualities
5. Basic technical skills, such as dribbling, passing, shooting and defending
6. Strategies and formations used by teams in a basketball game

Methods of Instruction:

1. Demonstration - ~~.~~ Participatory exercises to demonstrate various skills used in a basketball game
2. Audio-visual Activity - Audio-visual Activity – Watching basketball games to recognize the different strategies and formations used by the teams
3. Simulations - Warm up exercises related to safety procedures
4. Lecture - ~~.~~ Lecture - Terminology and language used in basketball games
5.

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :
    1. Skills assessment on dribbling, passing, shooting
    2. Team and individual video watching to recognize different strategies and formations used by the teams

Methods of Evaluating Student Progress

A. Class Participation
    1. assessed daily
B. Simulation
    1. assessed daily

Student Learning Outcomes

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

A. ~~Upon completion of KIN 41D, students should be able to articulate~~ Articulate and demonstrate advanced strategies used in basketball. The student will show an ~~-~~ _ understanding of the rules, strategies, and sportsmanship involved in competitive basketball.
B. ~~Upon completion of KIN 41D, students should be able to demonstrate~~ Demonstrate acquired offensive skills through competition: 4 out of 5 successful attempts ~~-~~ _ (dribble & pass) and 2 out of 5 successful attempts (shooting) through half court sets, transitional sets, press breakers and out of bounds ~~-~~ _ plays.Demonstrate acquired defensive skills through competition: 1 out of 2 successful attempts (zone & player to player) in the half court and full court.
C. ~~Upon completion of KIN 41D, students should be able to perform~~ Perform advance offensive phases of Basketball (dribble, pass and shoot through team half ~~-~~ _ court sets, transitional sets, press breakers and out of bounds plays), and perform advance defensive phases of Basketball (zone and player to player ~~-~~ _ defense in the half court and full court).

Textbooks (Typical):

Textbook:

1. ~~Brian~~ ~~Cole~~ National Basketball Strength & Conditioning Association (NBSCA) , ~~Rob~~ Bill ~~Paraniello~~ Foran *Complete Conditioning for Basketball* ~~*Anatomy*~~ . 1 ed., Human Kinetics, ~~2016~~ 206 .
2. ~~Barbara~~ Tudor ~~Bushman~~ O. Bompa, Carlo Buzzichelli ~~*ACSM's*~~ *Periodization* ~~*Complete*~~ *of* ~~*Guide*~~ *Strength* ~~*to*~~ *Training* ~~*Fitness*~~ *for* ~~*&*~~ *Sports-4th* ~~*Health Image Bank*~~ *Edition* . ~~2nd~~ 4th ed., Human Kinetics, ~~2017~~ 2022 .

Other Materials Required of Students

Other Materials Required of Students:

1. Gym shorts or sweats, t-shirt and tennis shoes..

Equity Based Curriculum

- Methods of Instruction
  Address
  Teaching will be done equitably with on-floor coaching as well as video.

Requisite Skills

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.

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

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Once per week

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Once per week

Student-Content Interaction

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once per week

General Education/Transfer Request

General Education/Transfer Request
~~Chabot College GE~~

- ~~VA. Kinesiology~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer
- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer
- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000557685

CB03: TOP Code
083550 - Intercollegiate Athletics

CIP Code

31.0501 - Sports, Kinesiology, and Physical Education/Fitness, 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: NAUT CA9 - Light Vehicle Diesel Engines Concepts

Course Modification: NAUT CA9 - Light Vehicle Diesel Engines Concepts (Launched - Implemented 10-19-2025)
compared with
NAUT CA9 - Concepts of Light Vehicle Diesel Engines (Active - Implemented 08-15-2021)

Admin Outline for Noncredit Automotive Technology CA9
~~Concepts of~~ Light Vehicle Diesel Engines Concepts

Effective: Fall ~~2021~~ 2026

Catalog Description:

NAUT CA9 - ~~Concepts of~~ Light Vehicle Diesel Engines Concepts
108 Hours

This class is lecture only and non-credit. An in-depth study of diesel engines: mechanical, measurement, and assembly. A study of the above mentioned components including theory, teardown, evaluate, qualifying, and rebuilding. Diesel engine performance including emissions, turbos, exhaust and intake systems. This class's emphasis is on diesel engines and diesel engine performance/emissions.

Course Grading: ~~Pass/No Pass~~ Optional

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Noncredit Hours	108

Justification for course proposal

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

A. Demonstrate the basic safety procedures of handling hazardous waste materials.
B. Explain the history of diesel powertrain evolution.
C. Operate a wide variety of precision measurement equipment.
D. Explain four cycle engine theory and identify key components involved.
E. Identify and explain the function of diesel emission components
F. Identify and explain the function of diesel turbo and intake components
G. Identify and explain the function of diesel emission exhaust components

Course Content:

1. Safety
    1. Tool usage and nomenclature
    2. Proper disposal procedures
    3. Environmentally conscious decisions

2. Powertrain evolution
    1. The first four cycle diesel engines
    2. Current engines
    3. Horsepower and emission tradeoffs
    4. Environmental decisions driving design
3. Measurement
    1. Micrometer
        1. Vernier
        2. Caliper
        3. Dial bore gauge
        4. Snap gauges
        5. Straight edge
        6. Feeler gauges
        7. Hole gauges
4. Four cycle engine theory
    1. Intake, compression, power, exhaust
        1. 360 degrees in one degree intervals
        2. Valve overlap
        3. Timing concerns and tricks
        4. Street vs. racing
    2. DOHV vs. OHV vs. Valve in block design
        1. Pros and cons of each
        2. Current technology
    3. Key Valve train components
    4. Key bottom end components
    5. Camshaft timing
        1. Static camshaft
        2. Dynamic camshaft
        3. Electronic valves
    6. Crankshaft design and balance
    7. Cylinder head design
        1. Single valve
        2. Multiple valve
5. Different types of fuel delivery systems.
    1. Mechanical Injection
    2. Direct Injection
    3. HEIU
6. Diagnose various Engine Performance concerns
7. Emission system diagnostics and testing
8. Diagnostic service information
9. Exhaust system evaluation
10. Turbos
11. Professionalism

Methods of Instruction:

1. Lecture - Group lecture assignments. 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 Outside-of-Class Assignments

A. ~~Other:~~

Reading:
Read Chapter One of text

A. ~~Lecture based assignments~~
Research:
Engine Construction research for a personal vehicle

1. ~~Lecture on Engine Construction~~

2. ~~Text reading assignments~~

1. ~~Read Chapter One in text~~

Methods of Evaluating Student Progress

A. Exams/Tests
   1. monthly
B. Quizzes
   1. weekly

Student Learning Outcomes

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

A. ~~Upon completion of AUTO A9, the student should be able to diagnose~~ Diagnose and repair diesel engine mechanical systems.
B. ~~Upon completion of AUTO A9, the student should be able to diagnose~~ Diagnose and repair diesel turbo systems.
C. ~~Upon~~ Use ~~completion~~ service ~~of AUTO A9, the student should be able~~ information to ~~diagnose~~ research ~~and~~ a repair ~~electronic diesel system~~ .

Textbooks (Typical):

Textbook:

1. ~~Chris~~ James ~~Johanson~~ D Halderman ~~*Auto*~~ *Automotive* ~~*Engine Performance and Drivability*~~ *Technology* . ~~5~~ 7 ed., ~~Goodheart Wilcox~~ Pearson , ~~2021~~ 2024 .
2. James Duffy ~~*Modern*~~ *2025 ASE* *Automotive* ~~*Technology*~~ *Suite* . ~~9 ed.~~ , Goodheart Wilcox, ~~2020~~ 2025 .

Other Learning Materials:

1. No Textbook

Other Materials Required of Students

Other Materials Required of Students:

1. Computer with internet access..

Equity Based Curriculum

- 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.
- Methods of Evaluation

Address
The course materials and evaluations are based on industry standards.

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Lecture only and non-credit. Does not qualify students for careers in automotive.

Explain how the decision was made to offer this course in a Distance Education mode.
This class is NC and lecture only. It is based off of the credit classes and just pulls the lecture. It is made for non-traditional students. Being lecture only it will appeal to those who do not want a career in "wrenching" or those who "just want to know about their car" or "services related to automotive but not wrenching"

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Minimum once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: Minimum once per week

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum once per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum once per week

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: Weekly. Exams: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week
- **Other:**
  Frequency: Homework, assigned weekly

General Education/Transfer Request

General Education/Transfer Request -
~~CSU Transfer~~

- ~~Transfers to CSU~~

Codes and Dates

Course CB Codes

CB00: State ID
CCC000621994

CB03: TOP Code
094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: NKIN SWFOA - Swimming for Fitness for Older Adults

Course Modification: NKIN SWFOA - Swimming for Fitness for Older Adults (Launched - Implemented 11-03-2025)
compared with
NKIN SWOA - Swimming for Older Adults (Active - Implemented 08-21-2024)

Admin Outline for Noncredit Kinesiology ~~SWOA~~ SWFOA
Swimming for Fitness for Older Adults

Effective: Fall ~~2024~~ 2026

Catalog Description:

NKIN ~~SWOA~~ SWFOA - Swimming for Fitness for Older Adults
~~78~~ 54 Hours

This is a fitness course designed for older adults to enhance their overall health and well-being through guided fitness swimming participation and education. This course is designed to teach and apply a variety of fitness and health concepts to increase cardiovascular fitness, efficiency in the water, and enhance overall health as it relates to the aging population. Emphasis will be on swimming within the aerobic target heart rate training zone. Instruction will also address hypertension and the prevention of adult type II diabetes. New and varying concepts will be addressed and applied each term. This course is taught in a pool with a minimum depth of 7 ft. Students should possess basic swimming (minimum of 25 yards) and water safety skills.

Recommended Course Preparation: KIN SW2 with a minimum grade of C

Course Grading: Pass/No Pass

Total ~~Lecture Hours~~	~~12~~
~~Total~~ Lab Hours	~~42~~ 54
Total Inside of Class Hours	54
Total Outside of Class Hours	~~24~~ 0
Total Noncredit Hours	~~78~~ 54

Justification for course proposal

Discipline:

Physical Education, or Kinesiology

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

A. Demonstrate basic swim techniques to enhance health and fitness.
B. Recognize the five components of physical fitness as they relate to fitness swimming.
C. Explain the health benefits of fitness swimming.
D. Apply the concept of interval training to enhance health and fitness.
E. Recognize the importance of warm-up and cool-down techniques.
F. Utilize swimming equipment, such as kickboards, pull buoys, hand paddles, and fins, to enhance the benefits of swimming for fitness.

Course Content:

Lab:

1. Discussion and review of swimming stroke options and water safety
    1. Backstroke
    2. Front Crawl Stroke (freestyle)
    3. Breaststroke
    4. Butterfly
    5. Sidestroke
    6. Elementary Backstroke
    7. Aquatic Safety Methods
        1. Floating
        2. Treading water
2. Swimming for Fitness
    1. Body composition
    2. Muscular strength
    3. Muscular endurance
    4. Flexibility
    5. Cardiorespiratory endurance
        1. Training heart rate
        2. Target heart rate zone
        3. Perceived level of exertion
3. Importance of warming up and cooling down
4. Swim Equipment

1. Kickboard
2. Pull Buoy
3. Fins
4. Snorkel
5. Hand paddles/gloves

Lecture:

1. Swimming for Fitness
    1. Body composition
    2. Muscular strength
    3. Muscular endurance
    4. Flexibility
    5. Cardiorespiratory endurance
        1. Training heart rate
        2. Target heart rate zone
        3. Perceived level of exertion
2. Health benefits of swimming
    1. Whole body workout
    2. Lowered disease risk
        1. Cardiovascular disease
        2. Hypertension
        3. Pre-diabetes
        4. Adult type II diabetes
        5. Cancer
        6. Metabolic syndrome
    3. Low body stress

4. Burning Calories
5. Increasing overall well-being

Methods of Instruction:

1. ~~Verbal~~ Discussion ~~explanations~~ - Discussion of ~~techniques~~ fitness training principles and how they apply to the aquatic environment
2. Demonstration - Land and water demonstrations
3. ~~Verbal~~ Individualized ~~explanation~~ Instruction ~~of~~ - ~~training methodologies~~
4. Individual correction and practice
5. ~~Distance~~ Lecture ~~Education~~ - Verbal explanations of techniques and

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :
   1. Demonstrate the ability to swim freestyle, backstroke, breaststroke, and butterfly across the width of the pool (25 yards).
   2. Read the module/chapter on health benefits of swimming. Be prepared to discuss how swimming lowers disease risk.
   3. Swim repetitive laps utilizing selected swim strokes while monitoring heart rate.
   4. Measure blood pressure twice weekly over six weeks. Keep a journal of each day's measurements.

Methods of Evaluating Student Progress

A. Class Participation
   1. Daily
B. Class Performance
   1. Weekly

Student Learning Outcomes

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

A. ~~illustrate~~ Iillustrate a personalized training program based upon aquatic training principles.
B. ~~demonstrate~~ Demonstrate improvement in a timed swim .
C. Demonstrate improvement in distance swimming .

Textbooks (Typical):

Textbook:

1. Ksebati, Fares ~~Ksebati~~ *Swim Like A Pro: A Holistic Training Guide on How to Swim Faster & Smarter.* 1st ed., Independently published, 2021.
2. Hekmati, Deniz ~~Hekmati~~ *Foundations of Strength Training for Swimmers complete guide to develop swim power & manage injuries.* 1st ed., Independently published, 2020.
3. ~~Charles B~~ Corbin, Charles, Darla ~~M~~ Castelli, Benjamin ~~A~~ Sibley, and Guy C Le Masurier *Fitness For Life.* 7th ed., Human Kinetics, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Swim suit, goggles..
2. Swim cap for those with long hair..

Equity Based Curriculum

- ~~Measurable Objectives~~
  ~~Address~~ -

~~Class discussions will represent a variety of viewpoints. Students will feel comfortable expressing themselves.~~

- - Course Content
  Address
  ~~Students'~~ Course ~~will~~ content/movements can be ~~exposed~~ modified to suit a ~~spectrum~~ variety of ~~multicultural~~ physical ~~and~~ abilities. ~~female experts, writers and artists.~~
- Methods of Instruction
  Address
  Present the same information in different ways for visual, aural and verbal learners. ~~Provide supplemental materials to the lesson plan (e.g., glossaries, illustrations)~~
- Methods of Evaluation
  Address
  Hold every student to high expectations

Requisite Skills

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

A. KIN SW2

1. Demonstrate competency of beginning level swimming skills; including basic swim strokes (competitive and non-competitive);
2. Illustrate the basic breathing technique for each of the four competitive strokes
3. Utilize kickboards and fins to strengthen swim technique

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~

- ~~VA. Kinesiology~~

~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000606220

CB03: TOP Code
083500 - Physical Education

CIP Code

31.0501 - Sports, Kinesiology, and Physical Education/Fitness, General.

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: NMUS 245 - Chamber Choir for Older Adults

Course Modification: NMUS 245 - Chamber Choir for Older Adults (Launched - Implemented 10-28-2025)
compared with
NMUS 245 - Chamber Choir for Older Adults (Active - Implemented 10-17-2025)

Admin Outline for Noncredit Music 245
Chamber Choir for Older Adults

Effective: Fall ~~2025~~ 2026

Catalog Description:

NMUS 245 - Chamber Choir for Older Adults
~~54~~ 108 Hours

This course is for the study, rehearsal, and public performance of choral literature for the older adult, with a continued emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.

Enrollment Limitation: Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

Course Grading: Pass/No Pass

Total Lecture Hours	9
Total Lab Hours	~~54~~ 81
Total Inside of Class Hours	~~54~~ 90
Total Outside of Class Hours	~~0~~ 18
Total Noncredit Hours	~~54~~ 108

Justification for course proposal
Participating in a choir can offer older adults a myriad of benefits. From a medical standpoint, singing promotes better respiratory health, cardiovascular fitness, immune system function, and can aid in pain management. Psychologically, it reduces stress, stimulates cognition, fosters social connections, and enhances emotional well-being. Overall, engaging in a choir not only provides a fulfilling artistic experience but also contributes to improved physical and mental health in older adults.

Discipline:

Music

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

A. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
B. Compare, contrast and perform music from a variety of styles and eras including: Renaissance, Baroque, Classical, Romantic, and Contemporary literature, both sacred and secular.
C. Study and perform advanced choral harmonies with excellent musicianship.
D. Demonstrate successful ensemble methods, adhering to director's instructions.
E. Demonstrate further improvement in performance ability in both solo and ensemble settings.
F. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.

G. Display a refined ability to independently carry one's part and sing within an ensemble.
H. Audition for solo opportunities when made available.
I. Memorize performance material when necessary.
J. Improve and maintain mental acuity through memorization and active learning.

Course Content:

Lab:

1. Rhythm
    1. Precise reading and performance of intermediate to advanced rhythms
    2. Performing together as a section and ensemble
    3. Improving and maintaining finger dexterity and musculature
    4. Following the conductor as applicable
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression
    1. Accurate performance of markings
    2. Follow the conductor's gestures as applicable
    3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
7. Misc.
8. Ensemble specific performance practices
9. Period performance practices as applicable
10. Improved solos as applicable
11. Memorization of performance repertoire as directed

Lecture:

1. Historical Styles
    1. Renaissance
    2. Baroque
    3. Classic
    4. Romantic
    5. Contemporary

2. Cultural Styles

    1. African
    2. South American
    3. Asian
    4. Western European
    5. North American
    6. Native American

3. Performance Practices
    1. Stage presence
    2. Attire
    3. Interaction between ensemble participants
    4. Movement
    5. Solo performance
    6. Ensemble performance
    7. Follow conductor's directions and gestures

4. Choral Literature Performance
    1. Gospel
    2. Madrigals
    3. Anthems
    4. Chorales
    5. Fugues
    6. Oratorios
    7. Masses
    8. Folk songs

5. Vocal Technique and Musicianship

1. Tone quality
2. Intonation
3. Blend and ensemble
4. Balance
5. Articulation
6. Nuance
7. Breath Support
8. Phrasing
9. Dynamics
10. Rhythmic Precision

Methods of Instruction:

1. Critique - Students work with guest conductors and clinicians.
2. Field Trips - Exchanges with local High Schools, choral festivals like San Jose State Choral Festival or Sacramento Golden State Festival.
3. Discussion - Analysis of performance recordings, self-evaluation of rehearsal techniques.
4. Demonstration - Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
5. Lab - Weekly sectional rehearsals.
6. Critique - Student critique post concert.
7. Guest Lecturers - The students work with Vocal Technique educators and other experts in the field of choral music.Weekly sectional rehearsals.
8. Group presentation
9. Ensemble rehearsal
10. Sectional rehearsal
11. Individual performance

Typical Outside-of-Class Assignments

A. ~~Laboratory~~ Other :
   1. Hold a sectional rehearsal with the singers of your section.
   2. Accurately perform the complex rhythms of “Time” by Jennifer Lucy Cook.
   3. Learn the German pronunciation for Brahms' “O Schöne Nacht”
   4. Memorize the bass part to “The Snow” by Edward Elgar.

Methods of Evaluating Student Progress

A. Class Participation
   1. Daily
B. Class Performance
   1. Weekly

C. Class Work
    1. Weekly
D. Exams/Tests
    1. 2-3 per semester
E. Field Trips
    1. 1-3 per semester
F. Final Public Performance
    1. 1-3 per semester
G. Home Work
    1. Daily practice

Student Learning Outcomes

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

A. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
B. Demonstrate improvements in advanced rhythms, intonation, overall musicianship, and ability to carry one's part singing within an ensemble.
C. Demonstrate successful ensemble methods, adhering to director's instructions.

Textbooks (Typical):

Textbook:

1. Donald Brinegar *APROARTE - A Nested Hierarchy of Expressive Singing.* 1st ed., GoshPa Press, 2023.

Other Learning Materials:

1. All sheet music is provided to students.

Other Materials Required of Students

Other Materials Required of Students:

1. Repertoire appropriate to ensemble will be provided by instructor from school collection..

Equity Based Curriculum

- Course Content
  Address
  Global music
- Typical Texts
  Address
  All sheet music is provided to students.

Requisite Skills

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.

In discussion and practice with my music colleagues, we agree that SLOs NMUS 245
can be easily met in a hybrid modality. In-person rehearsals will be supplemented with online resources such as part track recordings, reference recordings and performance videos that students require to prepare in self-study.

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

The decision was made after consulting faculty and students.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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
- **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: 1-3 discussion boards 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 on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 Announcements per month.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: as needed
- **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

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: 1-3 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: as needed

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1-3 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 1-3 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2-3 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: 5-8 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: 1-3 per semester
- **Other:**
  Frequency: At least one performance per semester

General Education/Transfer Request

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000650605

CB03: TOP Code
100400 - Music

CIP Code

50.0901 - Music, General.

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: NMUS 246 - Vocal Jazz Ensemble for Older Adults

Course Modification: NMUS 246 - Vocal Jazz Ensemble for Older Adults (Launched - Implemented 10-28-2025)
compared with
NMUS 246 - Vocal Jazz Ensemble for Older Adults (Active - Implemented 10-17-2025)

Admin Outline for Noncredit Music 246
Vocal Jazz Ensemble for Older Adults

Effective: Fall ~~2025~~ 2026

Catalog Description:

NMUS 246 - Vocal Jazz Ensemble for Older Adults
~~54~~ 108 Hours

This course is for the study, rehearsal, and public performance of vocal jazz literature for the older adult, with an emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.

Enrollment Limitation: Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course
.

Course Grading: Pass/No Pass

Total Lecture Hours	9
Total Lab Hours	~~54~~ 81
Total Inside of Class Hours	~~54~~ 90
Total Outside of Class Hours	~~0~~ 18
Total Noncredit Hours	~~54~~ 108

Justification for course proposal
Participating in a vocal jazz ensemble can offer older adults a myriad of benefits. From a medical standpoint, singing promotes better respiratory health, cardiovascular fitness, immune system function, and can aid in pain management. Psychologically, it reduces stress, stimulates cognition, fosters social connections, and enhances emotional well-being. Overall, engaging in a vocal jazz ensemble not only provides a fulfilling artistic experience but also contributes to improved physical and mental health in older adults.

Discipline:

Music

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

A. Memorize performance material when necessary.
B. Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
C. Perform as a jazz vocalist with a combo or big band.
D. Audition for solo opportunities when made available.
E. Display a refined ability to independently carry one's part and sing within an ensemble.

F. Compare, contrast and perform music from a variety of jazz and pop/rock styles including: Swing, Latin, Blues, Ballad, Bebop, Fusion, and Contemporary.
G. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
H. Study and perform intermediate solo vocal improvisation using appropriate syllables and articulations.
I. Study and perform advanced harmonies with excellent musicianship.
J. Demonstrate further improvement in performance ability in both solo and ensemble settings.
K. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
L. Demonstrate successful ensemble methods, adhering to director's instructions.
M. Improve and maintain mental acuity through memorization and active learning.

Course Content:

Lab:

1. Rhythm
    1. Precise reading and performance of intermediate to advanced rhythms
    2. Performing together as a section and ensemble
    3. Improving and maintaining finger dexterity and musculature
    4. Following the conductor as applicable
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression
    1. Accurate performance of markings
    2. Follow the conductor's gestures as applicable
    3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
7. Misc.
    1. Ensemble specific performance practices
    2. Period performance practices as applicable
    3. Improved solos as applicable
    4. Memorization of performance repertoire as directed

Lecture:

1. Jazz Styles
    1. Standard
    2. Blues
    3. Ballads
    4. Bebop

5. Swing
6. Latin
7. Contemporary

2. Jazz Elements
    1. Improvisation
    2. Form
    3. Vocal Technique
    4. Vocal percussion
    5. Rhythm
    6. Harmony
    7. Melody

3. Performance Practices
    1. Stage presence
    2. Attire
    3. Interaction between participants
    4. Movement
    5. Microphone technique
    6. Sound System
    7. Solo performance
    8. Ensemble performance

4. Jazz Literature performance
    1. Standard
    2. Blues
    3. Ballads
    4. Bebop

5. Swing
6. Latin
7. Contemporary

5. Vocal Jazz History
    1. Roots of Jazz in Music Traditions of African Americans
    2. The Rift of African American Vocal Music between Gospel and Jazz
    3. Vocal Jazz Groups in the Big Band Era
    4. Vocal Jazz Groups in Hollywood
    5. Vocalese Ensembles
    6. Evolution of African American Vocal Groups into RnB and Soul Music
    7. Vocal Jazz in the Multi-Track Recording Age
    8. Vocal Jazz in Latin American Music
    9. Female Vocal Jazz Composers and Arrangers
    10. Modern Vocal Jazz Groups Around the World

Methods of Instruction:

1. Critique - Students work with guest conductors and clinicians.
2. Field Trips - Local High Schools, Jazz Festivals like Cuesta College Vocal Jazz Festival or the California Jazz Championships,
3. Demonstration - Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
4. Lab - Weekly sectional rehearsals.
5. Critique - Student critique post concert.
6. Discussion - Analysis of performance recordings, self-evaluation of rehearsal techniques.
7. Guest Lecturers - The students work with Vocal Technique educators and other experts in the field of vocal jazz.
8. Group presentation
9. Ensemble rehearsal
10. Sectional rehearsal
11. Individual performance
12. Recordings 1. Performance in a recording session 2. Analysis a previously recorded rehearsal or concert performance 3. Listen to recordings of works being prepared

Typical Outside-of-Class Assignments

A. ~~Laboratory~~ Other :
   1. Choose a standard jazz solo and create a non-traditional arrangement with help from the rhythm section.
   2. Memorize the tenor solo in “Me and Julio Down by the Schoolyard” by Paul Simon, arranged by Darmon Meader.
   3. Develop and improvise a sixteen bar Latin phrase. Use the chord changes given, and improvise your own melodic content.

Methods of Evaluating Student Progress

A. Class Participation
   1. Daily
B. Class Performance
   1. Weekly
C. Class Work
   1. Weekly
D. Exams/Tests
   1. 2-4 per semester
E. Field Trips
   1. 1-3 per semester
F. Final Public Performance
   1. 1-3 per semester
G. Home Work
   1. Daily practice
H. The evaluation is based on a students individual growth and progress throughout the term.

Student Learning Outcomes

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

A. Perform solo improvisation using appropriate syllables and articulations.
B. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
C. Demonstrate understanding of the performance sound system, including safe set-up, take-down, and operation.
D. Demonstrate overall musicianship and ability to carry one’s part singing within an ensemble.

Textbooks (Typical):

Textbook:

1. Brinegar, Donald *Aproarte - A Nested Hierachy of Expressive Singing.* 1st ed., GoshPa, 2022.
2. Marsh, Kerry *I Wish You Love.* , Kerry Marsh Music, 2024.
3. Bermejo, Mili *Jazz Vocal Improvisation: An Instrumental Approach.* 1st Edition ed., Berklee Press, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Repertoire appropriate to ensemble will be provided by instructor from school collection..

Equity Based Curriculum

- Course Content
  Address
  History of Vocal Jazz as an African-American music tradition is taught with examples of notable performers in the genre. In addition, repertoire of Central and South American cultures that influenced Jazz as a genre are studied and performed.
- Methods of Evaluation
  Address
  The evaluation is based on a students individual growth and progress throughout the term.

Requisite Skills

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.
In discussion and practice with my music colleagues, we agree that SLOs NMUS 246
can be easily met in a hybrid modality. In-person rehearsals will be supplemented with online resources such as part track recordings, reference recordings and performance videos that students require to prepare in self-study.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after consulting faculty and students.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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
- **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: 1-3 discussion boards 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 on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 Announcements per month.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*

Frequency: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: as needed
- **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

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: 1-3 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: as needed
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1-3 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 1-3 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2-4 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: 5-8 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: 1-3 per semester
- **Other:**
  Frequency: At least one final public performance

General Education/Transfer Request

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000633726

CB03: TOP Code
100400 - Music

CIP Code
50.0901 - Music, General.

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: NMUS 248 - Piano Technology

Course Modification: NMUS 248 - Piano Technology (Launched - Implemented 08-16-2026)
compared with
New Course: NMUS 248 - Piano Technology for Older Adults (Approved - Implemented 08-15-2026)

Admin Outline for Noncredit Music 248
Piano Technology ~~for Older Adults~~

Effective: Fall 2026

Catalog Description:

NMUS 248 - 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

Number of Times Course May Be Taken for Credit:

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 Outside-of-Class 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. Class Participation
    1. Weekly
B. Exams/Tests
    1. 2 per semester
C. Home Work
    1. Weekly practice using dedicated practice room piano.
D. Lab Activities
    1. Weekly
E. Projects
    1. 1-2 per semester
F. Quizzes
    1. 4-6 per semester
G. Research Projects
    1. 1-2 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.

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000642904

CB03: TOP Code
096200 - Musical Instrument Repair

CIP Code
47.0404 - Musical Instrument Fabrication and Repair.

CB04: Credit Status
N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

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

J - Workforce Preparation

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

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

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

LAS POSITAS COLLEGE

Course Modification: NTRN 1 - Introduction to Nutrition Science

Course Modification: NTRN 1 - Introduction to Nutrition Science (Launched - Implemented 10-20-2025)
compared with
NTRN 1 - Introduction to Nutrition Science (Active - Implemented 08-15-2025)

Admin Outline for Nutrition 1
Introduction to Nutrition Science

Effective: Fall ~~2025~~ 2026

Catalog Description:

NTRN 1 - Introduction to Nutrition Science
3.00 Units

~~Scientific~~ This ~~concepts~~ course introduces the theoretical foundations of nutrition ~~related~~ science by examining the biochemical, physiological, and molecular mechanisms underlying human nutrition and health. Students integrate scientific principles from biology, biochemistry, microbiology, and public health to ~~the~~ understand nutrient function ~~of~~ from ~~nutrients,~~ cellular ~~sources~~ to systemic levels. This course emphasizes scientific methodology and ~~recommended~~ evidence-based ~~intakes~~ analysis of macronutrient and micronutrient metabolism, energy systems, and physiological regulation . ~~Nutritional~~ Students ~~assessment~~ examine theoretical frameworks underlying digestion, absorption, gut microbiota interactions, and the ~~role~~ pathophysiology of nutrition -related diseases. Course content includes the scientific basis of dietary guidelines, emerging research in ~~the~~ nutrigenomics, ~~maintenance~~ epigenetics, ~~of~~ food ~~health~~ safety principles, and contemporary issues in food systems and nutrition equity from research-based theoretical perspectives .

3 Units Lecture

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Optional

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

Justification for course proposal

Discipline:

Nutritional Science/Dietetics

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 and evaluate~~ Apply the ~~credibility~~ scientific method to nutrition research to understand the theoretical foundations of nutrition ~~information~~ science .
B. ~~Utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.~~

C. ~~Analyze and critically assess the reliability and credibility of nutrition information and dietary advice, services and products.~~
D. Evaluate the ~~efficacy~~ quality, reliability, and ~~safety~~ limitations of different nutrition ~~trends~~ research studies and ~~controversies~~ analyze ~~based~~ the ~~on~~ principles ~~established~~ underlying ~~nutrition~~ scientific ~~science.~~
E. ~~Apply~~ consensus ~~established standards/tools/guidelines to make informed decisions regarding food choices/diet~~ formation .
F. Describe ~~the~~ nutrients' ~~roles~~ chemical ~~of nutrients in the body~~ structure and ~~analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.~~
G. ~~Describe the characteristics, functions and sources of the energy nutrients: carbohydrates, lipids and proteins.~~
H. ~~Describe the characteristics, functions and sources of the non-energy nutrients: vitamins, minerals and water.~~
I. ~~Describe the characteristics, functions and sources of non-nutrients~~ bonding , including ~~phytochemicals~~ atomic theory, molecular interactions, and ~~antioxidants~~ biochemical principles that govern nutrient function in biological systems .
J. ~~Describe~~ Analyze the ~~process~~ hierarchical organization of biological systems from atoms to organ systems and examine the theoretical principles underlying nutrition-related physiological processes.
K. Examine the anatomy, physiology, and regulatory mechanisms of digestive, circulatory, lymphatic, nervous, hormonal, immune, and excretory systems from theoretical perspectives of human biology and homeostasis.
L. Analyze the chemical structure, classification, and metabolic pathways of macronutrients and micronutrients, examining the biochemical theories governing digestion, absorption , and ~~metabolism,~~ cellular ~~including~~ energy ~~substrates,~~ production.
M. Examine ~~location~~ emerging research in nutrigenomics and ~~outcome~~ personalized nutrition from molecular biology and genetics theoretical perspectives, analyzing individual variations in nutrient metabolism .
N. ~~Evaluate diet in terms of nutrients required and food sources.~~
O. ~~Describe the relationship between food systems, nutrient intake (macro and micronutrient) and health status for individuals and populations.~~
P. ~~Describe~~ Examine the role of gut microbiota in human health from microbiological and systems biology theoretical frameworks.
Q. Analyze the theoretical foundations of energy balance , weight regulation, and ~~its role in~~ body ~~weight and~~ composition.
R. ~~Explain~~ Apply ~~the~~ food ~~role~~ safety ~~of~~ principles, ~~nutrition~~ foodborne ~~in the~~ illness prevention ~~of chronic diseases, such as cardiovascular disease, Type 2 diabetes, hypertension and cancer.~~
S. ~~Identify the importance and content of good nutrition throughout the lifespan including: pregnancy, lactation, infancy, childhood, adolescence~~ , and ~~older adulthood.~~
T. ~~Describe the connection between conventional vs. sustainable agricultural practices and the effects on environment.~~
U. ~~Prevent food-borne illness through proper handling and preparation of~~ food ~~items.~~
V. ~~Define~~ technology ~~food~~ from ~~insecurity and the populations at risk for malnutrition~~ microbiological , ~~chronic disease~~ toxicological, and public ~~policy~~ health ~~efforts~~ theoretical frameworks.
W. Analyze the pathophysiology and theoretical mechanisms underlying nutrition-related diseases and disorders, including metabolic diseases and gastrointestinal conditions.
X. Examine contemporary issues in nutrition science, including emerging technologies and environmental sustainability, from evidence-based theoretical perspectives and research methodologies
Y. Investigate the sociological, economic, and public health theoretical frameworks underlying food systems, accessibility, nutrition equity, and global food security.
Z. Apply critical thinking and theoretical analysis to ~~reduce~~ evaluate ~~hunger~~ nutrition ~~in~~ information, ~~the~~ research ~~US~~ claims, and ~~globally~~ intervention strategies using evidence-based scientific principles and methodological rigor .

Course Content:

1. ~~Food~~ Introduction ~~choices~~ to Nutrition Science and ~~human~~ Information ~~health~~ Literacy
    1. Nutrition and Its Connection to Health
        1. Chronic disease and leading causes of death in the US
        2. The role of genetics, nutrition , and various non-nutritional lifestyle factors
        3. Nutrition in ~~the~~ relation ~~prevention~~ to health and disease states

2. Science Communication and Information Literacy
    1. Evaluating health claims and consumer/commercial information
    2. Singular experts, various credentials, and testimonials
    3. Fallacies and fads in nutrition

3. Historical Perspectives and Scientific Advancements
    1. Relationship between scientific advancements, historical perspectives in developing theories in nutrition science, and their application to personal and public health
        1. Discovery of ~~disease~~ refined grains' impact on neural tube defects and the FDA mandate to enrich grains
        2. ~~Chemical~~ Trans ~~elements~~ fat in ~~foods~~ food production: historical timeline from introduction through health concerns, labeling policies, and eventual FDA prohibition

2. Principles of Scientific Inquiry in Nutrition
    1. The ~~role~~ Scientific Method
        1. Sequential steps of the scientific method
        2. The importance of observation for formulating clear and focused research questions
        3. ~~Basics~~ Reviewing existing literature to understand current findings and identify gaps
        4. Developing testable hypotheses predicting relationships between variables
        5. Selecting appropriate experimental designs, empirical data collection and tools, and statistical analysis in science, the importance of repeatability

3. Research Design and Evaluation
    1. Types of research ~~design,~~ studies
    2. Evidence-based ~~including descriptions, advantages/disadvantages~~ guidelines and ~~contributions~~ limitations ~~to~~ of ~~science~~ research
    3. Challenges of studying complex dietary patterns

    4. Advantages and limitations of epidemiology and experimental research

4. Scientific Standards and Ethics
    1. Peer-reviewed journals and scientific consensus
    2. Importance and meaning of peer review
    3. Disclosure reviews/conflict of interest
    4. Ethical considerations

5. Challenges in Nutrition Research
    1. Unequal representation of populations, preliminary data, varying target populations, and small sample sizes
    2. Evolving scientific developments
    3. Cause vs correlation
    4. Applying nutrition findings when research seems contradictory

6. Nutrition Assessment and Dietary Guidelines
    1. Nutrition Assessment
        1. ABCDs of nutrition ~~of:~~
            1. ~~Case~~ assessment ~~studies/~~ methodology (anthropometrics, biochemical data, clinical ~~research~~
            2. ~~Intervention studies~~
            3. ~~Epidemiological studies~~
            4. ~~Experimental studies~~
        2. ~~Foodways; cultural preferences~~ examination and ~~social~~ dietary ~~connections~~ intake)
    2. Dietary ~~that effect food choices~~

7. ~~Nutrition standards~~ Guidelines and ~~guidelines~~ Standards
    1. ~~Nutrient~~ Scientific ~~recommendations~~
    2. ~~Planning~~ basis, strengths, limitations, and ~~assessing~~ applications ~~diets~~ of ~~with~~ nutrient ~~current nutrition tools~~

1. ~~Adequacy, Balance, Calorie Control, Moderation, Variety~~ guides
2. ~~Nutrient Density~~
3. Dietary Guidelines for Americans, ~~2005~~
4. ~~USDA~~ MyPlate, ~~Food~~ and ~~Guide~~
5. Dietary Reference Intakes (~~DRI~~ DRIs)

8. Chemistry, Chemical Bonding, and Molecules
    1. Importance in Nutrition and Physiology
        1. Basic structures of molecules and the chemical structure of nutrients
        2. The organization of life from atoms to organisms
    2. Basic Units of Matter
        1. Atoms and elements: structure (protons, neutrons, electrons)
            1. ~~Recommended~~ Periodic ~~Dietary~~ Table ~~Allowances~~ of Elements
            2. Common elements in the human body (~~RDA~~ C, H, O, N)
        2. ~~Adequate~~ Chemical ~~Intakes~~ Bonds and Molecules
            1. Ionic bonds: transfer of electrons (~~AI~~ salt)
            2. ~~Estimated~~ Covalent ~~Average~~ bonds: ~~Requirements~~ sharing of electrons, formation of molecules (~~EAR~~ water, macronutrients)
            3. ~~Tolerable~~ Chemical ~~Upper~~ reactions: ~~Level~~ types, ~~Intakes~~ synthesis (~~UL~~ anabolism), decomposition (catabolism)
            4. Energy in reactions: endothermic vs exothermic reactions (photosynthesis, table salt)
            5. ATP as the energy currency of the cell
            6. Acids, bases, and pH: definition, pH scale, pH in biological functions
        3. Photosynthesis and Energy Production

1. Photosynthesis and the production of glucose
2. Connection to energy metabolism in the human body

4. Human Physiological Processes and Nutrient Classification
    1. Levels of Structural Organization
        1. From atoms and molecules to the whole organism
        2. Basic characteristics of cells and organ systems
        3. Exploring the systems of the body and their relationship to nutrition:
            1. Circulatory and cardiovascular systems, lymphatic and excretory systems, and involvement in nutrient transport and regulation
            2. Hormonal/endocrine system as it relates to appetite, satiety, and blood glucose regulation
        4. Storage systems
            1. Glycogen
            2. Adipose tissue
        5. Nutrient Classification
        6. Classification of essential nutrients based on chemical structure

3. Digestion, Absorption, Storage, and Waste Removal
    1. Anatomy and Physiology of the Digestive System
        1. Functions of the organs of the gastrointestinal tract
        2. Accessory organs of digestion and their roles
        3. Enzymatic, chemical, and mechanical breakdown of food particles
        4. Transportation of absorbed molecules to appropriate fluid systems
        5. How molecules are metabolized, converted, or stored

6. Removal of waste products from the body

4. Regulatory Mechanisms
    1. Hormonal and nervous system regulation of the digestive tract
    2. Definition and function of enzymes
    3. Enzyme-substrate interactions and factors affecting enzyme activity
    4. Hormonal regulation of glucose metabolism, hunger, and satiety

5. Digestive System Disorders
    1. Diseases of the gastrointestinal tract: causes, treatment, and management
        1. GERD, IBS, and other conditions
    2. Current Research on the Gut Microbiome
        1. Role of gut microbiota in health and nutrition
        2. How dietary components influence microbial composition

6. Chemical Structures and Biological Functions of Macronutrients
    1. Carbohydrates
        1. Structure and Classification
            1. Simple carbohydrates: monosaccharides, disaccharides (types, differences, enzymatic digestion)
            2. Complex carbohydrates: polysaccharides (starch, fiber, glycogen)
            3. Types, differences, enzymatic, and bacterial digestion
        2. Sources and Food Processing
            1. Photosynthesis and carbohydrate production
            2. Food sources of simple and complex carbohydrates

3. Food manufacturing and anatomy of the wheat kernel
    1. From whole wheat to refined, enriched, and fortified grains
4. Selecting nutritious choices

3. Metabolism and Function
    1. Functions: fuel for the brain, red blood cells, primary energy during high-intensity exercise
    2. Mechanical and chemical digestion throughout the GI tract
    3. From whole food to individual monosaccharides
    4. Absorption across epithelial cells into the circulatory system
    5. Conversion of fructose and galactose to glucose in the liver
    6. Utilization: ATP production, glycogen storage, or fat storage
    7. Metabolic pathways of glucose, role of insulin, and glucagon
    8. Health Impact and Recommendations
        1. Carbohydrate recommendations based on DRI and Acceptable Macronutrient Distribution Range
        2. Fiber's protective role in cholesterol management and heart disease risk, reduced risk of constipation, hemorrhoids, appendicitis, and diverticulitis
        3. Lactose intolerance: mechanism and management
        4. Inadequate intake: ketosis and impact on protein/fat metabolism
    9. Type 1 vs Type 2 Diabetes: criteria, causes, mechanisms, symptoms, management
        1. Blood glucose regulation mechanisms

4. Evolving Topics
    1. Non-nutritive sweeteners, alternative sweeteners, sugar alcohols
    2. Fad diets (restricting carbohydrates) and health implications

2. Lipids: Triglycerides, Phospholipids, and Sterols
    1. Structure and Classification
        1. Triglycerides: glycerol backbone (hydrophilic) and fatty acids (hydrophobic)
        2. Carboxyl and methyl end identification
        3. Short-, medium-, and long-chain differentiation
        4. Saturated vs unsaturated; cis vs trans configuration
        5. Impact of chemical structure on physical properties
        6. Phospholipids and Sterols
    2. Sources and Selection
        1. Proportion of saturated to unsaturated in different foods
        2. Lipid recommendations using Acceptable Macronutrient Distribution Ranges and Dietary Guidelines (~~AMDR~~ DGAs, American Heart Association)
    3. ~~My Pyramid~~
3. ~~Food Labels~~
    1. ~~Requirements of the Nutrition Education~~ Metabolism and ~~Labeling~~ Function
        1. Functions: ~~Act~~ energy storage, primary fuel at rest, cell membrane structure
        2. ~~The Nutrition Facts Panel~~
        3. ~~Nutrient claims permitted on labels~~
        4. ~~Health claims permitted on labels~~ Mechanical and ~~degree of evidence required~~
    2. ~~Exchange system~~
    3. ~~Diet planning using a variety of standards and guidelines~~

7. ~~Nutrient characteristics, functions, sources, deficiencies and excesses:~~

1. ~~Carbohydrates~~
2. ~~Fats~~
3. ~~Proteins~~
4. ~~Vitamins~~
5. ~~Minerals~~
6. ~~Water~~

8. ~~Biology and physiology of the digestive system~~
    1. ~~Structures and functions of gastrointestinal tract~~
    2. ~~Process of~~ chemical digestion , including ~~foods~~ enzymes , ~~substrates, location~~ emulsifiers , and ~~outcome~~ accessory organs
    3. ~~Role~~ From whole food to free fatty acids, glycerol, monoglycerides
    4. Absorption and chylomicron formation
    5. Transport via circulatory and lymphatic systems
    6. Utilization: ATP production, synthesis of ~~enzymes~~ lipid compounds, fat storage
    7. Roles of LDL and HDL in ~~digestion~~ lipid transportation
    8. ~~Absorption~~ Mechanisms ~~of~~ for ~~nutrients~~ cholesterol removal or deposition

9. ~~Overview of metabolism of carbohydrates, fats, (and minimally proteins) in energy production.~~

9. ~~Malnutrition~~
    1. ~~Undernutrition~~
    2. ~~Deficiencies~~
    3. ~~Toxicity~~
    4. ~~Obesity~~

10. ~~Energy~~ Health ~~balance~~ Impact and ~~body~~ Recommendations
    1. Heart ~~composition~~ disease risk: causes, mechanisms, symptoms

2. ~~Nutrients~~ Modifiable vs non-modifiable risk factors

3. Management: dietary patterns , physical activity, medication

4. Hypertension and ~~metabolism~~
   DASH Diet
   1. ~~Components~~ Protective roles of ~~fitness~~ EPA and DHA

5. ~~Benefits~~ Evolving Topics

   1. Mediterranean Diet pattern and cardiovascular disease

   2. Trans fat reduction

11. Protein, Amino Acids, and Nucleic Acids

    1. Structure and Classification

       1. Essential, conditionally essential, and nonessential amino acids

       2. Side chain properties and peptide bonds

       3. Formation of di-, tri-, and polypeptides

       4. Primary, secondary, tertiary, quaternary structures

       5. Relationship between structure, shape, and function

       6. Nucleic acids: DNA, RNA, and their roles in the body

    2. Sources and Selection

       1. Complete vs incomplete sources and supplements

       2. Vegetarian and vegan eating patterns

       3. Complementing proteins and selecting nutritious choices

       4. Protein recommendations based on the DRI and Acceptable Macronutrient Distribution Range

    3. Metabolism and Function

       1. Functions: hormones, enzymes, antibodies, cell repair/growth, neurotransmitters, nutrient transport, fluid balance

2. Mechanical and chemical digestion throughout GI tract
3. From whole food to amino acids, dipeptides, tripeptides
4. Absorption and transportation throughout the body
5. Utilization: protein synthesis, amino acid conversion, glucose conversion, fat storage
6. Protein synthesis: transcription and translation processes
7. Genes, DNA instructions, and cellular location
    1. Nucleic Acids- DNA, RNA, and their role in the body
8. Impact of amino acid pool and limiting amino acids

4. Health Impact and Recommendations
    1. Protein deficiency and excesses
        1. Competing amino acids, kidney disease, bone loss, cancer
        2. Sickle cell anemia and single nucleotide substitutions
        3. Nutrient recommendations across the lifespan and with physical activity

5. ~~Fueling~~ Evolving Topics
    1. Gluten concerns and celiac disease
    2. Nutrigenomics, epigenetics, and evolving research

- Chemical Structure and Biological Functions of Micronutrients

1. Vitamins
    1. Water-soluble and lipid-soluble vitamins
    2. Food sources and absorption in the ~~body~~ digestive tract
    3. ~~Fluids~~ Biological functions and ~~temperature~~ nutritional requirements

4. Consequences of excesses and deficiencies
5. Metabolic pathways involved in energy metabolism

2. Minerals and Electrolytes
    1. Biological roles and sources
    2. Impact of excess and deficiency
    3. Electrolytes in fluid balance, muscle contraction
    4. Role in hypertension and blood pressure regulation
    5. Process of bone formation, modeling, and remodeling across the lifecycle

3. Phytochemicals and Antioxidants
    1. Plant-based phytochemicals and their influence on health and disease
    2. Biological functions of antioxidant nutrients and phytochemicals
    3. Role in cancer promotion and suppression
    4. Supplements and their place in balanced nutrient consumption

4. Water
    1. Comparing various foods and beverages as sources
    2. Absorption throughout the digestive tract
    3. Biological functions

- Energy Metabolism and Weight Regulation

1. ATP and Energy Systems
    1. Chemical nature of ~~physical~~ ATP and role in energy metabolism
    2. Major steps of energy metabolism, including aerobic and anaerobic respiration

2. Energy Balance and Body Composition
    1. Factors influencing energy balance and weight regulation
    2. Functions of ghrelin, GLP-1, insulin, and leptin
    3. Total energy needs: basal metabolic rate (BMR), activity , thermic effect of food (TEF)
    4. Body weight, BMI, body fat percentage, and waist circumference for health assessments
        1. Measurement and classification of obesity and adiposity distribution,
            1. Visceral vs. subcutaneous fat, and how distribution relates to inflammation and correlation with chronic disease
            2. Theories of obesity: set-point theory, thermogenesis, genetics, environmental cues, food addiction
            3. Healthy weight gain strategies

- Nutrition Throughout the Lifecycle

1. Pregnancy and Lactation
    1. Nutrient and energy requirements during pregnancy and lactation
    2. Nutrients of concern and commonly addressed feeding needs

2. Infancy and Childhood
    1. Specific nutrient needs and psychological factors
    2. Breast milk vs formula and first foods
    3. Nutrients of concern and feeding needs

3. Adolescence
    1. Nutrients of concern and commonly addressed feeding needs
    2. Psychological factors and health concerns

4. Adulthood and Aging
    1. The middle years: nutrients of concern and feeding needs
    2. Aging: nutrients of concern and commonly addressed needs
    3. Food Safety, Sustainability, Technology, and Contemporary Issues

- Food Safety, Environmental Impact, and Food Justice/Equity

1. Causes of foodborne illness
    1. Advances in food safety: packaging and treatment
    2. Toxins: naturally found in foods and environmental toxins
    3. Food Technology

2. Environmental Impact of Food Choices
    1. Land use and soil degradation
        1. Deforestation
        2. Water use and pollution
        3. Impact on wildlife
        4. Contributions to hunger

3. Social and Economic Factors
    1. Food accessibility and equity issues
    2. Hunger, malnutrition, food production, and nutrition ~~in~~ interventions
    3. Societal ~~health promotion~~ disparities and ~~disease~~ access ~~risk~~ to ~~reduction~~
        1. ~~Cardiovascular diseases~~ care
        2. ~~Hypertension~~

4. ~~Cancer~~
5. ~~Type 2 Diabetes~~
6. ~~High Cholesterol~~
7. ~~Obesity~~
8. ~~Osteoporosis~~

- ~~Nutritional needs throughout the lifecycle~~

1. ~~Pregnancy~~
2. ~~Fetal needs~~
3. ~~Infancy~~
4. ~~Child~~
5. ~~Adolescent~~
6. ~~Adult~~
7. ~~Older Adult~~

- ~~Food safety~~

1. ~~Microbes~~
2. ~~Preventing food borne illness~~
3. ~~Natural toxins in foods~~
4. ~~Contaminants~~
5. ~~Bioaccumulation~~

- ~~Food Technologies~~

1. ~~Pasteurization~~
2. ~~Irradiation~~
3. ~~Genetically Modified Organisms~~

- ~~Hunger and the global environment~~

1. ~~Food insecurity, hunger, and overview of U.S. Food programs~~

2. ~~Conventional agriculture~~

3. ~~Environmental degradation~~

4. ~~Sustainable agriculture, and the "slow food" movement~~

5. ~~Organic foods~~

6. ~~Organic foods, the "slow food" revolution~~

Methods of Instruction:

1. Discussion - - Sample classroom discussions - How do the chemical properties of water, such as its ability to dissolve nutrients and participate in chemical reactions, make it essential for human survival? Think about the role of macronutrients at the molecular level. How do their chemical structures influence their digestion, absorption, and metabolism in the body? Acids and bases are critical for maintaining the body's homeostasis. Why is pH balance important in various body systems, and what happens when it is disrupted?
2. Lecture - Covers course content as stated above.
3. ~~Read~~ Classroom ~~text~~ Activity - Students are expected to analyze, compare, and ~~internet~~ assess ~~based~~ material ~~materials~~ presented
4. ~~Media~~ in ~~presentations~~
5. ~~Research Projects~~
6. ~~Diet analysis projects~~
7. ~~Group projects~~ class and ~~presentations~~ in required readings.

Typical Outside-of-Class Assignments

A. Reading:
    1. Read the chapter on Carbohydrates: Sugar, Starch, Glycogen and Fiber
    2. Read the Controversy about artificial sweeteners
B. ~~Other~~ Research :
    1. ~~Discussion~~ Students will complete a research project based on their interests where a gap in the research exists.
        1. ~~Should~~ They will apply scientific inquiry to develop a ~~person avoid carbohydrates to lose weight?~~

        2. ~~To what degree are sugar~~ hypothesis and ~~artificial~~ experimental ~~sweeteners~~ design, ~~"bad"~~ and ~~for~~ conduct ~~you?~~ a literature review on said topic.

C. ~~Understanding the Nutrition Facts Label- strategies and calculations~~
Project:
    1. Diet Analysis Project
        1. ~~keep~~ Students will input the results of the 5-day diet record into a ~~food~~ software ~~diary~~ program to produce a detailed nutrient breakdown, in which they will analyze and justify health-promoting dietary patterns.
        2. ~~analyze~~ The ~~nutrient~~ students ~~intake~~ will propose methods to mitigate the effect or improve the items that are out of range and predict potential consequences of those patterns if not modified.

        3. The students' proposals must be justified using ~~computer~~ evidence -based ~~tools~~

        4. ~~compare~~ nutrition ~~food intake to recommendations~~

        5. ~~compare and contrast food intake to nutrient recommendations~~

6. ~~make recommendations for improving and/or maintaining diet~~ information.

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily
B. ~~Class Work~~

    ~~1. Daily~~

C. Exams/Tests
    1. 2-3 per semester
D. ~~Home Work~~

    ~~1. Weekly~~

E. Projects

    ~~1. 1-2 per semester~~

    1. At least one

F. Quizzes
    1. 5-10 per semester
G. Research Projects

    1. At least one

Student Learning Outcomes

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

A. ~~Analyze~~ Apply fundamental biological and ~~critically~~ biochemical ~~assess~~ principles to explain how nutrients function in the ~~reliability~~ human body and ~~credibility~~ influence ~~of~~ health outcomes at both cellular and systemic levels.
B. Evaluate nutrition claims and research using scientific methodology and evidence-based reasoning, distinguishing between scientifically supported information and ~~dietary~~ pseudoscience ~~advice,~~ while ~~services~~ recognizing nutritional science's limitations and ~~products.~~ evolving nature
C. Analyze ~~assigned~~ nutrient intake ~~compared~~ using ~~to standard~~ evidence-based recommendations and ~~make~~ create ~~suggestions for improvement/maintenance of intake.~~
D. ~~Identify the key~~ informed dietary ~~risk~~ recommendations ~~factors influencing the development of chronic diseases in the United States.~~
E. ~~Utilize the information presented~~ based on ~~a~~ current ~~nutrition~~ nutritional ~~facts~~ guidelines ~~label~~ supported ~~to~~ by ~~assess~~ scientific ~~the quality of a food item and to make informed choices regarding food products~~ consensus .

Textbooks (Typical):

OER:

1. Morrill, J.S. *Science, Physiology, and Nutrition for the Nonscientist.* , OER, 2022. https://med.libretexts.org/Bookshelves/Nutrition/Science_Physiology_and_Nutrition_for_the_Nonscientist_(Morrill).
2. Callahan, A.H., Leonard, T. Powell *Nutrition: Science and Everyday Applications.* , OER, 2025. https://med.libretexts.org/Bookshelves/Nutrition/Book%3A_Nutrition_Science_and_Everyday_Application_(Callahan_Leonard_and_Powell).

Textbook:

1. Stephenson, Tammy *Human Nutrition.* , McGraw-Hill, 2024.

2. Anne M. Smith, Angela L. Collene *Wardlaw's Contemporary Nutrition.* 12th ed., McGraw-Hill Education, 2022.
3. Francis Sizer, Ellie Whitney *Nutrition Concepts and Controversies.* 16th ed., Wadsworth, Cengage Learning, 2022.

Software:

1. ~~Tammy~~ Cronometer J Diet Application . ~~Stephenson~~ , ~~Wendy J. Schiff~~ ~~*Human Nutrition Science for Healthy Living.*~~ ~~3rd ed., McGraw-Hill Education, 2022~~ (/e) .

Other Materials Required of Students

Other Materials Required of Students:

1. Internet access..

Equity Based Curriculum

- DE Course Interaction
  Address
  Students should be made aware of the technologies needed to effectively participate in the course. Considerations will be made for a diverse ability to use technology.
- Measurable Objectives
  Address
  The language will be inclusive and promote cultural humility and will take cultural background, national origin, language, gender, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information into consideration.
- Course Content
  Address
  Content will encompass being reflective, responsive, and relevant. Materials will be presented that showcases diverse perspectives and experiences that are applicable to each individual student within a diverse community. Content will reflect current issues that relate to the diverse experience of the student within a student's community and the larger society. (For example, food equity, food justice, and social determinants of health).
- Methods of Instruction
  Address
  Methods included: lectures (live or recorded by a diverse array of scholars and subject experts), close-captioned videos, texts, and online articles. Students will be encouraged to have daily discussions to share unique diverse perspectives and to promote the student's responsibility for learning course material.
- Assignments
  Address
  All assignments are intended to make the course content meaningful and applicable to the student's life. Connections will be made between what is being taught in the course and the lived experiences of students via discussions, activities, and relevant homework.
- Methods of Evaluation
  Address
  Methods included: lectures (live or recorded by a diverse array of scholars and subject experts), podcasts, close-captioned videos, texts, and online articles. Students will be encouraged to have daily discussions to share unique diverse perspectives and to promote the student's responsibility for learning course material.
- Typical Texts
  Address
  Texts will be considered by currency (within 3 years of published date), affordability, and texts written by diverse authors who can attest to the impact on food and nutrition in diverse communities.
- ~~- Other Materials Required of Students~~
  ~~**Address**~~ -
  ~~N/A~~
- ~~- Library~~
  ~~**Address**~~ -
  ~~N/A~~

Requisite Skills

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 is offered face-to-face. Offering this course in Distance Education Mode gives the opportunity to students unable to come to campus to take this course.

Explain how the decision was made to offer this course in a Distance Education mode.
One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provide another avenue for our students -- most of whom work full- or part-time-- to access our courses. After consulting with our Advisory Board, the full-time faculty in our discipline agreed that it should be offered as DE.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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 and as needed
- **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~~ As discussions are assigned (5-6 times per semester)

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~Weekly~~
- At ~~**Web**~~ **least** ~~**conferencing:**~~ weekly. The often instructor twice will per use web conferencing to interact with students in real time.
  ~~**Frequency:**~~ ~~Weekly~~
- ~~**Other:**~~
  ~~**Frequency:**~~ ~~Journals - Journals can be used~~ week as ~~an interactive writing tool for the instructor and students to privately discuss and give feedback on topics relating to the course. 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.~~ needed

Student-Student Interaction

- ~~**Email:**~~ ~~*Students will be encouraged to email each other to ask questions about the course, including assignments.*~~
  ~~**Frequency:**~~ ~~Weekly~~
- **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~~ 5-6 times 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: 3 -4 ~~times~~ Group ~~per~~ Projects ~~semster~~ and/or Group collaborative discussions will be assigned throughout the course of the semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: 3-4 Group Projects and/or Group collaborative discussions will be assigned throughout the course of the semester, where peer editing is included in this process

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: ~~Weekly~~ As discussions are assigned (5-6 times 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: 3 -4 times per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 1-2 times per semester includes the Diet Analysis Project
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 1- 2 ~~-3~~ times per semester includes research projects, proposals and literature reviews
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly
- **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: Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Daily
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once per semester

General Education/Transfer Request

General Education/Transfer Request
~~Chabot College GE~~ Cal-GETC

- ~~VB. Health~~

~~CSU GE~~

- ~~E~~ 5B - ~~Lifelong~~ Biological ~~Learning and Self-Development~~ Science

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 5 - Natural Sciences
- 8 - Health - Approved

UC Transfer
- Transfers to UC - Approved

C-ID: NUTR 110 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000378195

CB03: TOP Code
130600 - Nutrition, Foods and Culinary Arts

CIP Code

19.0501 - Foods, Nutrition, and Wellness Studies, 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
D - Possibly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: PCN 18 - University Transfer Planning

Course Modification: PCN 18 - University Transfer Planning (Launched - Implemented 11-02-2025)
compared with
PCN 18 - University Transfer Planning (Active - Implemented 08-15-2021)

Admin Outline for Psychology-Counseling 18
University Transfer Planning

Effective: Fall ~~2021~~ 2026

Catalog Description:

PCN 18 - University Transfer Planning
1.00 Units

~~Introduction~~ An introduction to the resources and planning process needed to ease the transition from community college to a four-year college or university. ~~Development~~ Students ~~of~~ will develop a personalized transfer action plan ~~:~~ , ~~Preparation~~ prepare for major and general education requirements ~~:~~ , ~~Application~~ and ~~cycles~~ gain an understanding of application deadlines and important deadlines. Recommended for ~~those~~ students transferring to four-year colleges or universities.
1 Units Lecture

Course Grading: Optional

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Justification for course proposal

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Navigate printed and web-based resources to research information about four-year institutions ~~;~~
B. Critically evaluate opportunities for transfer to public, private, in-state, and out-of-state colleges and universities ~~;~~
C. Evaluate transfer opportunities that best meet individual academic and career goals ~~;~~
D. Identify technical terms and jargon used in transfer planning at colleges and universities ~~;~~
E. Express the difference between majors and minors as well as the advantage of completing a minor course of study ~~;~~
F. Plan and execute a meaningful site visit to potential four-year institutions ~~;~~
G. Identify proper course sequencing for an intended transfer plan ~~;~~
H. Recognize course-level and program-level articulation issues ~~;~~
I. Formulate and present a written transfer plan ~~;~~
J. Execute, in a timely manner, the appropriate steps of the written transfer plan ~~;~~
K. Describe “transfer shock” and take appropriate steps to prepare for transfer-related personal and academic challenges ~~;~~

L. Discuss four-year college and university financial aid, housing, academic and career advising, scholarships, and other programs that support transfer students ~~.~~

Course Content:

1. Overview of higher education in California (CCC, CSU, UC and private)
2. Overview of printed and web-based transfer resources (including www.assist.org, https://www.cccco.edu/, www. ~~csumentor~~ calstate .edu ~~-~~ /apply , www.universityofcalifornia ~~.edu, www.californiacolleges~~ .edu)
3. Methods of ~~self control~~ determination / ~~determination~~ motivation in transfer and life planning
4. Definition of course and program articulation, transfer and transfer planning
5. Information and feedback from significant transfer professionals
6. Options and strategies for higher education planning
7. ~~"Collegese" –~~ Review terminology most often used in transfer planning
8. ~~Personal~~ Information on personal , professional, and financial benefits of a baccalaureate degree
9. Choosing a major and ~~a~~ minor, ~~minor~~ the differences and ~~why~~ importance of both ~~are beneficial~~
10. Techniques for researching possible transfer institutions, including a site visit
11. Course sequencing for transfer planning
12. General financial aid issues for transfer
13. The transfer application process, deadlines, applications, and admission procedures
14. Four-year institution ~~support opportunities~~ resources for transfer ~~student~~ students
15. Methods of preparation for "transfer shock"

Methods of Instruction:

1. Classroom Activity - We provide the opportunity for students to engage in community building by learning about each other's transfer process and goals.
2. Lecture - We review the transfer process, timeline, applications and resources.
3. Guest Lecturers - We provide informational videos led by university representatives and professionals that review the transfer process.
4. Discussion - We ask students questions about their intended major, career, and transfer goals.
5. ~~Tours~~ Audio-visual ~~of~~ Activity - We provide informational videos led by counselors, university representatives, and professionals that review the transfer process.
6. Written Exercises - We provide worksheets to review transfer goals with students.
7. Research - Students engage in major and career exploration assessments that allow them to research the careers associated and the proposed earning potential.
8. We provide links and resources for students to review, schedule, and find campus ~~resources~~ tours.

Typical Outside-of-Class Assignments

A. Writing:
Type a short paper on issues related to the transfer transitions

B. Reading:
Reading assignments from college and university catalogs, and other transfer-related printed and online resources

C. Other:

1. ~~Reading assignments from college and university catalogs, and other transfer-related printed and online resources~~
2. Development of a transfer action plan
3. Identify and locate campus resources
4. ~~Participate in small group class activities/exercises~~

5. ~~Type a short paper on issues related to the transfer transitions~~

6. Maintain a transfer folder ~~binder/portfolio~~ in person or online for use during and beyond the transfer process

Methods of Evaluating Student Progress

A. Class Participation
   1. Weekly.
B. Exams/Tests
   1. At least once per semester.
C. Home Work
   1. Weekly.
D. Papers
   1. At least once per semester.
E. Portfolios

   ~~1. Three "portfolio projects" per semester.~~

   1. Create a transfer portfolio or folder online or in person.

F. ~~Journal~~ Research Projects

   1. At least once per semester.

G. Discussion and/or "quick write" assignments Weekly.

Student Learning Outcomes

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

A. ~~Upon completion of PCN 18, the student will be able to demonstrate~~ Demonstrate the ability to articulate an individualized educational pathway toward achieving ~~-~~ his/her transfer goal(s).
B. ~~Upon completion of PCN 18, the student will be able to demonstrate~~ Demonstrate the ability to develop a Transfer Action Plan for an individual transfer goal.
C. ~~Upon completion of PCN 18, the student will be able to demonstrate~~ Demonstrate the ability to identify ~~a~~ top ~~barrier~~ transfer ~~for transfer,~~ barriers and locate ~~a~~ campus ~~resource~~ resources to help ~~-~~ overcome ~~that barrier~~ barriers .

Textbooks (Typical):

OER:

1. Lezra Chenportillo *First Gen Transfer: A Transfer Guide for First-Generation California Community College Students.*. 2nd /e, Amazon.com, 2023. https://www.firstgentransfer.com/.

Textbook:

1. ~~Don Silver *Community College Transfer Guide.* 2nd ed., Adams-Hall Publishing, 2014.~~
2. ~~Bedford/St. Martin's *Insider's Guide for Transfer Students.* 1st ed., Macmillan Education, 2014.~~
3. ~~Lucia D. Tyler, Susan E. Henninger *The Ultimate Guide to College Transfer: From Surviving to Thriving.* 1 ed., Rowman & Littlefield, 2017.~~
4. Lindy King *How to Transfer to a UC from a California Community College*. 4 ed., Darwinian Press, 2020.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
  Address
  The course content empowers students of diverse backgrounds to successfully navigate the transfer process
- Methods of Instruction
  Address
  We ensure the curriculum is designed to promote equitable access to all students by providing information on the transfer process, timelines, and resources to all students both in person and online. This means we are targeting students of all backgrounds, including, but not limited to, working students, student parents, students with disabilities, student athletes, student veterans, etc.
- Typical Texts
  Address
  In PCN 18 we use the Las Positas College Catalog, which is free and available to everyone in the community.

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

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

~~Psychology-Counseling (PCN) 18, University Transfer Planning, is an ideal course to continue to be offered in a Distance Education (DE) format, because there are abundant online transfer resources available to support students in meeting the course objectives. Offering the course in a DE mode of delivery allows for a greater number of students with diverse needs and backgrounds to access and complete PCN 18, which contributes to their overall educational success. Finally, overall enrollment in the course has significantly increased since it began to be offered in a DE format.~~

Psychology-Counseling (PCN) 18, University Transfer Planning, is an ideal course to continue to be offered in a Distance Education (DE) format, because there are abundant online transfer resources available to support students in meeting the course objectives regardless of location. Offering the course in a DE mode of delivery enhances the access for students from diverse backgrounds to access and complete PCN 18, which contributes to their overall educational success. Furthermore, enrollment in PCN 18 has significantly increased since the transition to online delivery, which demonstrates its effectiveness in meeting the needs of a diverse student population.

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

~~Recently, the faculty and Dean in our discipline thoroughly reviewed our program and student needs and goals, and considered those with the goals and mission of the campus. As a result, we decided to focus our efforts to offer courses in a way that promotes accessibility for students who may not be able to attend during the day (when our courses are generally offered). We believe this optional pathway will better support students and will help with enrollment and completion of degree attainment and transfer.~~

The Counseling Department faculty and Dean collaboratively reviewed our program, taking into account student needs and goals, as well as aligning with the goals and mission of the campus. As a result, we decided to prioritize offering courses in formats that increase accessibility for students who may not be able to attend during the day (when our courses are generally offered). We believe this flexible pathway will better support student success, improve enrollment, and contribute to higher rates of degree attainment and transfer.

Accessibility:

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

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

Syllabus:

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

Course Objectives:

- 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: Minimum 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: 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: Minimum once per semester.
- **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: Minimum twice per semester.

Student-Student Interaction

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

- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~Three~~ Minimum ~~times~~ once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Minimum once per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum once per semester.
- **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: ~~Three~~ Minimum ~~portfolio~~ one ~~projects~~ time per semester.
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency: Minimum three times per semester.
- **Other:**
  Frequency: Create a transfer portfolio or folder, one per semester

General Education/Transfer Request

General Education/Transfer Request
~~CSU GE~~

- ~~E - Lifelong Learning and Self-Development~~

CSU Transfer
- Transfers to CSU

UC Transfer
- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID
CCC000622289

CB03: TOP Code
493010 - Career Guidance and Orientation

CIP Code

32.0107 - Career Exploration/Awareness Skills.

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: PCN 30 - Student Success and the College Experience

Course Modification: PCN 30 - Student Success and the College Experience (Launched - Implemented 10-24-2025)
compared with
PCN 30 - Student Success and the College Experience (Active - Implemented 08-15-2021)

Admin Outline for Psychology-Counseling 30
Student Success and the College Experience

Effective: Fall ~~2021~~ 2026

Catalog Description:

PCN 30 - Student Success and the College Experience
3.00 Units

This course explores concepts, knowledge, and skills relevant to college success. Students will engage in critical analysis on a variety of topics, including motivation, decision making, interpersonal communication, multicultural awareness, and learning theory. Problem solving strategies will be applied to areas including goal setting, career development, wellness, and accessing campus resources.
3 Units Lecture

Course Grading: Optional

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

Justification for course proposal

Discipline:

Counseling

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 critical thinking skills as they relate to success in college level coursework.
B. Examine and utilize curricular options and institutional resources that directly support student's educational plan.
C. Analyze the psychology of student attitudes, motivation and behaviors and their impact on student success.
D. Analyze major learning styles including auditory, visual, and kinesthetic as they relate to student's effective academic success.
E. Identify and examine interpersonal, creative, and other personal college success techniques and perspectives.
F. Evaluate factors involved in problem solving, goal-setting, and decision making.
G. Demonstrate effective study skills: reading, time-management, note-taking and test-taking techniques.
H. Examine theoretical approaches to choice and change and develop a personal awareness of opportunities to make choices.

Course Content:

1. Beliefs, Attitudes and Behavior
    1. Critical analysis of beliefs, attitude, behavior and their impact on college success
        1. Theories on college students' beliefs, attitude and behavior
        2. Defining and disputing irrational beliefs
        3. Developing and accepting personal responsibility
        4. Becoming an active learner
2. Interpersonal Skills
    1. Development of healthy relationships
        1. Coping with personal problems and life crisis
        2. Strengthening relationships with active listening
        3. Creating a support system
    2. Acknowledgement of diversity
        1. Respecting cultural and social differences
        2. Communicating with people from diverse backgrounds
3. Health and Wellness
    1. Strategies for maintaining physical and cognitive well-being
    2. Stress Management
        1. Introduction to the psychological theories of stress
        2. Implications of stress on physical and mental health
        3. Developing stress management and relaxation techniques
    3. Embracing positive changes to foster personal growth

4. Critical Thinking and Problem Solving
    1. Emotional Intelligence
    2. Decision-making strategies
        1. Choices and consequences
        2. Wise choice process
    3. Theories of Motivation
        1. Extrinsic and intrinsic
        2. Needs and values clarification
        3. Identifying and creating inner motivation
    4. Creativity Techniques
        1. Brainstorming and mind-mapping
        2. Visualization
5. Academic Success Skills
    1. Independent and interdependent learning
    2. Time management
        1. Establishing priorities
        2. Avoiding procrastination
        3. Balancing Life
    3. Goal Setting
        1. Designing a compelling life plan
        2. Influence on academic performance

4. Textbook Study
    1. Effective reading techniques (SQ3R)
    2. Textbook note-taking techniques
5. Learning Theory
    1. Research of learning styles and effective learning strategies
    2. Techniques for learning specific subjects
6. Memory and Concentration
    1. Memory principles and theory
    2. Mnemonic devices/concentration techniques
7. Information Competency
    1. Research materials and techniques
    2. Use of computers for internet and library research
    3. Plagiarism/academic honesty
    4. Documentation/citation techniques

6. Higher Education in Society
    1. Value and purpose of higher education
        1. Understanding the value of attaining a higher education
        2. The informed citizens role in society today
    2. Understanding the college/university systems
        1. Admission requirements and academic opportunities at the CCC, CSU, UC and Independent institutions in the state of CA

2. Culture of higher education
3. Faculty expectations, assumptions, and availability
4. Demonstrating ability to locate, evaluate and utilize institutional resources
5. Qualities of successful students

7. Self Awareness and Personal Growth

    1. Administer and interpret self-evaluative measures which may include areas of interests, personality preferences, strengths, values, ability and decision-making styles.
    2. Developing and implementing short term and long term education plans
    3. Connecting academic planning to career and life planning

Methods of Instruction:

1. Student Presentations - Individual or group student presentations.
2. Lecture - Instructor Lectures.
3. Field Trips - Students to participate in campus or four-year University field trips.
4. Classroom Activity - Jigsaw Method: Divide the class into groups, with each group researching and presenting a distinct component of a broader topic. Students then come together to integrate their findings, constructing a comprehensive understanding of the subject matter. These activities are crafted to promote active engagement, collaborative learning, and a nuanced comprehension of the material.
5. Audio-visual Activity - Design Slides: Create a PowerPoint or Google Slides presentation with relevant images, charts, and bullet points to visually represent the information. Record Voiceover: Record an audio narration to explain and expand upon the content on each slide. Edit Presentation: Refine the presentation by synchronizing the audio with the visual elements for clarity and coherence. Present: Share the completed presentation using a projector or screen for visuals and speakers for audio in a classroom or group setting. This activity combines auditory and visual elements, allowing students to engage with the material in an interactive and effective manner.
6. Guest Lecturers - Guest speakers.
7. Discussion - Discussion of different topics as a class or discussion of case scenarios.
8. Projects - Individual or group projects.
9. Written Exercises - Journals in response to specific prompts.
10. Learning Management System - Canvas and/or Cengage MindTap.

Typical Outside-of-Class Assignments

A. Other:

    1. ~~Reading 1:~~

        1. Identify some of the cultural differences that exist in your classes or in the college community at large. Explain and assess how a better understanding of these cultures can lead to strengthening your development as a student and in your future career.

2. ~~Reading 2:~~

    1. Explore the concept that time is a resource and analyze your own use of time and develop a plan to increase the skill of focused attention.

C. Writing:

    1. Writing, problem solving, performance 1:

        1. Psychologist Albert Ellis said irrational beliefs have gotten you off course and lowered your self esteem. Offer rational beliefs you could use to dispute your irrational beliefs.

    2. Writing, problem solving, performance 2:

        1. Describe a time when you experienced an emotionally charged conflict with another person. Were you able to resolve it? List the strategies used. Describe any differences in outcome you would like to achieve the next time you experience conflict.

    3. Other

        1. In 3-4 typed pages, identify 2-3 labels that you have received from your family and peer group and/or society. Explain how each has influenced or limited your academic performance thus far, your self-esteem, and current goals.

Methods of Evaluating Student Progress

A. Class Participation
    1. Daily attendance and participation
B. Class Work
    1. Weekly written exercises on assigned material
C. Exams/Tests
    1. One mid-term exam and a final
D. Group Projects
    1. One on a assigned topic
E. Home Work
    1. Weekly written exercises on assigned material
F. Oral Presentation
    1. One on a assigned topic
G. Quizzes
    1. Weekly
H. Research Projects
    1. One major project or research paper

Student Learning Outcomes

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

A. ~~Upon successful completion of PCN 30, students will be able to evaluate~~ Evaluate their personal level of self-awareness, responsibility, and motivation to integrate - alternate strategies that support their college success.
B. ~~Upon successful completion of PCN 30, students will be able to implement~~ Implement and develop long-range educational goals by identifying appropriate courses.
C. ~~Upon successful completion of PCN 30, students will be able to locate~~ Locate and access resources and services on campus that promote and improve their - learning.

Textbooks (Typical):

Textbook:

1. Skip Downing *On Course: Strategies for Success in College, Career, and Life.* ~~9~~ 10 ed., Cengage Learning, ~~2020~~ 2026 .
2. Catherine Harrington *Student Success In College: Doing what Works!.* ~~3~~ 4 ed., Cengage Learning, Inc., ~~2019~~ 2023 .
3. John Gardner *Understanding Your College Experience: Strategies For Success.* 3 ed., Macmillan Education, 2020.

Other Learning Materials:

1. LPC College Catalog https://laspositascollege.edu/catalog/current/

Other Materials Required of Students

Equity Based Curriculum

- DE Course Interaction
  Address
  Students will have the ability to communicate with each other or with the instructor via email, canvas, or any other available platform.
- Course Content
  Address
  A key section of the course is acknowledgement of diversity, respecting cultural and social differences, and communicating with people from diverse backgrounds.
- Catalog Description
  Address
  This course explores concepts, knowledge, and skills relevant to college success. Students will engage in critical analysis on a variety of topics, including motivation, decision making, interpersonal communication, multicultural awareness, and learning theory. Problem solving strategies will be applied to areas including goal setting, career development, wellness, and accessing campus resources.

Requisite Skills

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 discussion with the PCN faculty/Dean, we felt PCN 30 would provide increased accessibility if offered in various online modalities. Therfore providing college success courses to student populations such as: first year, working, returning, reverse transfer, out of state, commuters, and more.

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

After much discussion with faculty/Dean in our discipline reviewing programmatic needs and goals alongside the campus mission. We have focused our effort to support the offering of courses in a way that promotes accessibility for those who may not be able to attend during the day (when our courses are generally offered). We believe this optional pathway may help with enrollment and completion of degree attainment and transfer.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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: Each student will be emailed a minimum of once every two weeks.
- **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: Participate in 1 discussion board per week, and provide feedback to each student on a weekly basis.
- **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 journals and assignments
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 3 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum of 1 web-conferencing session per week
- - **Blogs:** - ~~*Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*~~
  Frequency: -

- **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 Office Hours, midterm and final.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly chat discussions.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly
- **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: 2 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: 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: 2 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: One group project
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: One research assignment
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes, one midterm and one final exam.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: One per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: 5 per semester
- ~~Other~~ **Student presentations :** *Students will prepare and present on a topic being studied.*
  Frequency: One oral presentation on assigned topic
- **Other:**
  Frequency: Journal Writing- Minimum of 5 journals per semester.

General Education/Transfer Request

General Education/Transfer Request
CSU ~~GE~~

- ~~E - Lifelong Learning and Self-Development~~

~~CSU~~ Transfer
- Transfers to CSU - Approved

UC Transfer
- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000560702

CB03: TOP Code
493010 - Career Guidance and Orientation

CIP Code

32.0107 - Career Exploration/Awareness Skills.

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: PCN 35 - Drugs, Health, and Society

Course Modification: PCN 35 - Drugs, Health, and Society (Launched - Implemented 10-19-2025)
compared with
PCN 35 - Drugs, Health, and Society (Active - Implemented 08-15-2025)

Admin Outline for Psychology-Counseling 35
Drugs, Health, and Society

Effective: Fall ~~2025~~ 2026

Catalog Description:

PCN 35 - Drugs, Health, and Society
3.00 Units

This course provides an overview of the epidemiology and toxicology of substance abuse and its relevance to personal and public health. Students will be introduced to the concept and theories of substance abuse and dependence, the definition of licit and illicit drugs, and the pharmacologic, neurologic and physiologic effects of selected substances on the human brain and body are explored. Political, social and economic factors involved in the supply and demand for drugs will be discussed. ~~Epidemiologic~~ Differences between drug schedules are discussed and explored along with epidemiologic data on the prevalence, incidence, and trends of smoking, alcohol, prescription and other drug dependencies in the U.S. will be covered, as well as risk factors associated with the use and abuse of these substances. Current options for recovery and a survey of local resources will be reviewed.
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

Justification for course proposal

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. ~~Apply~~ Distinguish ~~basic~~ the ~~knowledge~~ difference between current patterns of drug ~~laws~~ use, ~~to~~ misuse, ~~evaluate historical legal cases~~ abuse, and ~~situations~~ dependence.
B. Identify ~~related~~ various ~~to~~ pharmacological classifications of psychoactive substances, illicit and licit.
C. Describe the biological/physiological, neurological, and psychological short and long-term effects of substance use, misuse, abuse , and dependence on the human brain and body.
D. Describe the biological/physiological, neurological, psychological, social, and economic effects of drug use, misuse, abuse, and dependence on the health of individuals, the community and society .

E. Identify the risk factors associated with the use , ~~of~~ misuse, abuse, and dependence on specific substances ~~of abuse~~ , including populations at most risk based on age, ~~sex~~ gender , education, socioeconomic status, ~~ethnicity~~ race , ~~race~~ and ~~age at first initiation.~~
F. ~~Describe the neurological and physiological responses to various types of drugs.~~
G. ~~Describe the neurological and physiological short and long term consequences of substance use and abuse.~~
H. ~~Analyze the current public health perspective on the issue of substance abuse, including broad political, social and economic factors related to substance abuse~~ ethnicity .
I. Interpret ~~reliable~~ credible public health data sources to find statistical and ~~epidemiologic~~ epidemiological data on the incidence and prevalence of substance use , ~~prevalence~~ misuse, abuse , and ~~trends~~ dependency.
J. Analyze the historical, political, social, socioeconomic, and legal factors involved in ~~drug~~ the practice , ~~tobacco~~ marketing, distribution, and ~~alcohol~~ government ~~use~~ regulations of legal and illegal drugs .
K. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.
L. ~~Distinguish~~ Describe contemporary methods used in prevention, diagnosis and treatment, including the ~~difference~~ Dual ~~between~~ Diagnosis/Co-Occurring ~~drug~~ Disorders ~~use,~~ approach ~~misuse~~ to treating people who suffer from both an addiction and ~~abuse~~ a psychiatric disorder .
M. ~~Describe~~ Identify ~~the~~ community ~~psychotherapeutic benefits (if any)~~ resources and ~~harmful~~ options ~~effects~~ for prevention, diagnosis and treatment of ~~common substances of abuse~~ addiction , ~~and~~ including ~~identify~~ effective ~~the~~ evidence-based ~~populations most at risk of using these substances~~ strategies .

Course Content:

1. ~~Introduction to Drugs and Society~~
    1. ~~History of drugs and drug~~ Drug use
    2. ~~Prevalence and demographics~~
    3. ~~Epidemiological and statistical data~~
2. ~~Definitions of Drug Use~~ , ~~Misuse and Abuse~~
    1. ~~Defining use~~ misuse , abuse, and dependence
        1. ~~Origin~~ Patterns of use, misuse, and ~~nature~~ abuse
        2. Progression
        3. Addiction/Drug dependency
            1. Diagnostic and Statistical Manual of ~~addiction~~ Mental Disorders (DSMR)
        4. ~~Cycle~~ Risk factors
    2. Pharmacological classifications
        1. Depressants, including sedative-hypnotics

2. Stimulants
3. Opiates
4. Anabolic steroids and other performance-enhancing drugs
5. Marijuana
6. Alcohol
7. Nicotine
8. Prescription medications
9. Over-the-Counter (OTC)
10. Inhalants
11. Hallucinogens

3. Effects of drug ~~addiction~~ use, misuse, abuse, and dependence
    1. Short term and long-term effects
        1. Biological/Physiological
        2. Neurological
        3. Psychological
    2. Social impact
        1. Individual
        2. Community
        3. Society

4. Epidemiological data
    1. Usage
        1. Incidence
        2. Prevalence

3. Trends

2. Dependency
    1. Incidence
    2. Prevalence
    3. Trends

3. Populations at risk
    1. Age
    2. Gender
    3. Education and socioeconomic status
    4. Race and ethnicity
    5. LGBTQ+

5. Laws, Policies, and Regulations
    1. Social policies and laws
        1. Treatment versus incarceration
        2. Homelessness
        3. Scheduling of drugs (DEA)
        4. Enforcement and regulations

    2. Laws and government regulations
        1. Legal distribution
        2. Illegal distribution

    3. Economics
        1. The War on illegal drugs

        2. Sales and profit of legal drugs
        3. Cost of law enforcement

    4. Marketing
        1. Pharmaceutical industry
        2. False advertising

6. Prevention, diagnosis and treatment
    1. Protective factors
    2. Signs and symptoms
    3. Mental illnesses
        1. Dual Diagnosis/Co-Occurring Disorders
    4. Evidence-based treatment strategies
    5. Community resources

3. ~~Drug Use, Regulation, and the Law~~
    1. ~~History of laws regulating drug use~~
    2. ~~Current controversies and status of illicit drugs~~

4. ~~Homeostatic Systems and Drugs~~
    1. ~~Brief overview of the nervous system~~
    2. ~~Methods of drug administration~~
    3. ~~Tolerance and withdrawal~~
    4. ~~Other physiological effects~~

5. ~~How and Why Drugs Work~~

1. ~~Pharmacology of drugs~~
2. ~~Beneficial versus harmful effects~~

6. ~~CNS Depressants~~
    a. ~~Sedative-Hypnotics~~
    b. ~~Alcohol: pharmacological effects and behavioral perspective~~
    c. ~~Narcotics (opioids)~~
    d. ~~Marijuana~~

7. ~~Stimulants~~
    a. ~~Tobacco etc...~~

8. ~~Hallucinogens (Psychedelics)~~
9. ~~Inhalants~~
10. ~~Over the Counter (OTC), Prescriptions and Herbal Drugs~~
11. ~~Drug Use Within Major Sub-Cultures~~
    1. ~~Definition of subculture~~
    2. ~~Athletes and drugs, Women and drugs, Adolescents and drugs~~

12. ~~Social Issues Surrounding Drug Use, Abuse, Prevention and Laws~~
    1. ~~Cultural attitudes~~
    2. ~~Advertising~~
    3. ~~Regulation~~
    4. ~~Legalization~~
    5. ~~Drug Testing~~

13. ~~Drug Abuse Prevention~~
    1. ~~Primary, secondary, and tertiary prevention~~

2. ~~Education as prevention~~

14. ~~Treating Drug Dependence~~

    1. ~~Psychological~~
    2. ~~Self-help~~
    3. ~~Biological~~

15. ~~Federal Agencies Focused on Drug Abuse Prevention~~

Methods of Instruction:

1. ~~Discussion - Small group and whole class discussion\audio-visual tapes, videos, DVDs, and interactive technologies~~
2. Classroom Activity - ~~Biweekly~~ Includes ~~classroom activities including discussions~~ lecture and ~~/or~~ ~~written~~ discussion ~~projects~~
3. Discussion - Both in -class and virtual discussion
4. Lecture - both in-class and virtual
5. Student Presentations - Students will present researched material
6. Written Exercises - Written exercises may include reaction and research papers
7. Field Trips - Attending academic and professional conferences, i.e. Alcoholics Anonymous, campus student health center, battered women's alternative, California Community College Counselors Association, as well as workshops, or seminars on and off campus sponsored by higher educational institutions and professional counseling organizations,

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

    1. ~~Oral Presentation:~~

        1. ~~Students will be required to research mood-altering substances/chemical and then orally present their findings to the class. Students must submit a written outline of their presentation & research including references.~~
        2. ~~Students should include the following in their presentations:~~

            1. ~~The pharmacology of the substance~~
            2. ~~Physiological impact on the brain/body & addictive qualities~~
            3. ~~Any Alternative Uses of Substance (historical or current)~~
            4. ~~Current trends related to the substance~~

    2. Beautiful Boy: Themes of Addiction Paper

        1. Read the text and submit a 5-6 page paper. Themes will be introduced, defined and discussed during class time allowing the student the opportunity to interpret the text, as they see it, while applying acquired knowledge of the disease of addiction.

2. The following themes must be discussed:
    1. Love
    2. Betrayal/trust
    3. Guilt/Shame
    4. Isolation/loss
    5. Forgiveness/Letting Go

B. Research:

1. Oral Presentation:
    1. Students will be required to research mood-altering substances/chemical and then orally present their findings to the class. Students must submit a written outline of their presentation & research including references.
    2. Students should include the following in their presentations:
        1. The pharmacology of the substance
        2. Physiological impact on the brain/body & addictive qualities
        3. Any Alternative Uses of Substance (historical or current)
        4. Current trends related to the substance

2. Case Study Analysis
    1. There will be 2 Case Study Analysis during the course. The student is required to analyze and thoroughly present moral, factual, and conceptual issues surrounding the topic in each case analysis.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Exams/Tests
    1. Midterm and Final exams

D. Home Work
    1. Weekly
E. Oral Presentation
    1. Term research project
F. Papers
    1. Monthly, assigned topics
G. Projects
    1. Group research project
H. Quizzes
    1. Bimonthly quizzes
I. Research Projects
    1. Research paper and presentation

Student Learning Outcomes

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

A. Describe the neurological and physiological responses to various types of drugs.
B. Identify the factors associated with the use of specific substances of abuse.
C. Use drug laws to evaluate historical legal cases and situations related to substance abuse.

Textbooks (Typical):

Textbook:

1. Helena Hansen, Jules Netherland, David Herzberg *Whiteout: How Racial Capitalism Changed the Color of Opioids in America* . 1st ed., University of California Press, 2025.
2. Carl Hart, Charles Ksir *Drugs, Society, and Human Behavior.* ~~18~~ 18th ed., McGraw-Hill Education, 2018.
3. Glen Hanson, Peter Venturelli, ~~Annette~~ Peter ~~Fleckenstein~~ Platteborze *Drugs and Society.* ~~13~~ 15th ed., Jones & Bartlett Learning, ~~2018~~ 2024 .
4. Raymond Goldberg, Pardess Mitchell *Drugs Across the Spectrum.* ~~8~~ 9th ed., Cengage Learning , ~~2017~~ 2023 .
5. Howard Abadinsky *Drug Use and Abuse: A Comprehensive Introduction.* ~~9~~ 9th ed., Wadsworth, 2018.
6. Dennis Miller *Taking Sides: Clashing Views in Drugs and Society.* ~~12~~ 12th ed., McGraw-Hill Education, 2017.

Other Learning Materials:

1. Website: http://www.drugpolicyalliance.org/ Website: http://www.sentencingproject.org/ Website: http://www.samhsa.gov/

Other Materials Required of Students

Equity Based Curriculum

- ~~DE~~ Methods ~~Course~~ of ~~Interaction~~ Instruction
  Address
  Instruction is based on meeting all students' needs. Examples include providing adequate accommodations

Requisite Skills

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.

Offering this course in DE will offer more flexibility for students and future enrollments

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

The counseling faculty unanimously agreed that while we are updating our Health & Human Services Certificate courses in Curricunet we should look at offering some of the courses as hybrid and/or DE courses. We have had low enrollment in our certificate program and this might be a way to increase enrollment. Also, offering this course in hybrid and/or DE format may allow Human Services professionals who need CEU credit to take our classes. Finally, offering this course as DE will allow for more flexibility when scheduling classrooms.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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 weekly through Canvas notifications
- **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 participation in discussion, initiated by instructor
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Biweekly
- **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: Meeting monthly for office hours and exams
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Biweekly

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: Facilitated and monitored by the instructor, the class will use discussion boards to respond to course content, communicate during group projects, and pose questions to one another.

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 1 group project

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly discussion board with assigned point value and appropriate rubric
- **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 discussions with student thread, 1 term research paper
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Monthly papers will be written on assigned topics
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 1 Term research paper/presentation
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Bimonthly quizzes, midterm and final exam
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once research project
- **Other:**
  Frequency: Once per semester

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ~~PHS~~ PH 103 ~~- Approved~~

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584343

CB03: TOP Code

210400 - Human Services

CIP Code

44.0701 - Social Work.

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

D - Possibly Occupational

CB10: Cooperative Work Experience

C - Is part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: PHTO 58 - Introduction to Videography

Course Modification: PHTO 58 - Introduction to Videography (Launched - Implemented 11-03-2025)
compared with
PHTO 58 - Introduction to Videography (Active - Implemented 08-17-2024)

Admin Outline for Photography 58
Introduction to Videography

Effective: Fall ~~2024~~ 2026

Catalog Description:

PHTO 58 - Introduction to Videography
3.00 Units

Introduction to the theory and practice of single-camera video production and non-linear video editing, including project production phases and aesthetic theories , time-based visual and sound design and recording, lighting basics, camera types and camera operation, video output, working creatively in a collaborative environment, industry standards, and using an Apple computer.
2 Units Lecture 1 Units Lab

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Justification for course proposal

Discipline:

Photography, or Photographic Technology/Commercial Photography, or 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. Apply effective communication skills in order to work creatively in a production environment on a small project team
B. Create a basic screenplay and storyboard for a video project
C. ~~Understand~~ Compare the basic differences between camera types
D. Use three-point lighting in a short video project
E. Use a variety of cameras to record a video project, applying the basics of camera movement
F. Identify essential roles, phases, and tools for editing a video project
G. Organize, prioritize, and plan sequences of tasks related to video editing project
H. Assemble video and sound clips based on an edit-decision list (EDL)
I. Use a major video editing program to produce cohesive completed projects combining video, sound, and titles
J. Evaluate the efficacy of a video and sound composition
K. Define major ethical and aesthetic issues in post production business today

Course Content:

Lab:

1. Group project work
2. Production
    1. Introduction to lighting, including three-point lighting
        1. ~~Introduction to lighting, including three-point lighting~~ Introduction to camera types and analog vs. digital video
        2. ~~Introduction to camera types and analog vs. digital video~~ Introduction to camera movement
        3. ~~Introduction to camera movement~~ Introduction to microphones types and uses
        4. ~~Introduction to microphones types and uses~~ Planning for and executing sound design
        5. ~~Planning for and executing sound design~~ Shooting videos according to basic cinematography process
        6. ~~Shooting videos according to basic cinematography process~~
3. Post-Production/Editing
    1. Importing clips
    2. Setting inpoints/outpoints, working with a non-linear video editing timeline
    3. Superimpositions, motion settings, filters
    4. Text-typography and text-animation
    5. Graphics
        1. Image editing
    6. Delivery media
        1. Digital file formats
        2. Web delivery
4. A final video project for review and evaluation during a screening

Lecture:

1. Overview

1. Roles, projects and process of video production and editing
    1. Pre-production, production and post-production
2. Business, educational, and cultural opportunities in video production
3. General history of film and video production
    1. Overview of the history of pre-digital and digital film and video production
    2. Different regional video standards
    3. Film and video industries today
4. Ethical and aesthetic considerations of video projects and responsibilities of videographers and filmmakers
5. Working creatively in collaborative environment

2. Concepts
    1. Time-based visual design and storyboarding
    2. Sound design and layered audio
    3. Introduction to non-linear editing systems
    4. Acting and directing

3. ~~Preproduction~~ Pre-production
    1. Project planning
    2. Writing video script
    3. Creating a simple storyboard

4. Production
    1. ~~Introduction~~ Basic lighting ~~to~~ techniques ~~lighting~~ and equipment , including three-point lighting
    2. ~~Introduction to camera~~ Camera types and analog vs. digital video
    3. ~~Introduction~~ Camera ~~to~~ operation

1. File ~~camera~~ formats, ~~movement~~ lens operation, basic filters and tripod use

4. ~~Introduction~~ Basic ~~to~~ audio ~~microphones~~ including microphone types and uses, ~~uses~~ and mounting techniques
5. Planning for and executing sound design
    1. Basic sound theory including balance, presence, and perspective
6. Shooting videos according to basic cinematography process
    1. Picture composition

5. Post-Production/Editing
    1. Post-production theory including continuity and dynamic editing
    2. Importing clips
    3. Setting inpoints/outpoints, working with a non-linear video editing timeline
    4. Superimpositions, motion settings, filters
    5. Text-typography and text-animation
    6. Graphics
        1. Image editing
    7. Delivery media
        1. Digital file formats
        2. Web delivery

6. Final Considerations
    1. Evaluate the efficacy of the final video project
    2. Consider business and industry-related issues of video projects

3. Content creation in relation to social justice, race/ethnicity, gender, class, sexual orientation, and ability

Methods of Instruction:

1. Lab
2. Observation
3. Projects
4. Lecture
5. Demonstration -
6. Field Trips -
7. Discussion -
8. Guest Lecturers - Guest lecturers from the field: cinematography, sound designing, video editing, filmmaking
9. Simulations - Simulation of industry environment of multimedia projects
10. Teamwork drills – group problem solving
11. Peer reviews

Typical Outside-of-Class Assignments

A. Other Reading :

1. Reading:

1. Read and discuss a chapter . in preparation for a discussion in class

B. Writing:

1. Prepare a written critique of one of the experimental storyboards, using the criteria for evaluating as presented in class and in the text.

2. Complete a shot-by-shot analysis from a sample video.

3. Prepare an abstract of one journal article on video topics, film industry, web-based or television criticism.

C. Project (emphasis on :

1. Projects emphasizing problem - - solving and , critical thinking):
, and exploring social justice, race/ethnicity, gender, class, sexual orientation, and ability

1. Prepare a plan for a short video project, e.g. an interview, a short documentary, a commercial, music video, and/or a short narrative film.

2. Working in a group setting, design a 5-minute storyboard using the techniques and concepts introduced in class and in the text.

1. Identify the barriers that might be encountered and how they can be overcome.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly.
B. Class Work
    1. Weekly.
C. Exams/Tests

    ~~1. At least one test.~~

    1. At least one scheduled test.

D. Field Trips
    1. At least one.
E. Group Projects
    1. At least three.
F. Home Work
    1. Weekly.
G. Lab Activities
    1. Weekly.
H. Oral Presentation
    1. At least one.
I. Papers
    1. At least one.
J. Projects

    ~~1. At least three.~~

    1. At least three that demonstrate appropriate practical knowledge

K. Quizzes

    ~~1. At least two quizzes.~~

    1. At least two scheduled quizzes.

L. Research Projects
    1. At least one.
M. At least three Written assignments, including a project design proposal and script

Student Learning Outcomes

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

A. Successfully use an industry-standard digital video editing program to produce completed - _ video projects combining video, sound, and titles .
B. Correctly operate field and video equipment.
C. Demonstrate knowledge of both the technical and aesthetic aspects of video field production .

Textbooks (Typical):

Textbook:

1. Maxim Jago *Adobe Premiere Pro CC Classroom in a Book.* 2nd ed., Adobe Press, 2022.
2. Ronald J. Compose, Jaime S. Gomez *Introduction to Video Production.* 2nd ed., Rutledge-Focal Press, 2018.
3. Jim Owens *Video Production Handbook.* 7th ed., Routledge-Focal Press, 2023.
4. Mick Hurbis-Cherrier *Voice and Vision: A Creative Approach to Narrative Filmmaking.* 4th ed., Routledge, 2023.
5. Tom Schroeppel, Chuck DeLaney *The Bare Bones Camera Course for Film and Video.* 3rd ed., Allworth , 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Large capacity USB drive .
2. SD or other memory card for camera.
3. Video camera or DSLR camera (optional).
4. External Hard Drive (optional).
5. Headphones (optional).

Equity Based Curriculum

- Course Content
  Address
  Students are allowed personal expression with a variety of video projects that give them room to explore diverse subject matter through the art of videography.
- Methods of Instruction
  Address
  A variety of methods of instruction are used that meet student's needs and learning styles, including discussion, lecture, hand's on activities and demos, and critiques as needed.
- Typical Texts
  Address
  Resources and materials are drawn from a variety of print, analog, video, and digital sources created by a diverse array of scholars. This is a low-cost course.
- Other Materials Required of Students
  Address
  Access to cameras and other equipment, books, and studio with professional lighting, Mac labs with computers, editing software, etc are provided to students as part of the course.

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
After talking to my colleagues and dean we decided to offer PHTO 58 as a fully or partially online course. This will allow students to continue their classes and complete their educational goals with the convenience of distance learning. The class material is adaptable for online learning.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with my colleagues and our dean and hearing from students in the program.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Twice monthly.
- **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 Monthly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Three times per semester.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Once a month.

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: Three times per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Once during the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least three quizzes or tests.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Once during the semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Once during semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Once a semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least three video projects per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Once during the semester.
- ~~**Other**~~ **Student presentations :** *Students will prepare and present on a topic being studied.*
  Frequency: At least once per semester.

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU

C-ID: FTVE 130

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589259

CB03: TOP Code
061220 - Film Production

CIP Code

50.0602 - Cinematography and Film/Video Production.

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
D - Possibly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: SOC 3 - Introduction to Race and Ethnicity

Course Modification: SOC 3 - Introduction to Race and Ethnicity (Launched - Implemented 10-31-2025)
compared with
SOC 3 - Introduction to Race and Ethnicity (Active - Implemented 01-19-2022)

Admin Outline for Sociology 3
Introduction to Race and Ethnicity

Effective: ~~Spring~~ Fall
~~2022~~ 2026

Catalog Description:

SOC 3 - Introduction to Race and Ethnicity
3.00 Units

(See also ETHS 6)

~~Racial~~ A sociological introduction to the social construction of race and ~~ethnic~~ ethnicity, ~~relations~~ and ~~in~~ a critical analysis of the ~~United~~ structural ~~States~~ factors that produce racialized consequences . Examines the cultural, political, legal, and economic ~~practices and~~ institutions ~~that~~ involved ~~support~~ in ~~or~~ racial ~~challenge racism~~ formation , racial and ethnic ~~inequalities~~ disparities , ~~as well as~~ and patterns of interaction ~~between various~~ among racial and ethnic groups in the United States . ~~Students who have completed, or~~ Examples are ~~enrolled~~ drawn ~~in~~ mainly from historical and sociological assessments of racialized lived experiences , focusing on the perspectives of African Americans, Hispanic/Latinx Americans, Asian Americans, and Native Americans. Students may receive credit for ETHS 6 ~~may~~ or MATH 10, but not ~~receive credit~~ both .

3 Units Lecture

Recommended Course Preparation: SOC 1 with a minimum grade of C

Course Grading: Optional

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

Justification for course proposal

Discipline:

Sociology, Ethnic Studies, or ~~Sociology~~

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. ~~Apply theory to describe critical events in~~ Describe the ~~histories,~~ major ~~cultures and intellectual traditions, with special focus on the lived-experiences and social struggles~~ concepts of ~~one~~ sociological ~~or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.~~

B. ~~Identify the cultural, political, historical, scientific, and institutional factors affecting the social construction~~ studies of race and ethnic ~~relations and majority-minority group relations~~
C. ~~Analyze and articulate major concepts of ethnic~~ studies, including , but not limited to , race and ethnicity, prejudice, discrimination ~~, power~~ , privilege, segregation, assimilation, racialization, equity, ~~ethno-centrism~~ ethnocentrism , multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism .
D. Identify the cultural, political, historical, legal, scientific, and institutional factors affecting the social construction of race and the racialized consequences for the lived experiences of Native Americans, African Americans, Hispanic/Latinx Americans, and Asian Americans.
E. Examine majority-minority group relations, including issues such as power and privilege, relating to the macro-level to the micro-level, and interracial and interethnic dynamics.
F. Evaluate active social movements and relevant policy issues for racial justice and equity.
G. Critically ~~discuss~~ analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability ~~and/or age~~
H. ~~Describe how struggle, resistance, social justice, solidarity~~ , and ~~liberation~~ age.
I. Evaluate debates on current socio-political racial and ethnic issues such as ~~experienced~~ affirmative ~~by communities of color are relevant to current issues and policies on equal opportunities~~ action , immigration policies , ~~and~~ criminal justice ~~system~~
J. ~~Demonstrate active engagement with anti-racist issues, practices~~ policies , and ~~movements~~ the ~~to~~ future ~~build~~ of ~~a diverse, just,~~ race and ~~equitable~~ ethnic ~~society beyond the classroom~~ relations.

Course Content:

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1. ~~Identity construction - theoretical overview:~~
    1. ~~A look at sociological "we and they" theories of ethnicities and race (e.g. Bellah's "community of memories", Benedict's "imagined communities").~~
    2. ~~Extrinsic and intrinsic definitions of ethnic and racial identity.~~
    3. ~~American racial categories and assumptions about race compared to other nations.~~
    4. ~~Impact of ethnic conflict on identity construction (e.g., Kosovo, Bosnia, Rwanda, Northern Ireland, Israel).~~
    5. ~~The social creation of culture (e.g. PanAfrican movement). Social structure's impact on~~ Describe the ~~creation of categories (e.g., Apartheid)~~
    6. ~~Analyze the intersections of gender, class, ad other identities~~

2. ~~Hierarchies of identity~~
    1. ~~Introduction to~~ major concepts of sociological studies of race and ethnic studies
        1. Major concepts of race and ethnicity
            1. Individual vs. institutional perspectives of racism ~~;~~
            2. Merton's typology of prejudice and discrimination
            3. Assimilation ~~(e.g~~ vs . ~~Merton).~~ multiculturalism
            4. ~~Coverage~~ Structural ~~of~~ and ~~"~~ systemic racism and white privilege ~~"~~
            5. Colorblind ~~concept~~ racism

2. Theories ~~(McIntosh).~~
3. ~~Differences~~ explaining ~~between institutional~~ racial and ~~individual~~ ethnic ~~forms~~ relations
    1. Assimilation paradigm (melting pot)
    2. Nation-state paradigm (colonization)
    3. Conflict paradigm (Marxism)
    4. Critical approaches (racial formation)
    5. Whiteness studies and the new racism
    6. Intersectional theories of racism

2. Identify ~~(e.g.~~ the ~~WJ Wilson's work on "why work disappears in inner cities~~ cultural , ~~sterilization programs in US and Puerto Rico).~~

3. ~~Intergroup conflict – Why does it occur?~~
    1. ~~Introduction to terms pluralism~~ political , ~~melting~~ historical, ~~pot~~ legal, scientific , and ~~cultural~~ institutional ~~hierarchy.~~
    2. ~~A~~ factors ~~look of processes of conquest, colonization and labor migration.~~
    3. ~~Coverage of integration continuum: segregation, accommodation, acculturation, assimilation, and amalgamation.~~
    4. ~~Look at~~ affecting the social construction of ~~"whiteness"~~ race and ~~"hidden~~ the ~~ethnicity".~~

4. ~~Lasting~~ racialized ~~impact~~ consequences ~~of~~ on ~~European~~ the ~~conquest and colonization in US~~
    1. ~~Impact of "Age of Exploration" in Europe.~~
    2. ~~Concepts of racialism, "progress", and eventually manifest destiny.~~
    3. ~~Impact of Immigration and Naturalization Act.~~
    4. ~~Compare colonial~~ lived experiences of Native Americans, ~~Chicanans~~ African ~~and Puerto Ricans.~~
    5. ~~Look at 20th century political movements which solidified identity of groups.~~
    6. ~~Look at current issues (e.g. PR sovereignty~~ Americans , ~~Reservation~~ Hispanic/Latinx ~~self-reliance issues, English-only movement).~~
    7. ~~Construction of term "Hispanic".~~

5. ~~The legal construction of race in the US - case study 'Blackness" US racial classifications based on social belief rather than on a biological or genetic formula.~~

    1. ~~Look at European influences in definitions of race.~~
    2. ~~Coverage of economic influences in US definitions of race.~~
    3. ~~Multiple definitions of blackness in US prior to 1850~~ Americans , and ~~how~~ Asian ~~mixed~~ Americans.
        1. Native ~~race groups were defined.~~
        2. ~~Compare US definitions with other nations.~~
        3. ~~Introduce concepts of "one-drop rule", miscegenation, mulatto, etc..~~
        4. ~~Look at political influences of impending civil war on definitions of blackness in South~~ Americans and ~~North.~~ settler colonialism
            1. Distinction between settler colonialism and franchise colonialism
            2. Interactions between Indigenous peoples and European settlers
            3. Assimilation policy and Indian removal
            4. Native American sovereignty
        5. Chattel slavery and African American resistance
            1. Impact of ~~reconstruction~~ immigration, colonization, and diaspora
            2. Slavery and the slave trade
            3. Abolitionist movement
            4. Segregation and Jim Crow ~~:~~ laws
        6. ~~19th~~ Latinx and ~~20th century Black political movements in US. Garvey/Dubois conflict over definition of Blackness.~~
           Chicanx
            1. Impact of ~~urban~~ migration, ~~development~~ immigration, and colonization
            2. Colonization of Puerto Rico and the Caribbean
            3. Mexican Repatriation and The Bracero Program
            4. Cuban Americans before and after the Cuban Revolution
        7. Asian Americans

1. Impact of colonization, immigration, and diaspora
2. Role of Manifest Destiny
3. Language and citizenship status
4. Chinese Exclusion Act and Alien Land Acts
5. The Japanese American internment camp
6. The model minority myth
7. U.S. imperialism in South-East Asia

8. Institutional Factors
    1. Economics
        1. Income and wealth disparities
        2. Racialized labor market
        3. Housing, redlining, and segregation ~~:~~
    2. The ~~class~~ Criminal ~~divide~~ Justice ~~between~~ System
        1. The ~~African~~ lynch mob and policing
        2. Mass incarceration
        3. Sentencing disparity
        4. Immigrants and crime
        5. Racial profiling
    3. Educational disparity
    4. Legal practices and race
    5. Family structure
    6. Interracial relations and identity

9. Racialized aesthetics and representation
    1. Race and art

2. Racial stereotypes
3. Media representation
4. Art and resistance
5. Racial authenticity and identity

4. Examine majority - ~~Americans~~ minority ~~in~~ group ~~US.~~ relations, ~~Current~~ including ~~controversies:~~ issues ~~e.g.~~ such ~~Wilson's~~ as ~~declining~~ power ~~significance~~ and privilege, relating from the macro-level to the micro-level, and interracial and interethnic dynamics
    1. Sociological theories of ~~race, affirmative action controversies, growing multiracial population.~~
5. ~~Immigration~~ power and ~~assimilation~~ domination
6. Structure ~~in~~ and ~~the~~ agency
7. Micro-macro ~~United~~ link
8. Interracial ~~States~~
   interaction
    1. ~~Social~~ Interethnic relations
9. Evaluate debates on current socio - ~~psychological pressures of assimilation - anglo-conformity v. transmuting pot.~~
10. ~~Cover types of dominant group policies towards~~ political racial and ethnic ~~minorities:~~ issues ~~genocide~~ such as affirmative action , ~~expulsion~~ immigration policies , criminal justice policies, and the future of race and ethnic relations.
    1. Mass incarceration
    2. Affirmative Action
    3. Immigration
    4. Racial profiling
    5. Tribal land claims
    6. Anti-DEI movements
11. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, ~~transmuting~~ such ~~or~~ as ~~melting pot~~ class , ~~pluralism~~ gender, sexuality, religion, spirituality, national origin, immigration status, ability , and ~~separatism.~~
   age

1. ~~Compare~~ Critical ~~assimilation~~ race ~~models.~~
2. ~~Look at current impact of globalization~~ theory and ~~global~~ intersectional ~~economy~~ approach
3. Socioeconomic ~~on immigration models.~~
4. ~~Compare different group experiences (e.g. 19th century Irish to 20th century Mexican immigration).~~
5. ~~Compare same group experiences (e.g. first~~ disparity and ~~third wave Cuban immigration; 19th and late 20th century Chinese immigration).~~ race
6. ~~Current myths~~ Gender , ~~facts~~ ethnicity , and ~~controversies~~ racialization ~~over~~ in ~~immigration~~ the ~~policies.~~ workplace
7. Gender, ethnicity, and racialization in the home and family relations
8. Class background, gender, ethnicity, and racialization in the education system and in schools
9. Class background, gender, ethnicity, and racialization in governmental systems, such as law enforcement, housing policy, and health care

12. Evaluate active social movements and relevant policy issues for racial justice and equity
    1. Black Lives Matter movement
    2. Immigrant rights movements
    3. Third World Liberation Front and Ethnic Studies
    4. Black Power, Chicano/a, American Indian, Asian American movements
    5. Civil Rights movements
    6. Abolitionist movements

Methods of Instruction:

1. Discussion - Class discussion on selected issues
2. Research - Conducting library research to write a research paper
3. Lecture

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Research~~ Weekly ~~paper – Based either on raw data (census, general social survey, etc.) or other sociological methodology (e.g., content analysis, scenario building, qualitative interviewing).~~

1. ~~2020 Future~~ readings of ~~Ethnicity~~ assigned ~~Project - using current data and scenario building methodologies, project several different futures~~ sections of ~~ethnicity in~~ the ~~United~~ textbook

2. Weekly ~~States.~~ readings of relevant research articles

B. ~~Reading assignments – Must include one full work. Recommend use of literary pieces, especially for less diverse class populations.~~ Writing:

1. Short Writing Assignment:

1. Summarize assigned readings

2. Term Paper

1. Students write a 7–8 page research paper applying relevant theories and concepts to analyze the institutional factors that impact a racial group.

Methods of Evaluating Student Progress

A. Class Participation
   1. Every class meeting
B. Exams/Tests
   1. 2-4 times per semester
C. Papers
   1. 2-4 times per semester
D. Quizzes
   1. Weekly
E. Research Projects
   1. Once towards the end of semester

Student Learning Outcomes

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

A. ~~Upon completion of SOC 3, the students should be able to outline~~ Describe relevant ~~sociological~~ theories ~~theories~~ and concepts to accurately explain how race and ethnicity are socially - constructed .
B. Identify institutional factors that produce racialized consequences on the lived experiences of Native Americans, African Americans, Hispanic/Latinx Americans, and Asian Americans .
C. ~~Upon~~ Evaluate ~~completion~~ active ~~of~~ social ~~SOC~~ movements ~~3,~~ and ~~the~~ relevant ~~students~~ policy ~~should~~ issues ~~be able to analyze current or historical~~ for racial justice and ~~ethnic group relations using sociological theory~~ equity .
D. ~~Upon completion of SOC 3, the students should be able to conduct a research assignment using a multi-model sociological approach.~~
E. ~~Upon completion of SOC 3, the students should be able to produce~~ Produce an academic document ~~that~~ by ~~connects~~ applying ~~sociological~~ relevant ~~research~~ theories ~~methods~~ and ~~to~~ concepts ~~sociological theory~~ from critical studies of race and ethnicity .

Textbooks (Typical):

OER:

1. Janét Hund and Erika Gutierrez *Race and Ethnic Relations in the U.S.: An Intersectional Approach.* , Libretexts, 2025. .

Textbook:

1. Matthew Desmond & Mustafa Emirbayer *Race in America.* 3 ed., Norton, 2025.
2. T Golash-Boza *Race & Racisms.* 3 ed., Oxford , 2021.
3. Charles A Gallagher *Rethinking The Color Line.* ~~6th~~ 7th ed., Sage, ~~2019~~ 2021 .

4. ~~H~~ Eduardo ~~Strmic~~ Bonilla - ~~Pawl~~ Silva ~~*Understanding*~~ *Racism* ~~*Racism*~~ *without Racists* . ~~1st~~ 6 ed., ~~Sage~~ Bloomsbury , ~~2020~~ 2021 .
5. ~~T~~ Michael ~~Golash-Boza~~ Omi, Howard Winant ~~*Race*~~ *Racial* ~~*&*~~ *Formation* ~~*Racisms*~~ *in the United States* . ~~2nd~~ 3 ed., ~~Oxford~~ Routledge , ~~2017~~ 2014 .

Other Materials Required of Students

Equity Based Curriculum

- DE Course Interaction
  Address
  Course materials will be made accessible for all students with different levels of access to technology.
- Measurable Objectives
  Address
  Measurable objectives reflect explicit and inclusive focus on understanding the experiences of underrepresented groups.
- Course Content
  Address
  The course content reflects careful consideration on the appropriate balance in the focus given to each racial and ethnic group.
- Methods of Instruction
  Address
  Various methods of course material delivery are used to ensure the equitable access for all students.
- Assignments
  Address
  Various types of assignments are used to develop diverse skills of all students.
- Methods of Evaluation
  Address
  Aligned closely with the various types of assignments that allow the development of diverse skills for all students, evaluation methods also ensure the diversity of student experience is carefully considered.
- Typical Texts
  Address
  Appropriate texts are selected for their specific emphases on the experiences of underrepresented groups.

Requisite Skills

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

A. SOC 1

1. ~~Outline multiple social theories~~
2. ~~Apply social theory to world events~~
3. ~~Explain how identities such as gender and race are socially constructed.~~
4. ~~Outline the impacts of modernization and globalization on social institutions~~
5. ~~Develop an argumentative research-based term paper~~
6. ~~Explain the workings of global economic and political systems~~
7. ~~Outline the symbiotic relationship between culture and social structure~~

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Offering the course in the distance education format (DE) increases flexibility and versatility in order to meet the needs of our students by the strategically maintaining and improving the Sociology program.

Explain how the decision was made to offer this course in a Distance Education mode.
It has previously been approved

Accessibility:

- 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.

Syllabus:

Course Objectives:

- 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
- **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: At least once per 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: At least once per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: At least one towards the end of the course
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~twice~~ two exams per semester , weekly quizzes
- **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: One per semester

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~ Cal-GETC

- ~~AC.~~ 4 ~~American Cultures~~

- ~~IV.~~ - Social and Behavioral Sciences

~~CSU GE~~

- ~~D~~ - ~~Social~~ Approved
- 6 ~~Science~~ - Ethnic Studies - Approved

CSU Transfer
- Transfers to CSU - Approved

~~IGETC~~ Las Positas College GE
- 4 - Social and Behavioral Sciences - Approved
- 6 - Ethnic Studies - Approved

UC Transfer
- Transfers to UC - Approved

C-ID : SOCI 150 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000379410

CB03: TOP Code
220800 - Sociology

CIP Code

45.1101 - Sociology, 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.

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: THEA 1 - Conservatory Readiness

Course Modification: THEA 1 - Conservatory Readiness (Approved - Implemented 08-15-2026)
compared with
Course Modification: THEA 1 - Conservatory Readiness (Launched - Implemented 08-16-2026)

Admin Outline for Theater Arts 1
Conservatory Readiness
Effective: Fall 2026

Catalog Description:

THEA 1 - Conservatory Readiness
1.00 Units

This course is required for students interested in participating in the Actors Conservatory at Las Positas College. This course prepares students for a rigorous two-year training program in acting, musical theater, and dance. ~~This~~ Students may be expected to perform monologues, solos, and short dance sequences in this course , ~~provides~~ as well as participate in mentorship and ~~guided~~ cohort ~~exploration~~ activities ~~for~~ throughout ~~developing~~ the ~~actors, focusing on artistic identity, creativity, and emotional wellbeing~~ semester . ~~Through reflective exercises, readings, and applied practice, students cultivate habits that support both creative and psychological sustainability.~~

1 Units Lecture

Course Grading: Pass/No Pass

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Justification for course proposal

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. ~~Explorepersonal artistic motivation, inspiration, and purpose.~~
B. Analyze, explain, and then apply ~~personal~~ character development ~~processes~~ in monologue performance
C. Perform a monologue for audition or live audience presentation
D. Perform with confidence 16 measures of music from a selected musical theater piece
E. Practice and ~~systems~~ perform a given number of musical theater dance, ideally rooted in ~~class~~ Jazz ~~discussion~~ or ~~and weekly assignments~~ Tap
F. ~~Understandthe~~ Present ~~connection~~ a ~~between~~ professional ~~mental~~ resume ~~health~~ showcasing ~~and~~ performance ~~creative expression.~~
G. ~~Apply The First Six Lessons principles—concentration~~ experience , ~~relaxation, observation, imagination~~ professionalism , and ~~rhythm.~~ education/special skills training

H. Demonstrate a professional attitude, maturity, and readiness for higher level artistic work through class warm up, participation, feedback receipt, and critical analysis of performance
I. ~~Present a professional resume showcasing performance experience, professionalism, and education/special skills training~~
J. ~~Present a self-tape for audition preparation and organizational readiness~~

Course Content:

1. Complete individual and group ~~activities~~ physical and ~~discussions~~ vocal warmups with precision, intentionality, and focus
2. ~~Reflect on the artist's journey through journaling, self-assessment, and creative exercises from The Artist's Way.~~
3. ~~Develop techniques for managing stress, self-doubt, and vulnerability in artistic practice.~~
4. Fully explore ~~personal~~ character development through textual , vocal, and ~~observational~~ physical analysis
    1. ~~Develop daily routines and rehearsal habits that support long-term artistic growth.~~
    2. ~~Set actionable goals for personal and professional development.~~
5. Perform a prepared monologue from a selected genre of post-modern theater, comedic or dramatic ~~, in the form of a self-tape~~ (no more than ~~2~~ 3 minutes)
6. Scrutinize monologue after directorial feedback for application and adjustment, making requested adjustments as appropriate with professionalism and immediacy
7. Perform a prepared selection of musical from within the musical theater genre, 16 measures (no more than 32), with accompanist/collaborative pianist.
    1. Present a short understanding of basic music theory
8. Learn a short ~~combo~~ series of ~~jazz~~ dance ~~dance~~ patterns and common steps for performance .
    1. May include jazz, leaps, traveling, tap, or partnering
9. Resume building and ~~personal~~ creation ~~skill~~ (resume ~~evaluation~~
10. ~~Build~~ provided ~~a~~ by ~~professional~~ student ~~actor resume~~ for analysis and correction)
11. ~~Review~~ Headshot review and ~~analyze~~ analysis (headshots ~~for~~ provided ~~professional~~ by ~~presentation and submission to auditions~~ students)
12. Self Evaluation
    1. Professionalism
    2. Skill
    3. Readiness
    4. Criticism Receipt

Methods of Instruction:

1. Classroom Activity - Development of organization systems and communication techniques surrounding conflict resolution and professionalism.
2. Critique - Performance of ~~monologuesshort~~ monologues, solos, and short dance sequences, as assigned.
3. Demonstration - Performance of monologues , solos, and short dance sequences, as assigned.
4. Student Presentations - Performance of ~~monologue~~ monologues, ~~nd~~ solos, and short dance sequences, as assigned.

5. ~~Discussion - Weekly discussion on topics related to The Actors Way and the First Six Lessons~~
6. ~~Projects - Creative Journaling and "Morning Pages" Portfolio~~

Typical Outside-of-Class Assignments

A. ~~Writing:~~

1. ~~Write a reflective essay exploring their relationship to mental health and the pressures of performance.~~
2. ~~Creative Journaling~~
    1. ~~Students will complete weekly "morning pages" and reflective journal entries based on *The Artist's Way* :~~

B. Other:

1. Present a rehearsed and memorized monologue for feedback and revision (no more than ~~2~~ 3 minutes in length ~~)~~, ~~presented~~ from any post-modern theatre genre).
2. Sing a prepared musical theater song, with supplied accompanist/collaborative pianist (at least 16 measures). Music must be provided in ~~the~~ your ~~form~~ key ~~of~~ with ~~a~~ appropriate ~~self-tape~~ cuttings.
3. Memorize and perform a given musical theater dance number, in the style of tap and/or jazz. Choreography to be taught during class.
4. Present a headshot and resume for review and analysis.
5. ~~Design and present a personal "Actor's Practice Plan" inspired by The First Six Lessons, outlining daily/weekly exercises, long-term goals, and methods to sustain creative discipline.~~

Methods of Evaluating Student Progress

A. Class Participation

~~1. Weekly: Discussion of reading~~

1. Weekly. Warm-ups and demonstration

B. Class Performance

1. At least one monologue/song/dance routine per semester

C. Final Class Performance

1. One per semester

D. Home Work

~~1. One per semester, submission of an audition portfolio that includes headshot, resume, and audition self-tapes for monologued and/or dance.~~

E. ~~Oral Presentation~~

~~1. One per semester: Design and present a personal "Actor's Practice Plan" inspired by The First Six Lessons, outlining daily/weekly exercises, long-term goals, and methods to sustain creative discipline.~~

F. ~~Papers~~

~~1. One per semester: A reflective essay exploring their relationship to mental health and the pressures of performance.~~

G. ~~Portfolios~~

~~1. Weekly: Maintain a creative journal (inspired by The Artist's Way), including morning pages, reflections on artist's dates, and responses to reading prompts.~~

1. At least one per semester of a headshot and resume.

Student Learning Outcomes

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

A. ~~Analyze~~ Perform ~~their~~ a ~~own~~ monologue ~~artistic~~ for ~~process~~ audition or live audience presentation.
B. Learn a short series of dance patterns and ~~identify~~ common ~~personal~~ steps ~~sources~~ for performance
C. Perform with confidence 16 measures of ~~creative~~ music ~~inspiration~~ from ~~and~~ a ~~resistance~~ selected musical theater piece .
D. ~~Apply mindfulness and self-care practices that support emotional resilience and sustainable artistry.~~
E. ~~Develop and articulate~~ Present a ~~personalized~~ professional ~~practice plan that demonstrates discipline, focus, and long-term artistic growth~~ resume .

Textbooks (Typical):

Textbook:

1. ~~Alexa Ispas~~ ~~*Self-Confidence for Actors (Psychology for Actors Series).*~~ ~~, Word Bothy, 2023.~~
2. Julia Cameron *The Artist's Way: 25th Anniversary Edition.* Audiobook ed., Penguin Audio, 2021 ~~.~~
3. ~~Richard Boleslavsky~~ ~~*Acting: The First Six Lessons.*~~ ~~, Routledge, 2010.~~
4. ~~Sabrina H. Thomas~~ ~~*Memorization Techniques for Actors: How to Quickly Become a Master at Learning Acting Lines* .~~ ~~, Sabrina H. Thomas, 2024~~ .
5. Adam Wachter *Your Rep Book: How to Find, Choose, and Prepare Successful Audition Songs.* 1 ed., Methuen Drama, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Students will be required to select and provide the following items: 1) Headshot 2) Resume 3) Monologue of their choosing for performance 4) 16 measures of musical theater of their choosing for performances.

Equity Based Curriculum

- Assignments
  Address
  Equity is addressed by providing students with options that reflect diverse industry experiences, allowing them to explore pathways suited to their unique backgrounds and goals.
- Other Materials Required of Students
  Address
  Equity is prioritized by encouraging students to choose material that represents their identities and experiences, fostering an inclusive environment where diverse perspectives are celebrated and supported.

Requisite Skills

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 in the Conservatory program are not forced to suspend their engagement in that program. This course is required for students interested in participating in the Actors Conservatory at Las Positas College. This course prepares students for a rigorous two-year training program in acting, musical theater, and dance. Students are expected to perform monologues, solos, and short dance sequences in this course, as well as participate in mentorship and cohort activities throughout the semester.

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:

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

Syllabus:

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

Course Objectives:

- 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: 1 graded discussion thread per unit (4 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: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Weekly office hours / weekly assignments and performance feedback
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Bi-weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: 2 times per month

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: 4 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: 4 times per semester
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: 1 per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: 2 times per month

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 4 per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly synchronous lectures
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: 3 per semester (monologue, musical theater, dance)
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: 1 per semester, virtual
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Weekly - improvisational warmups
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: 4 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: 4 per semester
- **Other:**
  Frequency: 3 performance presentations per semester

General Education/Transfer Request

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612035

CB03: TOP Code
100700 - Dramatic Arts

CIP Code
~~50.0501 - Drama and Dramatics/Theatre Arts, General.~~

CB04: Credit Status
D - Credit - Degree Applicable

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: THEA 48A - Technical Theater in Production - Beginning

Course Modification: THEA 48A - Technical Theater in Production - Beginning (Launched - Implemented 10-28-2025)
compared with
THEA 48A - Technical Theater in Production - Beginning (Active - Implemented 08-15-2020)

Admin Outline for Theater Arts 48A
Technical Theater in Production - Beginning

Effective: Fall ~~2020~~ 2026

Catalog Description:

THEA 48A - Technical Theater in Production - Beginning
3.00 Units

Students will gain practical experience in the application of production responsibilities in any of the following: stage management, house management, construction, scenery, properties, costume, lighting, sound, and running crews. Enrollment is for the duration of the semester.

1 Units Lecture 2 Units Lab

Recommended Course Preparation: ~~MATH~~ THEA ~~107~~ 50 with a minimum grade of C ~~; THEA 50 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

Justification for course proposal

Discipline:

Drama/Theater Arts, 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. Demonstrate proficiency in the skills required for a technical theatre crew, specifically as they relate to backstage skills, running crew, costume crew, prop management, and general costume management and assistance.
B. Employ basic skills to address the technical demands of a theatrical production, as a member of the backstage and/or pre-production crew.
C. Execute assignment responsibilities in technical rehearsals, during production run, and strike.
D. Work safely and effectively in one or more of the following areas of technical theater:
    1. ~~Props~~ ~~construction~~
    2. Set construction
    3. ~~Scenery~~ , ~~painting~~

4. Prop creation, Costume Construction, Sound Equipment Set and Operation, Installing and Focussing Lighting ~~equipment~~ gear, ~~rigging~~
5. ~~Work~~ Scenic ~~on~~ Painting, and being a member of a show running crew
6. ~~Costume construction~~

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Course Content:

Lab:

1. Active participation in the creation of theatrical sets and props.
    1. Construction
    2. Painting
2. Active participation in preparing lighting
    1. Hanging, gelling and focusing lights
    2. Electrical hook-ups
3. Participation in the running of a show
    1. Working on the running crew (set changers)
4. Work on the strike (taking down) of the set and lights
5. Active participation in costuming a show
    1. Building costumes
    2. Finding costumes
    3. Organizing the costumes
    4. Cleaning and return

Lecture:

1. Assignment to production and performance responsibilities
2. Preparation for production including necessary theatrical techniques.
3. Identify and safely utilize appropriate tools to fulfill production requirements for performance.

4. Basic technical theatre terminology.
5. Recognize and demonstrate collaborative responsibilities with the director, designers, and crew supervisors.
6. Demonstrate and apply basic skills in running a production.
7. Create, maintain or construct basic production elements.
8. ~~Active participation in the creation of theatrical sets and props.~~
    1. ~~Construction~~
    2. ~~Painting~~
9. ~~Active participation in preparing lighting~~
    1. ~~Hanging, gelling and focusing lights~~
    2. ~~Electrical hook-ups~~
10. ~~Participation in the running of a show~~
    1. ~~Working on the running crew (set changers)~~
11. ~~Work on the strike (taking down) of the set and lights~~
12. ~~Active participation in costuming a show~~
    1. ~~Building costumes~~
    2. ~~Finding costumes~~
    3. ~~Organizing the costumes~~
    4. ~~Cleaning and return~~

Methods of Instruction:

1. Classroom Activity - Students work on all aspects of technical theater involved in creating a theater production.
2. Demonstration - Teacher demonstrates professional practices in lighting, carpentry, painting, and other aspects of technical theater.
3. Lab - Students work on all aspects of technical theater involved in creating a theater production.
4. Lecture - Teacher instructs proper techniques for building, painting, lighting, and other aspects of technical theater.
5. Pre-work instruction on the handling of materials and tools 1. Techniques 2. Safety
6. Hands-on instruction in the process of creating the scenery pieces, costumes and lighting
7. Presence and supervision during performances.
8. Hands-on instruction in running a lighting and sound board during rehearsals
9. Pre-work instruction in the techniques and procedures of running a lighting or sound board

Typical Outside-of-Class Assignments

A. ~~Other~~ Research:

1. Reading and analyzing the script in order to identify specific technical challenges in production.

B. Laboratory :
   1. Constructing a theatrical "flat" for use in a play or musical
      1. Assembling the wood framework
      2. Attaching the canvas or luan
      3. Painting
      4. Creating the means of support
      5. Handling the piece on stage
   2. Building or gathering costumes materials for a specific costume to be used in production
   3. Hanging and Focusing a light, required for use in production
   4. Striking the set and costumes, post production

Methods of Evaluating Student Progress

A. Class Participation
   1. Weekly
B. Class Work
   1. Throughout the semester
C. Lab Activities
   1. Throughout the semester
D. Projects
   1. Throughout the semester

Student Learning Outcomes

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

A. ~~Upon completion of THEA 48A, the student should be able to recognize~~ Recognize and use backstage and shop terminology, tools, materials and techniques.
B. ~~Upon completion of THEA 48A, the student should be able to serve~~ Serve as a member of the running crew of a play or musical.
C. ~~Upon completion of THEA 48A, the student should be able to work~~ Work collaboratively with designers, technicians, and other theatre personnel.

Textbooks (Typical):

Textbook:

1. J. Michael Gillette *Theatrical Design and Production: An Introduction* . ~~8th~~ 9th ed., McGraw-Hill, ~~2019~~ 2024 .
2. ~~Rafael~~ Paul ~~Jaen~~ Colwell *Creativity in Theatre -Making ~~Artisans~~ Collaboration and ~~Their~~ Innovation ~~Craft~~ for ~~The~~ Theatre ~~Allied Arts Fields~~ Production* . 1st ed., Routledge, ~~2019~~ 2026 .

Manual:

1. Carter, P. Backstage Handbook: An Illustrated Almanac of Technical Information . Broadway Press, 1994.

Other Materials Required of Students

Other Materials Required of Students:

1. Students will be required to own and utilize safety glasses and work boots. .

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 recommended that a student be able to:

A. ~~MATH 107~~
   1. ~~Perform accurate computations with whole numbers, fractions and decimals, signed and unsigned, without using a calculator~~
   2. ~~Identify geometric figures and explain their properties~~
   3. ~~Use the English and metric units of length, area, volume, mass, temperature and time~~
   4. ~~Apply the concepts learned to specific real-life applications, such as, simple interest, business and finance, restaurants, bank statements, etc.~~

B. THEA 50
   1. ~~Recognize and use backstage and shop terminology, tools, materials and techniques.~~
   2. ~~Organize a basic scenic construction project, including reading plans, selecting materials, selecting tools, and working safely.~~
   3. ~~Analyze scenic production problems; evaluate alternatives and recommend solutions.~~
   4. ~~Work collaboratively with designers, technicians, and other theatre personnel.~~
   5. ~~Explain how the architecture and technical systems of a theater work;~~
   6. ~~Recognize crew organization, hang and focus lights, record a sound effect, or set up a microphone.~~
   7. ~~Construct basic stage scenery;~~
   8. ~~Mix and apply paint using scenic art methods;~~
   9. ~~Create renderings and scale drawings to express their creative ideas;~~
   10. ~~Operate a basic theater audio/visual systems;~~
   11. ~~Express an understanding of the basics of theater lighting, including color and mixing through design renderings, practical demonstration of instrucment use, and verbal explaination;~~
   12. ~~Explain the basics of a theater sound systems;~~
   13. ~~Cooperate effectively as a member of a production and project team;~~
   14. ~~Conceptualize, plan, create and successfully present a portfolio project;~~

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 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:

- 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.

Syllabus:

Course Objectives:

- 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: Twice a week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Twice weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Biweekly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Twice weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Twice weekly.

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.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Twice weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Biweekly.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly.

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID : THTR 192 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000560356

CB03: TOP Code

100600 - Technical Theater

CIP Code

50.0502 - Technical Theatre/Theatre Design and Technology.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: THEA 48B - Technical Theater in Production - Intermediate

Course Modification: THEA 48B - Technical Theater in Production - Intermediate (Launched - Implemented 10-28-2025)
compared with
THEA 48B - Technical Theater in Production - Intermediate (Active - Implemented 08-15-2020)

Admin Outline for Theater Arts 48B
Technical Theater in Production - Intermediate

Effective: Fall ~~2020~~ 2026

Catalog Description:

THEA 48B - Technical Theater in Production - Intermediate
3.00 Units

Participation in scheduled productions and events as crew members and/or construction of said productions technical elements, including lighting and sound implementation. Enrollment is for the duration of the semester. Students may participate in the design and board operation of multiple productions or events per semester.
1 Units Lecture 2 Units Lab

Prerequisite: THEA 48A ~~with a minimum grade of C,~~ - ~~**Recommended Course Preparation:**~~ ~~MATH 107~~ 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

Justification for course proposal

Discipline:

Stagecraft, or Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. 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, specifically in the fields of lighting and sound crew;
B. Work safely and effectively in one or more of the following areas of technical theater:
    1. Set construction
    2. ~~Scenery~~ , ~~painting~~
    3. Prop creation, Costume Construction, Sound Equipment Set and Operation, Installing and Focussing Lighting ~~equipment~~ gear, ~~rigging~~
    4. ~~Work~~ Scenic ~~on~~ Painting, and being a member of a show running crew

C. Discuss the complex responsibilities and the teamwork involved in creating the technical dimensions of a major theatrical production
D. Operate a light or sound board during production or rehearsals (or simulated class exercises), following pre-scripted cues
E. Identify issues or problems with design and adjust, as necessary, for production clarity
F. Apply techniques learned to a live mixing demonstration (sound)
G. Explain the process of creating a light plot
H. Record a light plot for a show or scene (real or imagined) on the board using the available lights on the grid

Course Content:

Lab:

Lecture:

1. Active participation in the creation of theatrical sets and props.
    1. Construction
    2. Painting
2. Active participation in preparing lighting
    1. Hanging, gelling and focusing lights
    2. Electrical hook-ups
    3. Recording of cues
3. Active participation in researching, preparing, and running sound cues
4. Clear understanding and operation of microphones in a a live erhearsal and performance setting, including setting cues and levels
5. Active partipation in running sound or light board for production
6. Hanging, gelling and focusing lights
7. Participation in the running of a show
    1. Working on the running crew (set changers)
8. Work on the strike (taking down) of the set and lights

Lecture:

1. Active participation in the creation of theatrical sets and props.
    1. Construction
    2. Painting

2. Active participation in preparing lighting
    1. Hanging, gelling and focusing lights
    2. Electrical hook-ups
    3. Recording of cues
3. Active participation in researching, preparing, and running sound cues
4. Clear understanding and operation of microphones in a a live erhearsal and performance setting, including setting cues and levels
5. Active partipation in running sound or light board for production
6. Hanging, gelling and focusing lights
7. Participation in the running of a show
    1. Working on the running crew (set changers)
8. Work on the strike (taking down) of the set and lights

Methods of Instruction:

1. Classroom Activity - Students work in the various aspects of creating a theater production - scenic construction, lighting, costume construction, etc.
2. Demonstration - Best practices for technical theater tasks are modeled and demonstrated by Instructor and classified theater staff.
3. Individualized Instruction - Students often work one-on-one on projects with Instructor and cla
4. Lab - Students work in the various aspects of creating a theater production - scenic construction, lighting, costume construction, etc.
5. Lecture - Best practices for technical theater tasks are modeled and demonstrated by Instructor and classified theater staff.
6. Pre-work instruction on the handling of materials and tools 1. Techniques 2. Safety
7. Hands-on instruction in the process of creating the scenery pieces, costumes and lighting
8. Presence and supervision during performances.
9. Hands-on instruction in running a lighting and sound board during rehearsals
10. Pre-work instruction in the techniques and procedures of running a lighting or sound board

Typical Outside-of-Class Assignments

A. ~~Other~~ Research:
    1. Reading and analyzing the script in order to identify specific technical challenges in production.

B. Laboratory :

1. Hanging and Focusing a light, required for use in production
2. Designing light plot and operating light board
3. Designing sound plot and operating sound board
4. Running the board, including but not limited to inputting and editing cues.
5. Striking the set and costumes, post production

Methods of Evaluating Student Progress

A. Class Participation
   1. Weekly
B. Class Work
   1. Throughout the semester
C. Lab Activities
   1. Throughout the semester
D. Projects
   1. Throughout the semester

Student Learning Outcomes

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

A. ~~Upon completion of THEA 48B, the student should be able to operate~~ Operate and program, at a fundamental level, standard lighting, sound, or projection - technology typically employed in a theatrical setting.
B. ~~Upon completion of THEA 48B, the student should be able to serve~~ Serve in an entry-level leadership position or as a key member of a crew of a theatrical - performance.
C. ~~Upon completion of THEA 48B, the student should be able to work~~ Work and problem solve in one or more areas of technical ~~theatre~~ theater .
D. ~~Upon completion of THEA 48B, the student should be able to work~~ Work collaboratively with designers, technicians, and other theatre personnel.

Textbooks (Typical):

Textbook:

1. J. Michael Gillette *Theatrical Design and Production: An Introduction.* ~~8th~~ th ed., McGraw-Hill, ~~2019~~ 2024 .
2. ~~Rafael~~ Paul ~~Jaen~~ Colwell *Creativity in* Theatre *-Making* ~~*Artisans*~~ *Collaboration and* ~~*Their*~~ *Innovation* ~~*Craft*~~ *for* ~~*The*~~ *Theatre* ~~*Allied Arts Fields*~~ *Production* . 1st ed., Routledge, ~~2019~~ 2025 .

Manual:

1. Carter, P. Backstage Handbook: An Illustrated Almanac of Technical Information. Broadway Press, 1994.

Other Materials Required of Students

Other Materials Required of Students:

1. Students will be required to own and utilize safety glasses and work boots. .

Equity Based Curriculum

- Course Content
  Address
  Students expected to ignore gender stereotypes associated with roles in theater and work on all aspects of production.

Requisite Skills

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

A. THEA 48A

1. Demonstrate proficiency in the skills required for a technical theatre crew, specifically as they relate to backstage skills, running crew, costume crew, prop management, and general costume management and assistance.
2. Employ basic skills to address the technical demands of a theatrical production, as a member of the backstage and/or pre-production crew.
3. Execute assignment responsibilities in technical rehearsals, during production run, and strike.
4. Work safely and effectively in one or more of the following areas of technical theater:
5. Props construction
6. Set construction
7. Scenery painting
8. Lighting equipment rigging
9. Work on a running crew
10. Costume construction

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

A. ~~MATH 107~~
   1. ~~Perform accurate computations with whole numbers, fractions and decimals, signed and unsigned, without using a calculator~~
   2. ~~Identify geometric figures and explain their properties~~
   3. ~~Use the English and metric units of length, area, volume, mass, temperature and time~~
   4. ~~Apply the concepts learned to specific real-life applications, such as, simple interest, business and finance, restaurants, bank statements, etc.~~

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 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:

- 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.

Syllabus:
Course Objectives:

- 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

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Twice a week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Twice a week.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Biweekly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Twice a week.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Twice Weekly.

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.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Weekly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Twice Weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Biweekly.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly.

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000560696

CB03: TOP Code

100600 - Technical Theater

CIP Code

50.0502 - Technical Theatre/Theatre Design and Technology.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: THEA 48C - Technical Theater in Production - Advanced

Course Modification: THEA 48C - Technical Theater in Production - Advanced (Launched - Implemented 10-28-2025)
compared with
THEA 48C - Technical Theater in Production - Advanced (Active - Implemented 08-15-2020)

Admin Outline for Theater Arts 48C
Technical Theater in Production - Advanced

Effective: Fall ~~2020~~ 2026

Catalog Description:

THEA 48C - Technical Theater in Production - Advanced
3.00 Units

Participation in scheduled productions as assistant stage managers or assistant designers of said productions technical elements, including scenic, costume, lighting and sound design. Enrollment is for the duration of the semester. Students may participate in more than one production per semester, as needed.
1 Units Lecture 2 Units Lab

Prerequisite: THEA 48B with a minimum grade of C, ~~THEA 50L with a minimum grade of C, OR THEA 51 with a minimum grade of C, OR MUS 35 with a minimum grade of C, OR THEA 52 with a minimum grade of C~~ **Recommended Course Preparation:** ~~MATH~~ THEA ~~107~~ 50L with a minimum grade of C, OR ~~MATH~~ THEA ~~107B~~ 51 with a minimum grade of C, OR MUS 35 with a minimum grade of C, OR THEA 52 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

Justification for course proposal

Discipline:

Stagecraft, or Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. 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;
B. Organize and manage a safe work environment ~~–~~ in one or more of the following areas of technical theater:
   1. Scenic ~~design~~ Design, Lighting Design, Sound Design, Costume 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~~
5. ~~Act as Assistant~~ Stage ~~Manager, fulfilling the needs of that position through the entire rehearsal and performance process.~~

Management

C. 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:

Lecture:

1. Active participation assisting in the creation of designs for theatrical lighting
    1. Creation of a light plot and documentation
    2. Assistance in selection specialized lighting equipment
    3. Creation and maintenance of light cues, in cooperation with director
2. Active participation assisting in the creation of designs for theatrical sound
    1. Creation of a sound plot
    2. Assistance in selection and ordering of music
    3. Live mixing of sound cues, in cooperation with director, as necessary for public performance
3. Active participation assisting in the creation of designs for costuming a show
    1. Sewing some items by hand or machine
    2. Creation of costume sketches of all character in play
    3. Creation of costume plot
4. Active participation in the creation of designs for theatrical sets / props
    1. Research and create a set design
    2. Create renderings of design, including architectural elevation drawings
    3. Creation of props and prop plots
5. Active participation assisting the Stage Manager

1. Assist in the running of auditions and rehearsals
2. Assist in creating blocking notes and other documentation
3. Oversee backstage activity during performances

Lecture:

1. Discussion and mentorship regarding best practices for assisting in the creation of designs for theatrical lighting
    1. Creation of a light plot and documentation
    2. Assistance in selection specialized lighting equipment
    3. Creation and maintenance of light cues, in cooperation with director
2. Discussion and mentorship regarding best practices for assisting in the creation of designs for theatrical sound
    1. Creation of a sound plot
    2. Assistance in selection and ordering of music
    3. Live mixing of sound cues, in cooperation with director, as necessary for public performance
3. Discussion and mentorship regarding best practices for assisting in the creation of designs for costuming a show
    1. Sewing some items by hand or machine
    2. Creation of costume sketches of all character in play
    3. Creation of costume plot
4. Discussion and mentorship regarding best practices for assisting in the creation of designs for theatrical sets / props
    1. Research and create a set design
    2. Create renderings of design, including architectural elevation drawings
    3. Creation of props and prop plots
5. Discussion and mentorship regarding best practices for assisting assisting the Stage Manager
    1. Assist in the running of auditions and rehearsals
    2. Assist in creating blocking notes and other documentation

3. Oversee backstage activity during performances

Methods of Instruction:

1. Classroom Activity - Students work directly with Instructor and Designers in the area of Technical Theater they are working on for a theatrical production.
2. Individualized Instruction - Students work directly with Instructor and Designers in the area of Technical Theater they are working on for a theatrical production.
3. Lab - Students work directly with Instructor and Designers in the area of Technical Theater they are working on for a theatrical production.
4. Projects - Students contribute to the production of a theatrical performance staged on campus or at a colege-produced production off campus.
5. Presence and supervision during performances.
6. Hands-on instruction on sewing techniques and costume sketch processes
7. Hands-on instruction in running a lighting and sound board during rehearsals
8. Hands-on instruction in the process of creating the scenery pieces, costumes and lighting
9. Pre-work instruction in the techniques and procedures of running a lighting or sound board
10. Pre-work instruction on the handling of materials and tools 1. Techniques 2. Safety

Typical Outside-of-Class Assignments

A. ~~Other~~ Research :

1. Reading and analyzing the script in order to identify specific technical challenges in production.
2. Research era specific content related to design field

B. Laboratory:

1. Design and sketch costumes for a theatrical productions
2. Building or gathering costumes materials for a specific costume to be used in production
3. Design set for theatrical production
4. Provide rendering, model, and elevation drawings
5. Designing light plot and operating light board
6. Designing sound plot and operating sound board
7. Assist the Stage Manager to run rehearsals and performances

Methods of Evaluating Student Progress

A. Class Participation
   1. Weekly
B. Class Work
   1. Throughout semester
C. Lab Activities
   1. Throughout semester

D. Projects
    1. Throughout semester
E. Research Projects
    1. Throughout semester

Student Learning Outcomes

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

A. ~~Upon completion of THEA 48C, the student should be able to identify~~ Identify and produce all of the material typically required in one of the design areas, lighting, - projection, sound, costume, or scenic.
B. ~~Upon completion of THEA 48C, the student should be able to work~~ Work as a designer or assistant designer at a beginning or intermediate level.
C. ~~Upon completion of THEA 48C, the student should be able to work~~ Work collaboratively with designers, technicians, and other ~~theatre~~ theater personnel.

Textbooks (Typical):

Textbook:

1. Lawrence - Stern, Jill Michael Gold *Stage Management.* ~~11th~~ 12th ed., Routledge NY, ~~2017~~ 2022 .
2. Rafael Jaen *Theatre Artisans and Their Craft The Allied Arts Fields.* 1st ed., Routledge, 2019.
3. J. Michael Gillette *Theatrical Design and Production: An Introduction.* ~~8th~~ 9th ed., McGraw-Hill, ~~2019~~ 2024 .

Manual:

1. Carter, P. Backstage Handbook: An Illustrated Almanac of Technical Information. Broadway Press, 1994.

Other Materials Required of Students

Other Materials Required of Students:

1. Students will be required to own colored pencils, rulers, trace paper, and an artists sketch pad. Scenic designers will be required to purchase materials for 3D model creation (glue, balsa wood, and foam board).

Equity Based Curriculum

- Methods of Instruction
  Address
  All students are encouraged to explore multiple areas of technical theater and not conform to gender stereotypes of costumes and make up being women's roles and lighting and scenicconstruction being men's jobs.

Requisite Skills

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

A. THEA 48B
    1. 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, specifically in the fields of lighting and sound crew;
    2. Work safely and effectively in one or more of the following areas of technical theater:
    3. Set construction
    4. Scenery painting
    5. Lighting equipment rigging
    6. Work on a running crew
    7. Discuss the complex responsibilities and the teamwork involved in creating the technical dimensions of a major theatrical production
    8. Operate a light or sound board during production or rehearsals (or simulated class exercises), following pre-scripted cues
    9. Identify issues or problems with design and adjust, as necessary, for production clarity
    10. Apply techniques learned to a live mixing demonstration (sound)
    11. Explain the process of creating a light plot

12. Record a light plot for a show or scene (real or imagined) on the board using the available lights on the grid

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

A. THEA 50L
1. Identify, define and describe terminology commonly associated with theatrical lighting design and execution.
2. Identify the controllable qualities of theatrical lighting
3. Identify the functions of theatrical lighting
4. Recognize and explain the different types of drawings and paperwork commonly used in theatrical lighting design
5. Calculate the capacity of electrical wire gage and safe current flow
6. Employ an understanding of the function of various theatrical lighting instruments in various sketches and design choices
7. Recall and practice safety information concerning electrical hazards
8. Participate in the hanging, circuiting, focusing, and operation of theatrical lighting equipment
9. Demonstrate an understanding of style, color, texture, angle and mood by completing theatrical lighting design assignments given in class
10. Produce the paperwork necessary to implement a lighting design
11. Apply basics of lighting design and graphic standards to create projects
12. Demonstrate an understanding of basic electricity, and lighting and rigging safety by hanging and focusing from a specified light plot

B. THEA 51
1. ~~Use historical research methods in creating a costume design~~
2. ~~Identify costumes from various historical periods~~
3. ~~Correctly use standard costume vocabulary in written work and oral presentations~~
4. ~~Identify fabrics and materials used in costumes~~
5. ~~Analyze a play script to create a design concept~~
6. ~~Utilize costume construction methods to execute a costume~~
7. ~~Evaluate the effective use of costume in production~~
8. ~~Create a design from a design concept~~
9. ~~Analyze a design in terms of budget requirements~~

C. MUS 35
1. ~~Explain and diagram the principles of sound and acoustics~~
2. ~~Discuss signal flow in a recording console~~
3. ~~Describe microphone functions and uses~~
4. ~~Explain the functions and applications of signal processors~~
5. ~~Perform simple mixdowns~~
6. ~~Create sheet music using a notation program~~

D. THEA 52
1. ~~Define and distinguish between commonly used theatrical terms applied to design and the technical elements of theater production.~~
2. ~~Define and evaluate the relationship between design concepts and how they are translated and executed in production process.~~
3. ~~Apply basic skills in creating and organizing a design project from concept to execution.~~
4. ~~Develop and apply basic skills used in theater production techniques.~~
5. ~~Employ basic skills and proficiency in the operations of basic areas of technical theater.~~
6. ~~Outline and analyze the basic steps necessary to coordinate and integrate the various aspects of theater production.~~

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

A. ~~MATH 107~~
1. ~~Perform accurate computations with whole numbers, fractions and decimals, signed and unsigned, without using a calculator~~
2. ~~Simplify and evaluate variable expressions~~
3. ~~Calculate ratios, proportions and percentages and demonstrate their application~~
4. ~~Identify geometric figures and explain their properties~~
5. ~~Use the English and metric units of length, area, volume, mass, temperature and time~~
6. ~~Solve linear equations involving multiple steps~~
7. ~~Analyze and construct graphs of data~~

8. ~~Apply the concepts learned to specific real-life applications, such as, simple interest, business and finance, restaurants, bank statements, etc.~~

B. ~~MATH 107B~~

1. ~~Perform accurate computations with whole numbers, fractions and decimals, signed and unsigned, without using a calculator;~~
2. ~~Simplify and evaluate variable expressions;~~
3. ~~Demonstrate a knowledge of ratios, proportions, percentages and their applications by setting up and solving relevant equations;~~
4. ~~Identify geometric figures and their parts to find Perimeter, Area, Volume and Surface Area using their respective formulas;~~
5. ~~Demonstrate conversion between the English and metric units of length, area, volume, mass, and temperature, and the ability solve applied problems involving those units;~~
6. ~~Solve linear equations involving multiple steps;~~
7. ~~Apply the concepts learned to specific real-life applications, such as, simple interest, business and finance, restaurants, bank statements etc.~~

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 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:

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

Syllabus:

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

Course Objectives:

- 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: Twice a week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Twice Weekly.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Biweekly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Twice weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Twice Weekly.

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.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Weekly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Twice Weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Biweekly.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly.

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612249

CB03: TOP Code

100600 - Technical Theater

CIP Code

50.0502 - Technical Theatre/Theatre Design and Technology.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

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

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date
Effective Term
Credit-by-Military-JST No
Please list the ACE course(s) equivalent to this course
Curriculum Committee Approval Date
Effective Term
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date
Additional Detail (List articulated courses, etc.) No
Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.
Curriculum Committee Approval Date
Effective Term
Curriculum Committee Approval Date
Effective Term

LAS POSITAS COLLEGE

Course Modification: THEA 52 - Introduction to Design

Course Modification: THEA 52 - Introduction to Design (Launched - Implemented 10-28-2025)
compared with
THEA 52 - Introduction to Design (Active - Implemented 08-15-2021)

Admin Outline for Theater Arts 52
Introduction to Design

Effective: Fall ~~2021~~ 2026

Catalog Description:

THEA 52 - Introduction to Design
3.00 Units

Students will be offered a survey of the design and history of scenery, lighting, sound, costumes, makeup, properties, theatrical equipment and construction techniques through demonstration, and laboratory experience. Information is applicable to all formal theatrical applications.

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

Justification for course proposal

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. Define and distinguish between commonly used theatrical terms applied to design and the technical elements of theater production.
B. Define and evaluate the relationship between design concepts and how they are translated and executed in production process.
C. Apply basic skills in creating and organizing a design project from concept to execution.
D. Develop and apply basic skills used in theater production techniques.
E. Employ basic skills and proficiency in the operations of basic areas of technical theater.
F. Outline and analyze the basic steps necessary to coordinate and integrate the various aspects of theater production.
G. Interpret historical and contemporary works of theater and create a design based on the interpreted script analysis.
H. Assemble a visual database of historical and cultural eras relevant to clothing, architecture and technological design.

Course Content:

Lab:

1. Drafting
2. Construction
3. Scene painting
4. Equipment
5. Control systems
6. Installation
7. Patterns

Lecture:

1. Organization of theater technical personnel
2. Theater Architecture
3. Scenery and properties
4. Sound and lights
5. Costumes and makeup
6. Drawing & rendering techniques
7. Stage and hand properties
8. Drafting and computer aided design
9. History of Theater Design worldwide and Evolution of design techniques
10. Elements of Design and their theatrical applications
11. Color theory
12. Script analysis for Design

Methods of Instruction:

1. Classroom Activity - Weekly - Activities related to the improvement of rendering techniques, both by hand and in programs like VectorWorks
2. Lecture - Daily
3. Field Trips - Once - to see a play and/or professional design shop (such as at ACT)
4. Discussion - Daily
5. Research - 3-5x per semester - research specific to the design project at hand and the selected script and historical context within
6. Lab - Weekly

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

1. Assignments – Various in class and homework assignments involving drawing and model making; painting and other techniques will be used. The student will then apply these fundamental concepts in the completion of projects in scenic, costume and lighting design.

B. Research Projects – :

1. The student will complete two research projects consisting of locating historical reference material, and will use that material in completing a sketchbook assignment. Students must select two different design components (for instance one project on scenic and one on costume).

C. Sketchbook – The students is required to keep a sketchbook. Sketchbooks will be collected periodically for progress checks and evaluation. Students will be required to trace and then eventually free hand sketch research related to architecture, clothing, and light. Sketch books will be used as a reference for in class assignments.
Project:

1. Script Analysis - Students will be assigned a specific script, of which they will create a design concept for scene, costume, or lighting design, based on the analysis of the written work. Students will take into consideration (to name a few) theme, historical accuracy, cultural significance, character development, and author intent.

D. Other:

1. The students is required to keep a sketchbook. Sketchbooks will be collected periodically for progress checks and evaluation. Students will be required to trace and then eventually free hand sketch research related to architecture, clothing, and light. Sketch books will be used as a reference for in class assignments.

Methods of Evaluating Student Progress

A. Class Participation
   1. daily
B. Class Work
   1. daily
C. Exams/Tests
   1. 1-2 per semester
D. Home Work
   1. weekly
E. Lab Activities
   1. weekly
F. Portfolios
   1. 1-2 per semester
G. Projects
   1. 1-2 per semester
H. Quizzes
   1. 1-2 per semester
I. Research Projects
   1. 1-2 per semester

Student Learning Outcomes

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

A. ~~Upon completion of THEA 52, the student should be able to analyze~~ Analyze a script and create a scenic, lighting, sound, or costume design for an assigned ~~-~~ production.
B. ~~Upon completion of THEA 52, the student should be able to evaluate~~ Evaluate the effectiveness of a scenic, lighting, sound, or costume design in a given ~~-~~ production at a fundamental level.
C. ~~Upon completion of THEA 52, the student should be able to produce~~ Produce fundamental technical and creative paperwork for a scenic, lighting, costume, or ~~-~~ sound design for an assigned production.
D. ~~Upon completion of THEA 52, the student should be able to recognize~~ Recognize and use theatrical design terminology, tools, materials and techniques.

Textbooks (Typical):

Textbook:

1. ~~Todd Muffatti~~ F. Randy deCelle ~~*Creative*~~ *The Art of Stagecraft Reflections on Design* *and* ~~*Successful*~~ *Creation* ~~*Set*~~ *in* ~~*Designs: How to Make Imaginative Stage Sets with Limited Resources*~~ *Theatre*. ~~1st~~ 1sr ed., ~~Atlantic~~ Focal ~~Publishing Group~~ Press, ~~Inc, 2018~~ 2024.
2. ~~Timothy~~ Rosemary ~~R. White~~ Ingham, Jamie Bullins ~~*Blue-Collar*~~ *From* ~~*Broadway:*~~ *Page* ~~*The*~~ *to* ~~*Craft*~~ *Stage How Theatre Designers Make Connections Between Scripts* *and* ~~*Industry of American Theater*~~ *Images*. ~~1st~~ 2nd ed., ~~University of Pennsylvania~~ Focal Press, ~~2014~~ 2025.
3. J. Michael Gillette *Theatrical Design and Production.* 7th ed., McGraw-Hill Humanities/Social Sciences/Languages, 2012.
4. Alys Holden, Bronislaw Sammler , Bradley L Powers, Steven A Schmidt *Structural Design for the Stage.* 2nd ed., Focal Press, 2015.
5. Emma Troubridge *Theatrical Scenic Art (Crowood Theatre Companions).* 1st ed., Crowood Press, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. Play scripts, as assigned by instructor, not to cost more than $15.00.

Equity Based Curriculum

- Course Content
  Address
  Course includes history and practices of theater from Asia, India, and other cultures besides the European and American theater history typically covered in Theater Hostory and Design courses.

- Assignments
  Address
  Students will research and make a presentation of theater and design styles of a non-European/American culture.

Requisite Skills

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.~~

In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students are not forced to suspend their engagement in the (Theater Arts) AA-T or the CTE program.

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

The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility:

- 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.

Syllabus:

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

Course Objectives:

- 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
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  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: Biweekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Twice weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Biweekly
- **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
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Monthly
- **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: 2-4 per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Monthly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Biweekly

- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Biweekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Biweekly
- **Other:**
  Frequency: Biweekly

General Education/Transfer Request

General Education/Transfer Request
~~Chabot College GE~~ Cal-GETC
- ~~III. Humanities~~

~~CSU GE~~

- ~~C1~~ 3A - Arts ~~(Arts, Cinema, Dance, Music, Theater)~~ - ~~Comment: This course emphasize historical and cultural experiences through the perspectives, concepts, principles, theories, and methodologies of theatrical design. Using research, script analysis, and cultural exploration, students will design artistic elements for various styles of production. Through direct instruction and guided practice, students will appreciate works of theater that possess a historical, literary, aesthetic, and cultural importance and will develop an independent and critical aesthetic perspective in the arts.~~ Approved

CSU Transfer
- Transfers to CSU - Approved

~~IGETC~~ Las Positas College GE
- ~~3A~~ 3 - Arts and Humanities - ~~Comment: This course emphasize historical and cultural experiences through the perspectives, concepts, principles, theories, and methodologies of theatrical design. Using research, script analysis, and cultural exploration, students will design artistic elements for various styles of production. Through direct instruction and guided practice, students will appreciate works of theater that possess a historical, literary, aesthetic, and cultural importance and will develop an independent and critical aesthetic perspective in the arts.~~ Approved

UC Transfer
- Transfers to UC - Approved

C-ID : THTR 172 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612251

CB03: TOP Code
100600 - Technical Theater

CIP Code

50.0502 - Technical Theatre/Theatre Design and Technology.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: WLDT 1 - Welding Camp

Course Modification: WLDT 1 - Welding Camp (Launched - Implemented 10-24-2025)
compared with
WLDT 1 - Welding Camp (Active - Implemented 01-02-2018)

Admin Outline for Welding Technology 1
Welding Camp

Effective: ~~Spring~~ Fall
~~2018~~ 2026

Catalog Description:

WLDT 1 - Welding Camp
1.00 Units

This course is designed to introduce the basics of shop safety, hand tools and welding. Fabrication of simple metal projects. Emphasis on practical uses and applications.
0.5 Units Lecture 0.5 Units Lab

Course Grading: Pass/No Pass

Lecture Hours	9
Lab Hours	27
Inside of Class Hours	36
Outside of Class Hours	18

Justification for course proposal

Discipline:

Welding

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Operate safely in a welding workplace environment
B. Demonstrate proper hand tool usage
C. Apply basic welding techniques in one or more processes
D. Demonstrate basic metal fabrication skills
E. Use welding support equipment

Course Content:

Lab:

Lecture:

1. Welding Workplace Safety

2. SMAW Skills
3. FCAW Skills
4. GTAW Skills
5. GMAW Skills
6. Welding Support Equipment usage

Lecture:

1. Welding Workplace Safety
    1. Personal Protective Equipment (PPE)
    2. Fumes
    3. Gasses
    4. Electrical
    5. Radiation
    6. Mechanical hazards
    7. Fires and explosion
    8. Working around others
    9. Safety Data Sheets (SDS)

2. Hand Tools
    1. Measuring
    2. Clamping
    3. Screwdrivers
    4. Pliers
    5. Hammers
    6. Punches and Chisels
    7. Saws
    8. Wrenches
    9. Files

10. Hand Shears

3. Welding Processes

    1. Shielded Metal Arc Welding (SMAW)
    2. Gas Metal Arc Welding (GMAW)
    3. Gas Tungsten Arc Welding (GTAW)
    4. Flux Core Arc Welding (FCAW)

4. Basic Metal Fabrication

    1. Planning
    2. Construction
    3. Finishing

5. Welding Support Equipment

    1. Grinders
    2. Drill Press
    3. Power Saw
    4. Plasma Cutter
    5. Material Handling

Methods of Instruction:

1. ~~Field~~ Lecture ~~Trips~~
2. ~~Lecture~~ - Review and presentation of process basics and safe usage. Discussion of process limitations, advantages and disadvantages.
3. Lab - Welding of Steel, Stainless and Aluminum
4. Projects - Five basic weld joints: Butt, Lap, Tee, Corner, Edge
5. Demonstration - Lab demonstrations using safe use of lab equipment, SMAW, FCAW, GTAW and GMAW welding processes.

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

    1. ~~Lecture~~

1. ~~Read the chapter on welding processes~~

    1. ~~GTAW~~
    2. ~~SMAW~~

2. ~~Lab~~

    1. ~~Hand Tool Usage in lab~~

        1. ~~Use the tape measure to determine the length~~
        2. ~~Hammer the material flat~~
        3. ~~Tighten the fastener using the wrench~~

3. Field Trip
   Report

    1. Report on the welding processes you saw used
    2. What hand tools were seen?
    3. Did you see any unsafe conditions?

B. Reading:

1. Read the chapter on welding processes

    1. GTAW
    2. SMAW

C. Project:

1. Projects

    1. Garden shovel
    2. Hand Forged Hook

3. BBQ

4. ~~Demonstrate~~

    1. ~~Grinder~~
    2. ~~Saw~~
    3. ~~Drill Press~~

Methods of Evaluating Student Progress

A. Exams/Tests

    1. A safety test will be used prior to any work in the laboratory.

B. Lab Activities
C. ~~Projects~~

    1. American Welding Society Visual Inspection Criteria will be used for all assessments.

Student Learning Outcomes

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

A. ~~Upon completion of WLDT 1, a student should be able to demonstrate~~ Demonstrate safe basic hand tool usage.
B. ~~Upon completion of WLDT 1, a student should be able to demonstrate~~ Demonstrate safety awareness in the welding workplace.
C. ~~Upon completion of WLDT 1, a student should be able to fabricate~~ Fabricate a simplistic metal project.

Textbooks (Typical):

Textbook:

1. John Walker, Richard Polanin *Shielded Metal Arc Welding.* 1 ed., Goodheart Willcox, 2016.
2. William Bowditch, Kevin Bowditch, Mark Bowditch *Welding Fundamentals.* 5th ed., Goodheart Willcox, 2017.
3. American Welding Society *Welding Code - Structural Steel.* D1.1/D1.1M ed., American Welding Society, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses .
2. Gloves.

Equity Based Curriculum

- Methods of Evaluation
  Address
  Ameican Welding Society (AWS) codes and specifications recognized by industry will be the basis for all evaluations and assessments.
  The Visual Inspection Criteria based on AWS D1.1 Structural Steel Welding Code will be used for all lab assignments.

Requisite Skills

General Education/Transfer Request

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584352

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: ASTR C1001L - Introduction to Astronomy Lab

Course Modification: ASTR C1001L - Introduction to Astronomy Lab (Launched - Implemented 11-02-2025)
compared with
ASTR 30L - Introduction to Astronomy Laboratory (Active - Implemented 03-23-2023)

Admin Outline for Astronomy ~~30L~~ C1001L
Introduction to Astronomy ~~Laboratory~~ Lab

Effective: Fall ~~2023~~ 2027

Catalog Description:

ASTR ~~30L~~ C1001L - Introduction to Astronomy ~~Laboratory~~ Lab
1.00 Units

~~Introduction to~~ This laboratory course reinforces fundamental principles and ~~techniques~~ concepts ~~in~~ of astronomy by applying the scientific method through experiments, observations, and/or simulations . - Includes: observational techniques such as naked eye, binocular, and telescopic identification of stars, planets, constellations, and deep sky objects; telescope operation and imaging; spectroscopy, motions of the sun, moon and planets.

~~0 Units Lecture~~ 1 Units Lab

Prerequisite Corequisite: ~~ASTR 31 with a minimum grade~~ Completion of ~~C,~~ or ~~OR~~ concurrent enrollment in ASTR ~~32~~ C1001 ~~with~~ or ~~a~~ other ~~minimum~~ locally ~~grade~~ approved ~~of~~ astronomy ~~C~~ lecture course

Course Grading: Optional

~~**Lecture Hours**~~	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

Discipline:

Physics/Astronomy

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 distances and sizes in the solar system~~
B. ~~Identify and determine the angular diameter of an object~~
C. ~~Identify ten bright stars and ten constellations visible during the semester~~
D. ~~Locate~~ Collect , ~~using binoculars and telescopes, at least five celestial objects (such as nebulae, star clusters~~ analyze , and ~~galaxies)~~ interpret ~~not~~ astronomical ~~normally visible~~ data to ~~the~~ draw ~~naked~~ and ~~eye~~ communicate valid scientific conclusions.
E. ~~Describe~~ Read a star chart to identify constellations and stars.

F. Use both Celestial Coordinates (right ascension, declination) and Horizontal Coordinates (azimuth, altitude) to predict the ~~difference~~ relative ~~between~~ motions of the heavens.
G. Sketch the relative positions of stars, planets , and ~~conditions~~ constellations ~~for,~~ (naked-eye) and use binoculars (or a ~~solar~~ small telescope) to sketch magnified astronomical objects.
H. Operate a telescope to find and ~~lunar~~ observe ~~eclipse~~ multiple types of objects.
I. Demonstrate how telescopes use lenses and/or mirrors to form images by performing basic ray tracing for reflection and refraction of light.
J. Calculate the magnification of a telescope from its focal length and eyepiece.
K. Observe moon phases and the moon's change in position across the term.
L. Track sunspots (if they exist) and use them to chart the rotation of the sun.
M. Use parallax and the ~~concept~~ cosmic ~~of~~ distance ~~parallax~~ ladder to determine ~~the distance~~ distances to astronomical objects.
N. Identify spectral lines and use them to identify gasses in an ~~astronomical~~ observed ~~object~~
O. ~~Measure the angular separation of two objects using a sextant or other angular measuring instrument~~ spectrum.
P. Analyze simple problems using orbital mechanics and the Law of Universal Gravitation .
Q. ~~Analyze~~ Classify ~~orbital~~ galaxies ~~properties~~ by ~~of~~ structure ~~a~~ (including ~~planet's~~ the ~~moons~~ Milky Way).
R. Use an H-R diagram to ~~determine~~ interpret ~~the~~ stellar ~~mass of the planet~~ properties.
S. ~~Explain~~ Describe ~~the~~ several ~~Doppler~~ methods ~~shift~~ that have been used to identify and ~~its~~ observe ~~use in determining periods of rotation of planets~~ exoplanets.
T. ~~Explain~~ Use ~~the~~ existing ~~fundamentals~~ computer ~~of~~ simulations ~~digital~~ or web-apps to model physical processes and/or ~~analog~~ astronomical ~~image processing~~
U. ~~Measure the wavelength of spectral lines commonly found in stellar spectra~~
V. ~~Explain how telescopes use lenses and/or mirrors to form images~~
W. ~~Align a telescope for proper operation~~
X. ~~Identify the different types of galaxies by their structure~~
Y. ~~Explain how a CCD camera can image more distant features than a photograph~~
Z. ~~Explain how the Doppler shift may be used to create a Hubble Diagram and estimate the age of the universe~~
AA. ~~Determine the azimuth and altitude of the sun, moon and stars~~
AB. ~~Draw a sketch of a star's position on the celestial sphere when given that star's azimuth and altitude or its right ascension and declination~~
AC. ~~Plot the path of the sun, moon or planets on a star chart~~
AD. ~~Locate an object on a star chart when given its celestial coordinates~~ phenomena.

Course Content:

Lab:
Lecture:

Content will include:

1. Astronomy Celestial as a Science sphere
2. Scaling Orbits and the Kepler's Solar Laws
3. Spectroscopy
4. Lunar System properties
5. Telescopes and optics
6. Hertzsprung-Russell Diagram
7. Sun features

8. Deep sky objects
9. Cosmic distance ladder
10. Naked Eye Observations and Sketches of the Moon and Night Sky
11. Circumpolar and Seasonal Constellations
12. Telescopic observations of selected objects
13. Celestial Coordinate Systems: Right Ascension and Declination, Altitude and Azimuth
14. Angular Diameter, Size and Distance
15. Studying Solar and Lunar Eclipses
16. Exploring Motions of the Heavens Using a Planetarium Program
17. Retrograde and Planetary Motions
18. Parallax and Astronomical Distances
19. Gravitation and Orbital Motion, Detecting Extra-Solar Planets
20. The Moons of Jupiter
21. The HR Diagram
22. Tracking Sunspots
23. Spectroscopy in Astronomy: Emission Spectra
24. Lenses and Telescopes
25. Predicting Solar Eclipses
26. An Introduction to Digital Imaging: Surfaces of Solar-System Objects
27. Photoelectric Photometry of Star Clusters
28. Structure of Galaxies
29. Clusters of Galaxies
30. Hubble's Law and The Expansion of the Universe

Methods of Instruction:

1. Lab - ~~Three-hour laboratory session per week~~
2. Demonstration - Instructor demonstration ~~Student participation in demonstrations~~
3. ~~Student experimentation~~

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

1. ~~Laboratory~~ Experiment ~~Exercise~~
2. ~~Computer~~ to ~~Simulation~~
3. ~~Observational~~ track ~~Activity~~
4. ~~Field~~ the ~~Trip~~ change in position of astronomical objects over time as the semester progresses

Methods of Evaluating Student Progress

A. Exams/Tests
   1. at least once per semester
B. Lab Activities
   1. weekly
C. Projects
   1. at least once per semester
D. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, practicums, laboratory activities, laboratory reports, projects, research demonstrations, etc.
E. 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. ~~effectively~~ Effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.
B. ~~perform~~ Perform naked eye and telescopic observations of objects in the night sky.
C. ~~quantitatively~~ Quantitatively analyze their laboratory data, compare their results to accepted values, and - evaluate the accuracy of their experiment.

Textbooks (Typical):

~~Textbook~~ **OER** :

1. ~~Andrew Franknoi~~ Fraknoi , ~~David~~ A. *A Compilation of Free Laboratory Activities for Astronomy 101 Courses.* , OER Commons. Institute for the Study of Knowledge Management in Education, 2021. https://www.merlot.org/merlot/viewMaterial.htm?id=1374772.
2. Tuttle, S. *Distant Nature: Astronomy Exercises.* , OER Commons. Institute for the Study of Knowledge Management in Education., 2024. https://oercommons.org/authoring/17181-distant-nature-astronomy-exercises .
3. Fraknoi, A., Morrison, ~~Sidney~~ D., ~~C.~~ and Wolff , S. *Astronomy.* 2nd ~~ed.~~ /e , OpenStax, 2022. .

Textbook:

1. Jeffrey O Bennett, Megan O Donahue, Nicholas Schneider, Mark Voit *The Cosmic Perspective.* 9th ed., Pearson, 2020.
2. Stacy Palen, George Blumenthal *21st Century Astronomy.* 7th ed., W. W. Norton & Company, 2022.

Manual:

1. Simulation Curriculum Corporation. Starry Night College Astronomy Lab Manual . Simulation Curriculum Corp. , 2024.
2. LPC Faculty. ~~Astronomy~~ Locally ~~30L~~ developed ~~Laboratory~~ lab ~~Manual~~ manual . N/A, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer access with internet connection, through LPC or a personal computer at home..
2. ~~red~~ Red observing flashlight.
3. ~~warm~~ Warm clothing strongly recommended when the course is offered at night.

Equity Based Curriculum

- Course Content
  Address
  Emphasis will be placed on scientific contributions to astronomy across different cultures, both historically and during modern times.
- Typical Texts
  Address
  The laboratory manual is accessible free of charge, and we recommend the free OpenStax textbook for background reading.
- Other Materials Required of Students
  Address
  Telescopes in this course are ADA accessible, which means students may view the objects while standing at an eyepiece, sitting at the eyepiece in a wheelchair, or digitally on a computer (without looking through the eyepiece at all, if their physical movement is restricted).

Requisite Skills

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

A. ~~ASTR 31~~
   1. ~~review and explain the Scientific Method, as it applies to astronomy;~~
   2. ~~describe and explain the celestial sphere and astronomical coordinate systems;~~
   3. ~~diagram and explain the apparent motion of the planets, moon, sun, and stars;~~
   4. ~~explain the daily and annual motions of the Earth and moon, including tides and eclipses;~~
   5. ~~appreciate the development of astronomical models throughout history, including models from Ancient Greece and Europe, as well the contributions and systems of from Meso-America, China, and the Middle East.~~
   6. ~~describe general distinguishing properties of Terrestrial and Jovian planets, as well as comets, meteors, and asteroids;~~
   7. ~~explain the process of the Earths structural and atmospheric evolution from the Accretion era to the present;~~
   8. ~~explain the role of catastrophic impacts in directing the formation and evolution of the Earth and Moon;~~
   9. ~~identify at least 10 different seasonal constellations and bright stars, as well as planets currently visible in the night sky.~~

B. ~~ASTR 32~~
   1. ~~review and explain the scientific method, as it applies to astronomy;~~
   2. ~~describe the Earth's position in the universe by comparing the scale and structure of the solar system, galaxies and universe;~~
   3. ~~describe the relation between the seasons, constellations, and motion of the Earth about the sun;~~
   4. ~~explain the nature of light as electromagnetic radiation;~~
   5. ~~describe the construction and uses of telescopes, spectrographs, and other astronomical tools;~~
   6. ~~describe the properties of our sun, including its structure, composition, and methods of energy production and transport;~~
   7. ~~describe and explain the relationship between energy production in the suns interior, and observable surface phenomena such as sunspots, flares, and magnetism;~~
   8. ~~identify the age, type, and composition of various types of stars, and summarize their evolutionary sequences~~
   9. ~~identify the constituents and properties of the interstellar medium;~~
   10. ~~identify and describe the structure, contents, and dynamics of the Milky Way galaxy;~~
   11. ~~describe the large scale structure and contents of the Universe;~~
   12. ~~describe competing cosmological models for the evolution of the universe, as well as contemporary evidence in support of each model;~~

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.
ASTR 10L can be taught effectively as a regular on-campus laboratory, as a hybrid class where a fraction of the labs are held on campus (and remaining labs are done at home using freely available materials and simulations and/or a kit provided by the instructor), or as a completely on-line course where synchronous and asynchronous instruction precede labs done at home. Both hybrid and fully on campus modes have been employed in previous semesters when the course had a different name.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision to convert introductory physics lecture and laboratory courses to DE was made by the two full-time physics faculty after consultation with all LPC part-time physics faculty, the Dean of the STEM division, and the curriculum committee chair.

Accessibility:

- 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.

Syllabus:

Course Objectives:

- 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 will email students 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: Minimum of monthly
- **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: At least once per week during scheduled lab sessions
- **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: For partially online courses: at least three times per semester for essential lab activities and lab exams.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Minimum of monthly
- **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 three times 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 bi-weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: At least once per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum of bi-weekly

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 three times 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: At least three times per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Full written lab reports will be required at least three times during the semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: There will be at least one final exam at the end of the semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: At least twice per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least once per semester
- **Other:**
  Frequency: At least once per semester students will present the results of a group lab activity.

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~ Cal-GETC

- ~~II. Natural Sciences~~

~~CSU GE~~

- ~~B3~~ 5C - ~~Science~~ Laboratory ~~Lab~~ - Approved

CSU Transfer

- Transfers to CSU

~~IGETC GE~~

- ~~5C~~ - ~~Science Laboratory~~ Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000348338

CB03: TOP Code

191100 - Astronomy

CIP Code

40.0201 - Astronomy.

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: CDEV C1000 - Child Growth and Development

Course Modification: CDEV C1000 - Child Growth and Development (Launched - Implemented 11-02-2025)
compared with
ECE 56 - Child Growth and Development (Active - Implemented 01-01-2024)

Admin Outline for ~~Early~~ Child ~~Care~~ Development ~~and Education~~ ~~56~~ C1000
Child Growth and Development

Effective: ~~Spring~~ Fall ~~2024~~ 2027

Catalog Description:

~~ECE~~ CDEV ~~56~~ C1000 - Child Growth and Development
3.00 Units

~~Examines~~ Students examine the progression of development in the physical, cognitive, social, and emotional domains and ~~identifies~~ identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes , environmental, and ~~environmental~~ cultural factors. Students ~~will~~ may ~~observe~~ engage in various methods of observing children ~~;~~ 's development to evaluate individual differences ~~;~~ and analyze development characteristics ~~of development~~ at various stages according to developmental theories.

3 Units Lecture

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

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~~ Identify the typical progression of development across all domains.
B. Describe the impact of multiple factors on development and well-being, including those related to biology, environment, culture, and social interactions.
C. Summarize major theories of child development.
D. Apply objective and ethical techniques and skills when observing, describing , and evaluating ~~-~~ behavior in children .
E. Differentiate characteristics of ~~all~~ typical ~~ages,~~ and ~~taking~~ atypical ~~into consideration bias~~ development.
F. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context

G. ~~Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions~~
H. Articulate the connection between child development knowledge and appropriate practices
I. Examine the impact of the environment, genetics, and culture on the child's development physically, self-esteem, socially, emotionally, language, and cognitive
J. Describe current trends in research about early childhood
K. Investigate and describe risk factors that impact child's development and their families
L. ~~Describe typical development progression and milestones of development across all domains- children birth through adolescence~~
M. ~~Differentiate characteristics of typical and atypical development at various stages~~
N. Examine ways in which developmental domains are continuous, sequential and inter-related
O. Identify the strengths and exceptional needs of the child in the context of his/her family
P. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
Q. Evaluate the role of play and its relationship to development at various stage
R. Identify the teacher's role and ethical responsibilities to children

Course Content:

1. ~~Child Study~~
    1. ~~Methodology~~ Contemporary and ~~Scientific~~ historical ~~method~~
    2. ~~Research~~ theories ~~strategies~~
    3. ~~Objective~~ of Child Development and ~~Subjective~~ Learning ~~Reporting~~
    4. ~~Historical~~ from ~~overview~~
    5. ~~Social~~ a ~~and~~ diverse ~~cultural~~ representation ~~context~~
    6. ~~Bias~~ of ~~in research~~
    7. ~~Ethical Considerations~~

2. ~~Theories~~ scholars
    1. Current and Historical Theories of Child Development and Learning
        1. Freud and Erikson ~~-~~ – psychoanalytic
        2. Watson and Skinner ~~-~~ – learning theory
        3. Piaget and Vygotsky – cognitive
        4. Gardner, Kagan, Maslow, Bronfenbrenner and others
    2. Emerging theorists and trends
    3. Application of theory to practice
        1. Research

1. Methodology and Scientific method
2. Research strategies
3. Objective and Subjective Reporting
4. Historical overview
5. Social and cultural context
6. Bias in research
7. Ethical Considerations

2. Child-rearing
3. Teaching

3. ~~Role~~ Influences ~~of~~ on ~~heredity,~~ Development
    1. Biological ~~maturation~~ factors
        1. Heredity and genetics ~~: the~~
            1. The Nature ~~-~~ – Nurture controversy
                1. Influence of development
                2. Influence of chromosomes
                3. Conception ~~-~~ – anatomy and family planning

        2. ~~Enivronmental~~ Maturation

    2. Environmental influences
    3. Supporting optimal development in school and home
    4. ~~Context~~ Contexts of development

        1. Cultural

2. ~~Social~~ Socio - ~~economic~~ Economic
3. Historical perspectives
4. Societal

5. Other influences including, but not limited to:
    1. Family and parenting
        1. Foundations for attachment and sense of trust
    2. Schools and teachers
        1. Impact of guidance and curriculum
    3. Community support and resources
        1. Communication with peers and adults
    4. Socio-political climate
        1. Effect on family life
        2. Challenges to early care and school settings
            1. Culturally sensitive care
            2. Anti-bias implementation
    5. Multi-generational impacts
    6. Television and computers

4. Typical and ~~atypical~~ Atypical ~~development~~ Development ~~in~~ from ~~infancy~~ conception through Infancy , ~~toddlerhood~~ Toddlerhood , ~~early~~ Early ~~childhood~~ Childhood , ~~middle~~ Middle ~~childhood~~ Childhood , and ~~adolescence~~ Adolescence
    1. Conception, ~~Prenatal~~ prenatal ~~Development~~ development , and ~~Birth~~ birth

1. Influences on healthy conception, development, and birth
    1. Stages of growth ~~-~~ – zygote, embryo, and fetus
    2. ~~Effects of genetics, environment, parental health and nutrition and other factors~~
2. ~~Causes of disabilities and conditions that put children at risk~~
3. Cultural variations
4. ~~Birth~~ Newborn ~~process~~ care
5. ~~Parenting a newborn~~

5. ~~Neonatal development~~
    1. ~~Early reflexive behavior and early neurological development~~
    2. ~~Complete dependence~~
    3. ~~Risks of premature infants~~

6. ~~Development during infancy~~
    1. ~~Personality, temperament and socialization~~
    2. ~~Cognitive and early brain development~~
    3. ~~Development of language~~
    4. Physical ~~development~~
        1. Growth and health
            1. Physiological changes of puberty
        2. ~~Attachment~~ Brain development
        3. Fine and gross motor
        4. Gender and sexuality
    5. Cognitive
        1. Learning differences and neurodiversity

1. Learning schemes

2. Value of play
3. Memory
4. Processing skills
5. Moral development
6. Language
    1. Structure
    2. Content
    3. Functions
    4. Second language development
    5. Mastery the mechanics of language

7. Mono and multilingual learners
8. Literacy development
9. Approaches of theorists
10. Sensory-motor experiences
11. Cause and effect
12. Object permanence
13. Understanding space and imitation
14. Basic warning signs of delay in developmental domains

6. ~~Foundation for early literacy~~ Socioemotional
    1. Temperament
    2. ~~Role of families~~ Attachment
    3. Relationships
        1. Peers and ~~early educators~~ Friendships
            1. ~~Foundations for attachment and sense of trust~~ Families

2. ~~Dependency needs~~

2. ~~How to meet infants' needs for early neural development~~

7. ~~Development during toddlerhood~~

1. ~~Foundations of social emotional development~~

1. ~~Autonomy~~
2. ~~Developing sense of self~~

2. ~~Cognitive development~~

1. ~~Sensory-motor experiences~~
2. ~~Learning schemes~~
3. ~~Cause and effect~~
4. ~~Object permanence~~
5. ~~Understanding space and imitation~~

3. ~~Language development~~

1. ~~Structure~~
2. ~~Content~~
3. ~~Functions~~
4. ~~Emergent literacy~~
5. ~~Recognizing problems~~
6. ~~Responding to toddler needs for interaction~~

4. ~~Physical Development~~

1. ~~Development and acquisition of large and small motor skills~~
2. ~~Influence of heredity and environment on physical growth~~

5. ~~Basic warning signs of delay in developmental domains~~
6. ~~Cultural, social and family factors~~

7. ~~Regulation of behavior~~
    1. ~~Toilet training~~
    2. ~~Eating~~
    3. ~~Setting limits~~

8. ~~Development in Preschool Years (2-6)~~
    1. ~~Psychosocial development~~
        1. ~~Awareness of self-need for competence~~
        2. ~~Emotional development~~
        3. ~~Gender roles~~
    2. ~~Cognitive development~~
    3. ~~Language and second language development~~
    4. ~~Physical development~~
    5. ~~Basic warning signs of delay in developmental domains~~
    6. ~~Promotion of continued literacy development~~
    7. ~~Communication with peers and adults~~
    8. ~~School for preschool children – social development~~
    9. Role of play ~~and influence of teachers on development~~
    10. ~~Impact of guidance and curriculum~~

9. ~~Development in primary years (6-12)~~
    1. ~~Psychosocial development~~
        1. ~~Increasing need to perform competently~~
        2. Self- ~~concept, self esteem~~ Concept
        3. ~~Emotional development~~
           Self-Esteem
            1. Importance of high self-esteem

4. ~~Cognitive development~~
   Identity
   1. ~~Approaches~~ Self-Regulation
   2. Influence of ~~theorists~~ guidance and discipline
   3. ~~Information processing~~ Personality
   4. ~~Mastery the mechanics of language~~
   5. Meta-linguistic awareness

5. ~~Physical development~~
   1. ~~The growing body~~
   2. ~~Nutrition, health and obesity~~
   3. ~~Motor development and safety~~

6. ~~Signs of delay in developmental domains~~
   1. ~~Influence of peers, teachers, parents, television and computers~~

2. ~~Adolescence (12-18)~~
   1. ~~Physiological changes of puberty~~
      1. ~~social~~
      2. ~~physical~~
      3. ~~emotional~~
      4. ~~intellectual~~ Emotional development

   2. ~~Establishing identity and independence~~

3. ~~Relationship with family~~
4. ~~Moral development~~
5. ~~Gender roles and sexuality~~

10. ~~The influence of current societal issues~~
    1. ~~Effect on family life across all ages~~

2. Risk ~~factors~~ Factors ~~including~~ Including, but not limited to:
    1. Forms of abuse and neglect ~~;~~
    2. Trauma
    3. Housing ~~trauma, housing,~~ and food insecurity ~~, substance~~
    4. Substance abuse ~~;~~ ~~addiction,~~ and ~~mental~~ addictions
    5. Mental health

3. ~~Challenges~~ Observing ~~to~~ Children: ~~early care~~ How and ~~school~~ why
    1. Methodology
    2. Objective ~~settings~~
        and subjective reporting
        1. ~~Culturally sensitive care~~
        2. ~~Anti-bias implementation~~

4. ~~Code of~~ Ethical ~~Conduct-responsibilities to all children~~ considerations
    1. Role of teacher and other ~~professional~~ professionals
    2. Respecting individual ~~differences~~ difference

Methods of Instruction:

1. Research -
2. Observation - Direct observation of children at various ages
3. Guest Lecturers -
4. Discussion -
5. Audio-visual Activity -
6. Lecture -
7. Projects - Student ~~projects~~ project

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading~~

    1. Read a professional journal on a developmental topic from the list supplied by the instructor.

        1. Prenatal and early brain development
        2. Multi-lingual language development
        3. Effects of substance abuse on prenatal development
        4. Effects of peer interactions during the school-age years

    2. Read NAEYC Code of Ethical Responsibility to Children.

B. Writing ~~and Critical Thinking~~

    :

    1. Observation and written analysis to determine typical and atypical developmental stages of children including: Focus on 4 developmental domains: cognitive, social-emotional, language and physical
    2. Comparative study of 2 children at least 1 year apart comparing similarities and differences in the four domains
    3. Create a portfolio for a child (2 ½ - 8 years) that includes but is not limited to: a collection of child's written work, logs of observed behaviors, language samples, social interaction, physical and cognitive development
    4. Written report selected from relevant topics related to child development research, such as

        1. Attachment and effects on brain development
        2. Effects of nature/nurture on typical and atypical development of young children
        3. How culture affects children's development
        4. Brain development and the adolescence years
        5. Temperament and its implications for early educators
        6. Howard Gardner's Seven Intelligences

Methods of Evaluating Student Progress

A. Class Participation
    1. Every module or each developmental stage
B. Class Work
    1. Every module or each developmental stage
C. Exams/Tests
    1. Three Exams
D. Final Class Performance

1. 1 Observation and Analysis paper

E. Papers
   1. 1 impact of childhood on adulthood paper
F. Quizzes
   1. Every Module or developmental stage
G. Exams or quizzes that demonstrate the students' competencies related to theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field.
H. Research papers, essays, and/or group projects that demonstrate students' ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive, and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development.
I. Participation in class discussions, written assignments, reflective practice activities, group projects, observations, and/or interviews.

Student Learning Outcomes

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

A. Apply knowledge of development and major theoretical frameworks to child observations.
B. Describe development of children from conception through adolescence in the physical, social,emotional and cognitive domains.
C. Identify cultural, economic, political and historical contexts that impact children's development.

Textbooks (Typical):

~~Textbook~~ **OER** :

1. Paris, J., Ricardo, A., Rymond, D., & Johnson, A. *Child Growth and Development.* , LibreTexts, 2024. .
2. College of the Canyons *Child Growth and Development* ~~*(OER)*~~ . 3rd ~~ed.~~ /e , College of the Canyons, 2021. .

Textbook:

1. Berger, K. *The Developing Person Through Childhood and Adolescence.* 13 ed., Worth Publishers, 2023.
2. ~~Laura~~ Arnett, ~~E~~ J., & Maynard, A . *Child Development: A Cultural Approach.* 2nd ed., Pearson Education, Inc, 2016.
3. Fuligni, A. S., Fuligni, A. J., & Bayne, J. *Scientific American: Child and Adolescent Development.* 1st ed., Macmillan, 2024.
4. Berk , L. *Infants, Children and Adolescents.* 9th ed., Sage Publications, Inc., ~~2023~~ 2022 .
5. Kathleen Strassen Berger *The Developing Person Through Childhood and Adolescence.* 11th ed., Worth Publishing Company, 2018.
6. Robert S. Feldman *Child Development.* 7th ed., Pearson, 2016.

Other Learning Materials:

1. Texts used by individual institutions and even individual sections will vary.

2. Suggested representative textbooks:

Other Materials Required of Students

Equity Based Curriculum

- Course Content
  Address
  Discussion of the following topics during the class sessions include:
  Risk factors including but not limited to: abuse and neglect, trauma, housing, food insecurity, substance abuse, addiction, mental health
  Challenges to early care and school settings

Culturally sensitive care
Anti-bias implementation
- Typical Texts
Address
OER is included in our typical texts

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This course has been successfully taught as a DE course for some time.

Explain how the decision was made to offer this course in a Distance Education mode.
"One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. ECE 56 meets a GE requirement as well as part of ECE degree. Adding this course to our DE offerings provide another avenue for our students -- most of whom work full- or part-time-- to access our courses. After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our AA degree and agreed that this additional DE option will benefit our students.

Accessibility:

- 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.

Syllabus:
Course Objectives:

- 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
- **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: Each Module

Student-Student Interaction

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

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: Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 3 times during the Semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 3 times per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 8 Times per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Each Module

General Education/Transfer Request

General Education/Transfer Request

~~Chabot College GE~~ Cal-GETC

- ~~IV.~~ 4 - Social and Behavioral Sciences

~~CSU GE~~

- ~~D - Social Science~~

- ~~E - Lifelong Learning and Self-Development~~ Approved

CSU Transfer

- Transfers to CSU - Approved

~~IGETC~~ Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID : CDEV 100 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000522511

CB03: TOP Code

130500 - Child Development/Early Care and Education

CIP Code

19.0706 - Child Development.

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Course Modification: HORT 55 - Greenhouse, Nursery, and Garden Center Management

Course Modification: HORT 55 - Greenhouse, Nursery, and Garden Center Management (Launched - Implemented 10-28-2025)
compared with
HORT 55 - Greenhouse, Nursery, and Garden Center Management (Active - Implemented 08-15-2018)

Admin Outline for Horticulture 55
Greenhouse, Nursery, and Garden Center Management

Effective: Fall ~~2018~~ 2027

Catalog Description:

HORT 55 - Greenhouse, Nursery, and Garden Center Management
~~3~~ 1.~~00~~ 50 Units

Explores many horticulture specializations including management and operations of retail and wholesale nurseries, greenhouse growers, specialized growers of trees, shrubs, flowers, hydroponics growers, vegetable growers. Emphasis on plant propagation, propagation structures, greenhouses, nursery and garden center management and operations. Employment opportunities are in the wholesale and retail horticulture industry.

~~2~~ 1.5 Units Lecture ~~0.5 Units Lab~~

Course Grading: Optional

Lecture Hours	~~45~~
~~**Lab Hours**~~	27
Inside of Class Hours	~~72~~ 27
Outside of Class Hours	~~90~~ 54

Justification for course proposal

Discipline:

Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Operate a horticultural facility to maintain garden and landscape plants.
B. Evaluate and implement sound business practices used in wholesale and retail horticultural businesses.
C. Implement plant propagation protocols and raise plants to a marketable size.
D. Design and implement an Integrated Pest Management Program for a wholesale or retail horticultural business.
E. Design and supervise construction of greenhouses, shadehouses and other facilities used in horticultural businesses.

Course Content:

Lab:
Lecture:

1. Operational principles of greenhouses, wholesale and retail nurseries, and garden centers.
2. Management of horticultural businesses, including: sales, marketing, operating costs and profitability, and developing a business plan.
3. Plant propagation and production.
4. Plant pest management
5. Design and construction of greenhouses, shade structures, and related growing facilities.

Methods of Instruction:

1. Lecture
2. ~~Discussion~~ - Operational principles of greenhouses, wholesale and retail nurseries, and garden centers. Management of horticultural businesses, including: sales, marketing, operating costs and profitability, and developing a business plan. Plant propagation and production. Plant pest management Design and construction of greenhouses, shade structures, and related growing facilities.
3. Demonstration - Demonstration of various growing techniques in the greenhouse.
4. Field Trips - 1. Nurseries 2. Growers 3. Greenhouse operations and botanical gardens
5. Resource speakers: 1. Management 2. Owner-operators from various areas within the horticulture industry
6. ~~Media presentation~~

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

   1. Weekly reading assignments in text.

B. Laboratory:

   1. Field trips to specified locations.
   2. Hands-on field practice.
   3. ~~Laboratory~~ Greenhouse and field projects.

Methods of Evaluating Student Progress

A. Class Participation

   1. Students are encouraged to participate in weekly class discussions

B. Exams/Tests

   1. Midterm and Final exams

C. Field Trips
D. ~~Lab Activities~~

1. twice per semester to commercial greenhouse growing operations and nurseries.

E. Projects

1. Term project to design a greenhouse for a particular crop.

F. Quizzes

1. weekly

Student Learning Outcomes

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

A. ~~Upon completion of HORT 55, the student will be able to accurately~~ Accurately describe the various specialties within the nursery industry.
B. ~~Upon completion of HORT 55, the student will be able to successfully~~ Successfully grow, merchandise and sell plants .
C. Be familiar with various growing systems within a greenhouse setting.
D. Be able to evaluate appropriate greenhouse lighting and irrigation systems .

Textbooks (Typical):

Textbook:

1. ~~Hudson T~~ P.K . ~~Hartman~~ Ray *Essentials of* Plant ~~*Propagation*~~ *Nursery Management* . ~~8th~~ 2nd ed., ~~Prentice~~ Scientific ~~Hall~~ Publishers , ~~2010~~ 2021 .
2. ~~Raymond~~ Ted ~~A. Cloyd~~ Goldammer *Greenhouse* ~~*Pest*~~ *Management.* ~~first~~ 2nd ed., ~~CRC~~ Apex ~~Press~~ Publishers , ~~2016~~ 2024 .

Other Learning Materials:

1. ~~Howard M. Resh~~ ~~*Hydroponics for the Home Grower.*~~ ~~first ed., CRC Press, 2015.~~
   UCANR Best Management Practices for Nursery Management https://ucanr.edu/sites/default/files/2011-09/121815.pdf

Other Materials Required of Students

Equity Based Curriculum

- Course Content
  Address
  Efforts are made to highlight different crops and their growing methods around the world.
- Methods of Instruction
  Address
  Diverse methods of instruction to support various learning styles

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Horticulture courses need to continue to be offered during an emergency in order for the students to complete their educational goals. It was decided that this course, like other Horticulture courses, needed to continue hands-on in-person laboratory activities, but lectures could be done online. The physical layout of the campus horticultural facilities makes it possible to offer labs with appropriate social distancing and PPE.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after consultation with Horticulture faculty, with student needs in mind.

Accessibility:

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

Syllabus:

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

Course Objectives:

- 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
- **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: Frequency based on assignments submitted.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: When required
- **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: When required

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Midterm and Final, weekly quizzes
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Two per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: One per semester

General Education/Transfer Request

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589246

CB03: TOP Code
010900 - Horticulture

CIP Code

01.0601 - Applied Horticulture/Horticulture Operations, General.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

6.3. New Programs

Effective Term: **Fall 2026**

- Commercial Music: Music Technology and Production, CA
- Film, Television, and Electronic Media, AS-T
- Honors Scholar, CA
- Liberal Arts & Sciences: Health and Wellness, AA
- Mathematics 2.0, AS-T

.

LAS POSITAS COLLEGE

New Program: Commercial Music: Music Technology and Production - Certificate of Achievement (16 to fewer than 30 units)

Rationale

Our Music Technology Fundamentals CA is only 10 units and has been very popular. But now we have the facilities and faculty to expand the offerings. This CA will more fully prepare students to succeed in the workforce by providing useful skills such as sound engineering in a professional studio, film sound, live sound for events, production, and even stage lighting.

TOP Code

1005.00 - Commercial Music*

CIP Code

10.0203 - Recording Arts Technology/Technician.

1. Statement of Program Goals and Objectives

The Certificate in Music Production and Audio Technology prepares students for successful entry into the commercial music industry. The program provides hands-on experience with industry-standard recording, mixing, and production and post-production tools while building a solid foundation in music technology, critical listening, and creative collaboration. Students gain technical and artistic skills applicable to recording studios, live sound, broadcast, film, and other media. Upon completion, graduates will possess the knowledge and practical experience needed to enter the workforce confidently or continue advanced study in music technology, production, or related fields.

2. Catalog Description

The Certificate of Achievement in Music Production and Audio Technology is designed to prepare students for employment in the commercial music and audio production industry. The program provides comprehensive, hands-on training in recording, mixing, and production using industry-standard equipment and software. Students develop a strong foundation in music technology, critical listening, and collaborative production practices. Emphasis is placed on the integration of technical and artistic skills applicable to recording studios, live sound, broadcast, film, and other media environments. Upon completion of the program, students will possess the knowledge, technical proficiency, and practical experience necessary for successful entry into the workforce or for continued study in music technology, production, or related fields.

3. Program Requirements

Course	Title	Units	Term

Required Core: (16 Units)

FLMS 9	Introduction to Sound Design and Production	3.0
MUS 35	Introduction to Music Technology	3.0
MUS 36	Intermediate Music Technology	3.0
MUS 37	Music Business	3.0
MUS XXX	Live Concert Sound	1.0
THEA 50L	Introduction to Stage Lighting	3.0

List A: Select from Below (4-5 Units)

MUS 6	Basic Music Skills	2.0
MUS 8A	Music Theory and Musicianship 1	4.0
MUS 18A	Jazz/Pop Piano 1	1.0
MUS 19	Music Composition	3.0
MUS 21A	Beginning Piano	1.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 22B	Scoring for Film and Multimedia 2	3.0
WRKX 94	Occupational Work Experience/Internship	1.0-5.0

Total: 20.0-21.0

4. Career Opportunities

Students who complete the Certificate in Music Production and Audio Technology are prepared for employment and freelance opportunities in a variety of fields within the music and audio industry. Potential career paths include: Recording Engineer, Music Producer, Live Sound Engineer, Audio Editor, Sound Designer, Broadcast Audio Operator, Post-Production (film, television, or multimedia), and Podcast or Streaming Audio Producer. Graduates may also pursue self-employment or contract work in music production, live sound, or related areas of the entertainment and media industries.

5. Master Planning

The college will generate more SCFF metrics with a new CTE certificate. The new Recording Studio space will be utilized to a greater degree.

6. Enrollment and Completer Projections

Approx. 6-10 per year

7. Place of Program in Curriculum/Similar Programs

It is a more fleshed out version of the Music Technology Fundamentals certificate.

8. Similar Programs at Other Colleges in Service Area

Have not submitted for BACCC approval yet.

The Certificate of Achievement in Music Production and Audio Technology is designed to prepare students for employment in the commercial music and audio production industry. The program provides comprehensive, hands-on training in recording, mixing, and production using industry-standard equipment and software. Students develop a strong foundation in music technology, critical listening, and collaborative production practices. Emphasis is placed on the integration of technical and artistic skills applicable to recording studios, live sound, broadcast, film, and other media environments. Upon completion of the program, students will possess the knowledge, technical proficiency, and practical experience necessary for successful entry into the workforce or for continued study in music technology, production, or related fields.

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:** 8.0-9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course(s)		4.0 - 5.0	Major/Required	
MUS XXX	Live Concert Sound	1.0	Major/Required	Fall

MUS 35	Introduction to Music Technology	3.0	Major/Required	Fall

Term 2 - Summer Semester **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 37	Music Business	3.0		Summer

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FLMS 9	Introduction to Sound Design and Production ➜]	3.0	Major/Required	Spring, Fall
THEA 50L	Introduction to Stage Lighting ➜]	3.0	Major/Required	Spring
MUS 36	Intermediate Music Technology ➜]	3.0	Major/Required	Spring

➜] Gateway Course

Total: 20.0-21.0

LAS POSITAS COLLEGE

New Program: Film, Television, and Electronic Media - Associate in Science Degree for Transfer

Rationale

Per SB 440 we are required to offer an ADT if we have a local program in the same TOP code.

TOP Code

0604.20 - Television (including combined TV/Film/Video)*

CIP Code

09.0701 - Radio and Television.

1. Statement of Program Goals and Objectives

The Associate in Science in Film, Television, and Electronic Media for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Film, Television, and Electronic Media or a similar major. Students who obtain the Associate in Arts in Art History for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of Film, Television, and Electronic Media or a similar major.

2. Catalog Description

The Associate in Science in Film, Television, and Electronic Media for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Film, Television, and/or Electronic Media. Completion of the Film, Television, and Electronic Media Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Film, Television, and Electronic Media or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Completion Requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The California General Education Transfer Curriculum (Cal-GETC). b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Title

Film, Television, and Electronic Media

Award Type

Associate in Science Degree for Transfer

Effective Term

Fall 2026

Program Description

The Associate in Science in Film, Television, and Electronic Media for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Film, Television, and/or Electronic Media. Completion of the Film, Television, and Electronic Media Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Film, Television, and Electronic Media or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Program Requirements

Course	Title	Units	Term
Required Core: Select Two (6 Units)			
FLMS 2	Introduction to Film Studies	3.0	
OR			

HUMN 2	Introduction to Film Studies	3.0
FLMS 7	Introduction to Screenwriting	3.0
JAMS 1	Introduction to Mass Communications	3.0

List A: Select One Audio and One Video or Film Production Course (6 Units)

Audio		-
FLMS 9	Introduction to Sound Design and Production	3.0
		-
Video or Film Production		-
PHTO 58	Introduction to Videography	3.0

List B: Select One (3 Units)

Course from Required Core or List A not already selected		3.0
JAMS 2	Introduction to Media	3.0
JAMS 23	Digital Storytelling	3.0
PHTO 50	Introduction to Photography	3.0

List C: Select One (3 Units)

FLMS 5	Introduction to Film Editing	3.0
GDDM 10	3D Modeling and Animation	3.0
GDDM 12	2D Animation	3.0
HUMN 4	Global Cinemas	3.0
KIN 3	Sports in Films & Documentaries	3.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 22B	Scoring for Film and Multimedia 2	3.0
MUS 34	Music in Film	3.0
PHTO 69	Intermediate Videography	3.0
THEA 11	Stage to Screen	3.0

Total Units for the Major

18.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	42.0

Total: 60.0

The Associate in Science in Film, Television, and Electronic Media for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Film, Television, and/or Electronic Media. Completion of the Film, Television, and Electronic Media Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Film, Television, and Electronic Media or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

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:** 15.0

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

Social and Behavioral Science (Area 4)		3.0	
English Composition (Area 1A)		3.0	General Education
CSU Elective		3.0	Elective
Required Core Course		3.0	Major/Required
PHTO 58	Introduction to Videography	3.0	Major/Required

Term 2 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	
Required Core Course		3.0	Major/Required	
FLMS 9	Introduction to Sound Design and Production	3.0	Major/Required	

Term 3 - Fall Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Biological Sciences and Lab (Area 5B/5C)		4.0	General Education	
Oral Communication (Area 1C)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	Major/Required	
CSU Elective		2.0	Elective	
List B Course		3.0	Major/Required	

Term 4 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Recommended Elective: PHTO 29V		2.0	Elective	
Arts (Area 3A)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
CSU Elective		1.0	Elective	
List C Course		3.0	Major/Required	

Total: 60.0

LAS POSITAS COLLEGE

New Program: Honors Scholar - Certificate of Achievement (16 to fewer than 30 units)

Rationale

This program sets the minimum curricular requirements for students to be an honors scholar and gives said students a certificate of achievemnt.

TOP Code

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies.

1. Statement of Program Goals and Objectives

The Honor's Scholars Certificate of Achievement is a local program used for students intent on becoming an Honors Scholar to take advantage of Transfer Alliance Program for priority transfer to UCLA, as well as of other transfer agreements with highly selective colleges and universities through the Honors Transfer Council of California.

2. Catalog Description

The Honors Scholar Transfer Certificate Program is designed to provide students with opportunities for intellectual and personal enrichment in a diverse, rigorous and stimulating academic environment, intended to foster high-level critical thinking, in-depth research skills, and effective scholarly communication. The program helps foster a passion for learning and active engagement in the college environment and cultivates culturally aware citizens who are leaders, innovators, and advocates. Completion of the certificate with a cumulative grade point average (GPA) of 3.5 or better offers enhanced prospects for transfer to elite four-year institutions and enables students to participate in Transfer Alliance Program partnership with UCLA, as well as to utilize other transfer agreements with highly selective colleges and universities through the Honors Transfer Council of California.

3. Program Requirements

Course	Title	Units	Term
Required Core: The following courses must be completed with a grade of 'B' or higher (16-26 Units)			
HNRS 1	Honors Research Seminar I	1.0	1st
Five Courses From at Least Two Different Disciplines Completed as Honors		15.0-25.0	2nd

Total: 16.0-26.0

4. Master Planning

This program meets the Educational Master Plan goals "A1. Analyze and meet the educational needs of a diverse population and workforce through ongoing program support and innovation" and "A2. Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals."

5. Enrollment and Completer Projections

100 enrollments per semester, and 40 completers per year.

6. Place of Program in Curriculum/Similar Programs

This program has an area of emphasis similar to Liberal Arts and Sciences AA degrees.

7. Similar Programs at Other Colleges in Service Area

This would be a unique program to our Service Area.

The Honors Scholar Transfer Certificate Program is designed to provide students with opportunities for intellectual and personal enrichment in a diverse, rigorous and stimulating academic environment, intended to foster high-level critical thinking, in-depth research skills, and effective scholarly communication. The program helps foster a passion for learning and active engagement in the college environment and cultivates culturally aware citizens who are leaders, innovators, and advocates. Completion of the certificate

with a cumulative grade point average (GPA) of 3.5 or better offers enhanced prospects for transfer to elite four-year institutions and enables students to participate in Transfer Alliance Program partnership with UCLA, as well as to utilize other transfer agreements with highly selective colleges and universities through the Honors Transfer Council of California.

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:** 4.0-6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HNRS 1	Honors Research Seminar I	1.0	Major/Required	
One course completed as Honors		3.0 - 5.0	Major/Required	

Term 2 - Spring Semester **Units:** 6.0-10.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Two courses completed as Honors	6.0 - 10.0	Major/Required	

Term 3 - Fall Semester **Units:** 6.0-10.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Two courses completed as Honors	6.0 - 10.0	Major/Required	

Total: 16.0-26.0

LAS POSITAS COLLEGE

New Program: Liberal Arts & Sciences: Health and Wellness - Associate of Arts Degree

Rationale

This is the only area of GE not covered in a Liberal Arts and Sciences degree. Chabot has a similar degree.

TOP Code

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies.

1. Statement of Program Goals and Objectives

The Liberal Arts & Sciences: Health and Wellness AA is local program designed to prepare the students to enter the workforce prepared with an associate degree.

2. Catalog Description

The Liberal Arts & Sciences: Health and Wellness AA program gives students a broad study in health, physical activity, and nutrition. Courses emphasize the importance of living a healthy lifestyle and principles of wellness.

3. Program Requirements

Course	Title	Units	Term

Required Core: Select at least 18 units from below with at least 3 courses taken from Physical Activity and 3 courses from Wellness (18-19 Units)

Physical Activity		-
DANC 1	Introduction to Dance	1.0
DANC 2A	Jazz Dance Fundamentals/Beginning	1.0
DANC 2B	Jazz Dance Beginning/Intermediate	1.0
DANC 3A	Ballet Fundamentals/Beginning	1.0
DANC 4A	Modern/Contemporary Dance A	1.0
DANC 4B	Modern/Contemporary Dance B	1.0
DANC 5A	Dance Composition Fundamentals/Beginning	1.0
DANC 6A	Choreography for the Stage Fundamentals/Beginning	2.0
DANC 6B	Choreography for the Stage Beginning/Intermediate	2.0
FST 7	Fire Service Conditioning & Physical Agility Development	1.0
KIN AF1	Aerobic Fitness 1	1.0
KIN AR1	Archery 1 - Beginning Archery	1.0
KIN BD1	Badminton 1	1.0
KIN BD2	Badminton 2	1.0
KIN BD3	Badminton 3	1.0
KIN BK1	Basketball 1	1.0
KIN BK2	Basketball 2	1.0
KIN BK3	Basketball 3	1.0
KIN BK4	Basketball 4	1.0
KIN BL1	Bowling 1	1.0
KIN BL2	Bowling 2	1.0
KIN BL3	Bowling 3	1.0
KIN BL4	Bowling 4	1.0
KIN DA1	Dance Aerobics 1	1.0
KIN DV1	Springboard Diving	1.0
KIN FG1	Footgolf 1	1.0
KIN FG2	Footgolf 2	1.0
KIN FG3	Footgolf 3	1.0
KIN FJW1	Fitness Jog Walk 1	1.0
KIN FJW2	Fitness Jog Walk 2	1.0
KIN FJW3	Fitness Jog Walk 3	1.0
KIN FJW4	Fitness Jog Walk 4	1.0
KIN GBW1	Guts and Butts Workout 1	1.0
KIN GBW2	Guts and Butts Workout 2	1.0
KIN GBW3	Guts and Butts Workout 3	1.0
KIN GBW4	Guts and Butts Workout 4	1.0
KIN GF1	Golf 1	1.0
KIN GF2	Golf 2	1.0
KIN GF3	Golf 3	1.0
KIN PIC1	Pickleball 1	1.0
KIN PIC2	Pickleball 2	1.0
KIN PIC3	Pickleball 3	1.0
KIN PIC4	Pickleball 4	1.0
KIN PL1	Pilates 1	1.0
KIN PL2	Pilates 2	1.0
KIN SBV1	Beginning Soccer Beach Volleyball	1.0
KIN SBV2	Intermediate Soccer Beach Volleyball	1.0
KIN SBV3	Advanced Soccer Beach Volleyball	1.0

KIN SI1	Soccer - Indoor 1	1.0
KIN SI2	Soccer - Indoor 2	1.0
KIN SO1	Soccer - Outdoor 1	1.0
KIN SO2	Soccer - Outdoor 2	1.0
KIN SW1	Swimming 1	1.0
KIN SW2	Swimming 2	1.0
KIN SW3	Swimming 3	1.0
KIN SW4	Swimming 4	1.0
KIN SWF1	Swimming for Fitness 1	1.0
KIN SWF2	Swimming for Fitness 2	1.0
KIN SWF3	Swimming for Fitness 3	1.0
KIN SWF4	Swimming for Fitness 4	1.0
KIN VB1	Volleyball Beginning	1.0
KIN VB2	Volleyball Intermediate	1.0
KIN VB3	Volleyball Advanced	1.0
KIN WT1	Weight Training 1	1.0
KIN WT2	Weight Training 2	1.0
KIN WTW1	Women's Weight Training 1	1.0
KIN WTW2	Women's Weight Training 2	1.0
KIN YIN1	Yin Yoga 1	1.0
KIN YO1	Yoga 1	1.0
KIN YO2	Yoga 2	1.0
KIN YO3	Yoga 3	1.0
KIN YO4	Yoga 4	1.0
KIN ZUM1	Zumba Fitness Workout 1	1.0
KIN 32A	Fall Intercollegiate Men's Basketball	3.0
KIN 32B	Spring Intercollegiate Men's Basketball	1.0-2.0
KIN 32C	Off Season Intercollegiate Men's Basketball	1.0-2.0
KIN 33	Men's & Women's Intercollegiate Cross Country	1.0-3.0
KIN 37A	Pre-Season Intercollegiate Men's Volleyball	1.0-2.0
KIN 37B	Intercollegiate Men's Volleyball	1.0-2.0
KIN 37C	Off Season Intercollegiate Men's Volleyball	1.0-2.0
KIN 38A	Pre-Season Intercollegiate Men's Soccer	1.0-2.0
KIN 38B	Intercollegiate Men's Soccer	3.0
KIN 38C	Post Season Intercollegiate Men's Soccer	1.0-2.0
KIN 40A	Pre-Season Intercollegiate Women's Volleyball	1.0
KIN 40B	Intercollegiate Women's Volleyball	1.0-3.0
KIN 40C	Off Season Intercollegiate Women's Volleyball	1.0-2.0
KIN 41A	Pre-Season Intercollegiate Women's Basketball	1.0-2.0
KIN 41B	Fall Intercollegiate Women's Basketball	1.5
KIN 41C	Spring Intercollegiate Women's Basketball	1.5
KIN 41D	Off Season Intercollegiate Women's Basketball	1.0-2.0
KIN 44A	Pre-Season Intercollegiate Women's Badminton	1.0-2.0
KIN 44B	Intercollegiate Women's Badminton	1.0-3.0
KIN 44C	Off Season Intercollegiate Women's Badminton	1.0-2.0
KIN 48A	Pre-Season Intercollegiate Women's Soccer	1.0-2.0
KIN 48B	Intercollegiate Women's Soccer	3.0
KIN 48C	Off Season Intercollegiate Women's Soccer	1.0-2.0
KIN 50A	Pre-Season Intercollegiate Swimming & Diving	1.0-2.0
KIN 50B	Intercollegiate Swimming & Diving	3.0
KIN 60	Intercollegiate Water Polo -- Men's	3.0
KIN 61A	Pre-Season Intercollegiate Water Polo	0.5-2.0

KIN 61B	Off Season Intercollegiate Water Polo	0.5-2.0
KIN 65	Intercollegiate Women's Water Polo	3.0
		-
Wellness		-
ECE 54	Child Health, Safety and Nutrition	3.0
HEA 1	Introduction to Personal Health	3.0
HEA 3	Women's Health	3.0
HEA 7	Introduction to Public Health	3.0
HEA 11	Health and Social Justice	3.0
KIN 1	Sports Nutrition	3.0
KIN 6	Personal Trainer	3.5
KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED	3.0
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0
KIN 19	Care and Prevention of Athletic Injuries	3.0
KIN 24	Sport Psychology	3.0
KIN 30	Introduction to Kinesiology	3.0
NTRN 1	Introduction to Nutrition Science	3.0
NTRN 5	Sports Nutrition	3.0
NTRN 10	Perspectives in Cultural Nutrition	3.0
PSYC 10	Psychology of Human Sexuality	3.0
Total Units in the Area of Emphasis		18.0-19.0
Additional General Education and Elective Units		
See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.		41.0-42.0

Total: 60.0

4. Master Planning

This local program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce" and A2 to "Support existing and new programs.

5. Enrollment and Completer Projections

15 per academic year.

6. Place of Program in Curriculum/Similar Programs

This program will remain part of the Liberal Arts & Sciences family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts & Sciences: Health and Wellness AA program gives students a broad study in health, physical activity, and nutrition. Courses emphasize the importance of living a healthy lifestyle and principles of wellness.

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:** 15.0

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

Wellness Course	3.0	Major/Required
Physical Activity Course	1.0	Major/Required
English Composition (Area 1A)	3.0	General Education
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education
AD Elective	5.0	Elective

Term 2 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Wellness Course	3.0	Major/Required	
Physical Activity Course	1.0	Major/Required	
MATH 47 (Area 2)	4.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
AD Elective	4.0	Elective	

Term 3 - Fall Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	5.0	Elective	
Wellness Course	3.0	Major/Required	
Physical Activity Course	1.0	Major/Required	
American Institutions (Area 9)	3.0	General Education	
Humanities (Area 3)	3.0	General Education	

Term 4 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Wellness or Physical Activity Courses	6.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
AD Elective	3.0	Elective	

Total: 60.0

LAS POSITAS COLLEGE

New Program: Mathematics 2.0 - Associate in Science Degree for Transfer

Rationale
Replaces the current Mathematics AS-T.

TOP Code
1701.00 - Mathematics, General

CIP Code
27.0101 - Mathematics, General.

1. Statement of Program Goals and Objectives
The Associate in Science in Mathematics 2.0 for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Mathematics. The Associate in Science in Mathematics 2.0 for Transfer degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Mathematics.

2. Catalog Description
The Las Positas College Mathematics program offers courses that lead to an Associate in Science in Mathematics 2.0 for Transfer Degree. The major requirements for the Associate in Science in Mathematics 2.0 for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Mathematics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students will also have completed UC transfer pathway requirements for Mathematics majors. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Completion Requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The California General Education Transfer Curriculum (Cal-GETC). b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Title
Mathematics 2.0

Award Type
Associate in Science Degree for Transfer

Effective Term
Fall 2026

Program Description
The Las Positas College Mathematics program offers courses that lead to an Associate in Science in Mathematics 2.0 for Transfer Degree. The major requirements for the Associate in Science in Mathematics 2.0 for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Mathematics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students will also have completed UC transfer pathway requirements for Mathematics majors. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term
Required Core: (31 units)			
CS 1	Computing Fundamentals I	4.0	
MATH 1	Calculus I	5.0	

MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5
PHYS 1A	General Physics I	5.0

Total Units for the Major

31.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 29.0

Total: 60.0

The Las Positas College Mathematics program offers courses that lead to an Associate in Science in Mathematics 2.0 for Transfer Degree. The major requirements for the Associate in Science in Mathematics 2.0 for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Mathematics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students will also have completed UC transfer pathway requirements for Mathematics majors. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required	
Arts (Area 3A)		3.0	General Education	
English Composition (Area 1A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 2 - Spring Semester **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required	
PHYS 1A	General Physics I	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Critical Thinking and Composition (Area 1B)		3.0	General Education	

Term 3 - Fall Semester **Units:** 14.5

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

MATH 7	Elementary Linear Algebra	3.5	Major/Required
MATH 3	Multivariable Calculus	5.0	Major/Required
Oral Communication (Area 1C)		3.0	General Education
Humanities (Area 3B)		3.0	General Education

Term 4 - Spring Semester **Units:** 15.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 5	Ordinary Differential Equations	3.5	Major/Required	
CS 1	Computing Fundamentals I	4.0	Major/Required	
UC Elective		2.0	Elective	
Biological Science (Area 5B)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 60.0

6.4. Program Modifications

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

- Emergency Medical Sciences, AS
- Engineering Technology, AS
- Engineering Technology, CA
- ESL College Speaking and Listening Fluency Pathway, NCY
- Film Studies, AA
- Film Studies, CA
- Humanities, AA
- Humanities, CA
- Journalism, CA
- Journalism and Media Studies, AA
- Kinesiology, AA-T
- Liberal Arts & Sciences: Language Arts and Communication, AA
- Paramedic Sciences, CA
- Physical Therapy Aide, CA
- Piano Technology, CA
- Theater Arts, AA-T
- Viticulture, AS

LAS POSITAS COLLEGE

Technical Program Revision: Emergency Medical Sciences - Associate of Science Degree

Technical Program Revision: Emergency Medical Sciences - Associate of Science Degree (Launched - Implemented 11-02-2025)
compared with
Emergency Medical Sciences - Associate of Science Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code
1251.00 - Paramedic*

CIP Code
51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).

1. Statement of Program Goals and Objectives
This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students will be precepted by registered nurses and licensed paramedics.

2. Catalog Description
The Emergency Medical Sciences Associate of Science degree is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. This degree can be useful in gaining employment in states that requires paramedics with degrees or assume a leadership position in EMS where a degree is desired.

3. Program Requirements
Course
Title
Units
Term

~~*Required Core: (46 Units)*~~ *Required Core: (50 Units)*

BIO 50	Anatomy and Physiology	4.0 2nd
EMS 10	Paramedic Theory 1	~~6~~ 8 .0 3rd
EMS 11	Paramedic Theory 2	~~6~~ 8 .0 4th
EMS 12	~~Paramedic Laboratory 1~~ Paramedic Skills 1	4.0 3rd
EMS 13	~~Paramedic Laboratory 2~~ Paramedic Skills 2	4.0 4th
EMS 16	Paramedic Clinical Internship	3.0 5th
EMS 17	Paramedic Field Internship	9.0 6th
EMS 20	Emergency Medical Technician	7.0 1st
EMS 62	Basic Medical Terminology	3.0 2nd

~~*Total Units in the Major*~~ *Total Units for the Major*

~~46~~ 50 .0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	19.0

Total: ~~65~~ 69 .0

4. Career Opportunities

Students that earn the Emergency Medical Sciences Associate of Science degree are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

5. Master Planning

This is an update to a current program. The update is in line with the Education Master Plan strategies of A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness"

6. Enrollment and Completer Projections

10 per academic year

7. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of our EMS department

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Emergency Medical Sciences Associate of Science degree is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. This degree can be useful in gaining employment in states that requires paramedics with degrees or assume a leadership position in EMS where a degree is desired.

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:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences (Area 4)		3.0	General Education	
English Composition (Area 1A)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
EMS 20	Emergency Medical Technician	7.0	Major/Required	

Term 2 - Spring Semester **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
BIO 50	Anatomy and Physiology	4.0	Major/Required	
EMS 62	Basic Medical Terminology	3.0	Major/Required	

Term 3 - Fall Semester **Units:** ~~11~~ 13 .0

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

		1.0
		General Education
Kinesiology (Area 7)		

	Paramedic Theory 1	
	~~6.0~~ 8.0	
EMS 10	Major/Required	
	~~Paramedic Laboratory 1~~ Paramedic Skills 1	
	4.0	
EMS 12	Major/Required	

Term 4 - Spring Semester **Units:** ~~10~~ 12 .0

Course		
Units	MAJ/GEN/ELEC	
Semester(s) Offered		
	Paramedic Theory 2	
	~~6.0~~ 8.0	
EMS 11	Major/Required	
	~~Paramedic Laboratory 2~~ Paramedic Skills 2	
	4.0	
EMS 13	Major/Required	

Term 5 - Summer Semester **Units:** 3.0

Course		
Units	MAJ/GEN/ELEC	
Semester(s) Offered		
	Paramedic Clinical Internship	
	3.0	
EMS 16	Major/Required	

Term 6 - Fall Semester

Course		MAJ/GEN/ELEC
	Units	
	Semester(s) Offered	
		Paramedic Field Internship
		9.0
EMS 17		Major/Required

Total: ~~65~~ 69 .0

LAS POSITAS COLLEGE

Technical Program Revision: Engineering Technology - Associate of Science Degree

Technical Program Revision: Engineering Technology - Associate of Science Degree (Launched - Implemented 10-19-2025)
compared with
Engineering Technology - Associate of Science Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code
0924.00 - Engineering Technology, General (requires Trigonometry)*

CIP Code
15.0000 - Engineering Technologies/Technicians, General.

1. Statement of Program Goals and Objectives
The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. Students receive foundational training in engineering, mathematics, physics, and welding, and develop skills in manufacturing and fabrication, problem-solving, and critical thinking.

2. Catalog Description
The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

3. Program Requirements
Course
Title
Units
Term

~~*Required Core: (21 Units)*~~ *Required Core: (30 Units)*

ENGR 1	Introduction to Engineering	2.0 1st
ENGR 23	Engineering Graphics	3.0 2nd
ENGR 37	Applied Statics and Materials	~~3~~ 4 .0 5th
MATH 21	Precalculus*	4.0 2nd
MATH 39	Trigonometry*	4.0 1st
PHYS 10	Descriptive Physics	3.0 4th
PHYS 10L	Descriptive Physics Laboratory	1.0 4th
WLDT 10	Machining for the Metal Trades	4.0 2nd
WLDT 61	Welding Ferrous Metals	3.0 1st
OR		
WLDT 62	Welding Nonferrous Metals	3.0 1st
WLDT 62AL	GTAW Skills Laboratory	2.0 1st

~~*List A: Select One (4 Units)*~~ *List A: Select One (3-4 Units)*

~~Option 1~~		-
ENGR 50	Introduction to Electronic Systems and Measurements	~~4~~ 3 .0 4th
-		-
~~Option 2~~		-
OR		
WLDT 63	Welding Layout and Fitting	2.0 4th
AND		
WLDT 79	Manufacturing Processes	2.0 4th

List B: Select One (3 Units)

WRKX 94	Occupational Work Experience/Internship	3.0 3rd
WRKX 95	General Work Experience	3.0 3rd

~~*List C: Select One Option (6-8 Units)*~~ -

~~Option 1~~		-
~~MATH 39~~	~~Trigonometry~~	~~4.0~~
~~AND~~		

~~MATH 21~~	~~Precalculus~~	~~4.0~~
		~~-~~
~~-~~		
		~~-~~
~~Option 2~~		
~~MATH 22~~	~~Precalculus & Trigonometry~~	~~6.0~~
		~~-~~
~~-~~		
		~~-~~
~~Option 3~~		
~~MATH 30~~	~~College Algebra for STEM~~	~~4.0~~
~~AND~~		
~~MATH 39~~	~~Trigonometry~~	~~4.0~~

Total Units for the Major

~~34~~ 36 .0-
~~36~~ 37 .0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

~~24~~ 23 .0-
~~26~~ 24 .0

Total: 60.0

4. Career Opportunities

Graduates of the program may find employment as mechanical technicians, mechanical technologists, stationary engineers, or in other applied engineering fields and may collaborate with scientists, engineers, designers, and manufacturing professionals.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

10-15 per academic year

7. Place of Program in Curriculum/Similar Programs

This program will remain part of the Engineering family of programs

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

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:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 61	Welding Ferrous Metals	3.0	Major/Required	
OR				
WLDT 62	Welding Nonferrous Metals	3.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
MATH 39	Trigonometry	4.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory	2.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester **Units:** 15.0

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

MATH 21	Precalculus 4.0 Major/Required	
ENGR 23	Engineering Graphics 3.0 Major/Required	
WLDT 10	Machining for the Metal Trades 4.0 Major/Required	
Kinesiology (Area 7)		1.0 General Education
Oral Communication and Critical Thinking (Area 1B)		3.0 General Education

Term 3 - Summer Semester **Units:** 1.0- 3.0

Course Units Semester(s) Offered	MAJ/GEN/ELEC
List B Course	~~3.0~~ 1.0 - 3.0 Major/Required

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

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

PHYS 10	Descriptive Physics 3.0 Major/Required	
PHYS 10L	Descriptive Physics Laboratory 1.0 Major/Required	
		~~2.0 - 4.0~~ 3.0 - 4.0 Major/Required
~~List A Course~~ List A Course(s)		
Social and Behavioral Sciences (Area 4)		3.0 General Education
AD Elective		~~5.0 - 3.0~~ 4.0 - 3.0 General Education

Term 5 - Spring Semester **Units:** 16.0- 14.0

Course	Units	Semester(s) Offered	MAJ/GEN/ELEC
ENGR 37	Applied Statics and Materials ~~3.0~~ 4.0 Major/Required		
List B Course or Elective			2.0 Major/Required
Ethnic Studies (Area 6)			3.0 General Education
Arts and Humanities (Area 3)			3.0 General Education
AD Elective			~~3.0~~ 4.0 - 2.0 Elective

Total: 60.0

LAS POSITAS COLLEGE

Technical Program Revision: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 10-19-2025)

compared with

Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2025)

Rationale

TOP Code

0924.00 - Engineering Technology, General (requires Trigonometry)*

CIP Code

15.0000 - Engineering Technologies/Technicians, General.

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. Students receive foundational training in engineering, mathematics, physics, and welding, and develop skills in manufacturing and fabrication, problem-solving, and critical thinking.

2. Catalog Description

The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

3. Program Requirements

Course

Title

Units

Term

~~Required Core: (21 Units)~~ Required Core: (30 Units)

ENGR 1	Introduction to Engineering	2.0 1st
ENGR 23	Engineering Graphics	3.0 2nd
ENGR 37	Applied Statics and Materials	~~3~~ 4 .0 5th
MATH 21	Precalculus	4.0 2nd
MATH 39	Trigonometry	4.0 1st
PHYS 10	Descriptive Physics	3.0 4th
PHYS 10L	Descriptive Physics Laboratory	1.0 4th
WLDT 10	Machining for the Metal Trades	4.0 2nd
WLDT 61	Welding Ferrous Metals	3.0 1st
OR		
WLDT 62	Welding Nonferrous Metals	3.0 1st
WLDT 62AL	GTAW Skills Laboratory	2.0 1st

~~List A: Select One Group (4 Units)~~ List A: Select One (3-4 Units)

~~Group 1~~		-
ENGR 50	Introduction to Electronic Systems and Measurements	~~4~~ 3 .0 4th
-		-
OR		
~~Group 2~~		-
WLDT 63	Welding Layout and Fitting	2.0 4th
AND		
WLDT 79	Manufacturing Processes	2.0 4th

List B: Select One (3 Units)

WRKX 94
Occupational Work Experience/Internship
3.0
3rd
WRKX 95
General Work Experience
3.0
3rd

~~List C: Select One (6-8 Units)~~

~~Option 1~~

~~MATH 39~~
~~Trigonometry~~
~~4.0~~

~~AND~~
~~MATH 21~~
~~Precalculus~~
~~4.0~~

~~Option 2~~

~~MATH 22~~
~~Precalculus & Trigonometry~~
~~6.0~~

~~Option 3~~

~~MATH 30~~
~~College Algebra for STEM~~
~~4.0~~

~~AND~~
~~MATH 39~~
~~Trigonometry~~
~~4.0~~

Total: ~~34~~ 36 .0- ~~36~~ 37 .0

4. Career Opportunities
Graduates of the program may find employment as mechanical technicians, mechanical technologists, stationary engineers, or in other applied engineering fields and may collaborate with scientists, engineers, designers, and manufacturing professionals.

5. Master Planning
The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections
10-15 per academic year

7. Place of Program in Curriculum/Similar Programs
This program will remain part of the Engineering family of programs

8. Similar Programs at Other Colleges in Service Area
This program has been recommended by the BACCC.

The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

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:** 11.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 39	Trigonometry 4.0	Major/Required	
ENGR 1	Introduction to Engineering 2.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory 2.0	Major/Required	
WLDT 61	Welding Ferrous Metals 3.0	Major/Required	
OR			
WLDT 62	Welding Nonferrous Metals 3.0	Major/Required	

Term 2 - Spring Semester **Units:** 11.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 21	Precalculus 4.0	Major/Required	
ENGR 23	Engineering Graphics 3.0	Major/Required	
WLDT 10	Machining for the Metal Trades 4.0	Major/Required	

Term 3 - Summer Semester **Units:** 1.0- 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course		~~3.0~~ 1.0 - 3.0	Major/Required	

Term 4 - Fall Semester **Units:** ~~6~~ 7 .0-8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~List A Course~~ List A Course(s)	Descriptive Physics	~~2.0 - 4.0~~ 3.0 - 4.0	Major/Required	
PHYS 10	Descriptive Physics Laboratory	1.0	Major/Required	
PHYS 10L				

Term 5 - Spring Semester **Units:** ~~5~~ 6 .0- ~~3~~ 4 .0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
	Applied Statics and Materials	~~3.0~~ 4.0		
ENGR 37			Major/Required	
~~List B Course (if needed)~~ List B Course (If needed)		2.0 - 0.0	Major/Required	

Total: 36.0 - 37.0

LAS POSITAS COLLEGE

Program Modification: ESL College Speaking and Listening Fluency Pathway - Certificate of Competency

Program Modification: ESL College Speaking and Listening Fluency Pathway - Certificate of Competency (Launched - Implemented 10-26-2025)
compared with
ESL College Speaking and Listening Fluency Pathway - Certificate of Competency (Active - Implemented 08-22-2024)

Rationale

TOP Code
4930.86 - English as a Second Language - Speaking/Listening

CIP Code
32.0109 - Second Language Learning.

1. Statement of Program Goals and Objectives
The ESL College Speaking and Listening Fluency Pathway provides a rigorous and supportive noncredit pathway which emphasizes oral and aural fluency. Students who successfully complete the pathway will be better prepared to pursue their educational goals, including language learning, transfer, Associate's Degree, certificate, or CTE, as well as being better prepared to engage in English in their personal lives, at work, and in the community.

2. Catalog Description
The ESL College Speaking and Listening Fluency Pathway provides a supportive and rigorous noncredit pathway for students to study and improve speaking and listening skills, including nonverbal communication and cultural norms. Students have the opportunity to take a sequence of three courses which will help in developing speaking and listening skills. Students who successfully complete the pathway will be better prepared to pursue their educational goals, including language learning, transfer, Associate's Degree, certificate, or CTE, as well as being better prepared to engage in English in their personal lives, at work, and in the community.

3. Program Requirements
Course
Title
Hours
Term

~~*Core: (108 Hours)*~~ *Core: Select One or More (54-108 Hours)*

		54.0
NESL 223	Intermediate Oral Communication	1st
		54.0
NESL 226	Intermediate Pronunciation and Fluency	1st

Capstone: (54 Hours)

		54.0
NESL 213	Speaking and Listening Fluency for Academic and Professional Purposes	1st

Total: 108.0- 162.0

4. Master Planning

This program supports Las Positas College's Mission to be an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals. It also mirrors the values put forth by the college of: responding to the needs of the ever-changing work force; demonstrating civic (and) social... responsibility; and promoting ethical behavior, tolerance, and mutual respect in a diverse community. This program matches the LPC Vision of providing students with curriculum that will teach, "skills... needed to become engaged participants...in their local...communities." It also meets EMP's overarching goals of "Educational Excellence, Community Collaboration, and Equity and Anti-Racism."

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

The ESL College Speaking and Listening Fluency Pathway provides a supportive and rigorous noncredit pathway for students to study and improve speaking and listening skills, including nonverbal communication and cultural norms. Students have the opportunity to take a sequence of three courses which will help in developing speaking and listening skills. Students who successfully complete the pathway will be better prepared to pursue their educational goals, including language learning, transfer, Associate's Degree, certificate, or CTE, as well as being better prepared to engage in English in their personal lives, at work, and in the community.

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
	0.0		
	Intermediate Oral Communication		
NESL 223	0.0	Major/Required	
OR			
	Intermediate Pronunciation and Fluency		
NESL 226	0.0	Major/Required	

Term 2 - Spring Semester

Units: 0.0

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

	Speaking and Listening Fluency for Academic and Professional Purposes	0.0
NESL 213	Major/Required	

Total: 0.0

LAS POSITAS COLLEGE

Program Modification: Film Studies - Associate of Arts Degree

Program Modification: Film Studies - Associate of Arts Degree (Launched - Implemented 11-02-2025)
compared with
Film Studies - Associate of Arts Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code
0612.00 - Film Studies

CIP Code
~~50.0699 - Film/Video and Photographic Arts, Other.~~

50.0601 - Film/Cinema/Media Studies.

1. Statement of Program Goals and Objectives
~~The Film Studies AA degree is a local program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, students can also choose to explore the following areas of film studies: basic film production, acting for film, the intersections between film and theater, the music of great film composers, multimedia reporting, or major global cinema traditions and directors.~~

The Film Studies Associate Degree is a local program designed to offer students an introduction to the history, analysis, art, and practice of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, students can choose to explore the following areas of film studies: film production and editing, screenwriting, audio design and production, acting for film, the intersections between film and theater, the music of great film composers, multimedia reporting, or major global cinema traditions and directors.

2. Catalog Description
~~The Film Studies AA degree is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this AA also provides students with the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields, such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.~~

The Film Studies AA degree is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this AA also provides students with the chance to explore film production and editing, screenwriting, audio design and production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields, such as Film, TV, Theater, Multimedia Studies, Social Media, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

3. Program Requirements

Course

Title

Units

Term

~~*Required Core: (6 Units)*~~ *Required Core: (3 Units)*		
FLMS 2	Introduction to Film Studies	3.0 1st
OR		
HUMN 2	Introduction to Film Studies	3.0 1st
~~PHTO 58~~	~~Introduction to Videography~~	~~3.0~~
~~*List A: Select One (3 Units)*~~		-
~~JAMS 1~~	~~Introduction to Mass Communications~~	~~3.0~~
~~JAMS 2~~	~~Introduction to Media~~	~~3.0~~
~~*List B: Select Three (9 Units)*~~ *List A: Select Three (9 Units)*		
FLMS 5	Introduction to Film Editing	3.0 1st
FLMS 7	Introduction to Screenwriting	3.0 1st
FLMS 9	Introduction to Sound Design and Production	3.0 1st
HUMN 4	Global Cinemas	3.0 2nd
JAMS 1	Introduction to Mass Communications	3.0 2nd
JAMS 2	Introduction to Media	3.0 3rd
PHTO 58	Introduction to Videography	3.0 3rd
List B: Select Two (6 Units)		-
GDDM 10	3D Modeling and Animation	3.0 2nd
GDDM 12	2D Animation	3.0 2nd
JAMS 23	~~Multimedia Reporting~~ Digital Storytelling	3.0 2nd
KIN 3	Sports in Films & Documentaries	3.0 2nd
MUS 22A	Scoring for Film and Multimedia 1	3.0 2nd
MUS 22B	Scoring for Film and Multimedia 2	3.0 2nd
MUS 34	Music in Film	3.0 2nd
PHTO 50	Introduction to Photography	3.0 4th
PHTO 67	History of Photography	3.0 4th
PHTO 69	Intermediate Videography	3.0 4th
SOC 12	Popular Culture	3.0 4th

		3.0
THEA 1A	Theory/Practice of Acting I	4th
		3.0
THEA 11	Stage to Screen	4th
Total Units for the Major		
		18.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	42.0

Total: 60.0

4. Master Planning

~~This is a new program that is being created according the Educational Master Plan strategy A2 to "Support existing and new programs." It will be a collaborative program drawing from various LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music. These programs will work together to coordinate the scheduling and frequency of course offerings, as well as intersections between courses. It will use existing FTEF.~~

The Film Studies program began about 5 years ago and is going strong. While we are creating an AD-T in Film, Television, and Electronic Media that will be similar to this program, we want to keep a local option AA. The FLMS AA offers more options for students who are perhaps not as interested in working in production. We have been able to secure enough FTEF to begin offering the new courses in FLMS, and we continue to collaborate with the coordinators of this interdisciplinary degree's programs to best schedule courses.

5. Enrollment and Completer Projections

~~4-6 per year.~~

We have had strong enrollment in the past 5 years in our Film Studies core courses and have approximately 50 students who declare "Film" or "Film Studies" as their major. We don't know how the new FTVE degree will impact this, but the courses in this degree are all quite productive and enroll well.

6. Place of Program in Curriculum/Similar Programs

~~This will be an interdisciplinary program that draws on various preexisting LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music.~~

As stated above, this is a popular interdisciplinary program that draws from many other programs on campus. It will be similar to but different from the FTVE AD-T. This interdisciplinary program draws on various preexisting LPC programs, such as Humanities, Graphic Design and Digital Media, Photography, Journalism and Media Studies, Music, and Theater.

7. Similar Programs at Other Colleges in Service Area

DVC, CCSF, and De Anza have AA degrees in “Cinema” or “Film & TV.” BCC and other local CCs have Film Studies courses as part of other degrees.

~~The Film Studies AA degree is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this AA also provides students with the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses~~

~~prepare those interested in majoring and/or working in fields, such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.~~

The Film Studies AA degree is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this AA also provides students with the chance to explore film production and editing, screenwriting, audio design and production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields, such as Film, TV, Theater, Multimedia Studies, Social Media, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

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:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FLMS 2	Introduction to Film Studies	3.0	Major/Required	
OR				
~~PHTO 58~~	~~Introduction to Videography~~ Introduction to Film Studies	3.0	Major/Required	
HUMN 2				
List A Course		3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		6.0	Elective	

Term 2 - Spring Semester **Units:** 15.0

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

List A Course	3.0 Major/Required
List B Course	3.0 Major/Required
Oral Communication and Critical Thinking (Area 1B)	3.0 General Education
Health (Area 8)	3.0 General Education
MATH 47 (Area 2)	3.0 General Education

Term 3 - Fall Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC Semester(s) Offered
~~List B Course~~ List A Course	3.0	Major/Required
Natural Sciences (Area 5)	3.0	General Education
American Institutions (Area 9)	3.0	General Education
Kinesiology (Area 7)	1.0	General Education
AD Elective	5.0	Elective

Term 4 - Fall Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Recommended Elective: PHTO 29V	2.0	Elective	
List B Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	~~9.0~~ 7.0	Elective	

Total: 60.0

LAS POSITAS COLLEGE

Program Modification: Film Studies - Certificate of Achievement (16 to fewer than 30 units)

Program Modification: Film Studies - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 11-02-2025)
compared with
Film Studies - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Rationale

TOP Code
0612.00 - Film Studies

CIP Code
50.0601 - Film/Cinema/Media Studies.

1. Statement of Program Goals and Objectives
~~The Film Studies Certificate of Achievement is a local program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, students can also choose to explore the following areas of film studies: basic film production, acting for film, the intersections between film and theater, the music of great film composers, multimedia reporting, or major global cinema traditions and directors.~~

The Film Studies Certificate of Achievement is a local program designed to offer students an introduction to the history, analysis, art, and practice of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, students can choose to explore the following areas of film studies: film production and editing, screenwriting, audio design and production, acting for film, the intersections between film and theater, the music of great film composers, multimedia reporting, or major global cinema traditions and directors.

2. Catalog Description
~~The Film Studies Certificate of Achievement is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this Certificate of Achievement also provides students the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.~~

The Film Studies Certificate of Achievement is designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this Certificate program also provides students with the chance to explore film production and editing, screenwriting, audio design and production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields, such as Film, TV, Theater, Multimedia Studies, Social Media, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

3. Program Requirements

Course
Title
Units
Term

~~*Required Core: (6 Units)*~~ *Required Core: (3 Units)*		
FLMS 2	Introduction to Film Studies	3.0
OR		
HUMN 2	Introduction to Film Studies	3.0
List A: Select Three (9 Units)		
~~PHTO 58~~ FLMS 5	~~Introduction to Videography~~ Introduction to Film Editing	3.0
FLMS 7	Introduction to Screenwriting	3.0
~~List A: Select One (3 Units)~~ FLMS 9	Introduction to Sound Design and Production	3.0
HUMN 4	Global Cinemas	3.0
JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0
PHTO 58	Introduction to Videography	3.0
~~*List B: Select Three (9 Units)*~~ *List B: Select Two (6 Units)*		
~~KIN 3~~ GDDM 10	~~Sports in Films & Documentaries~~ 3D Modeling and Animation	3.0
~~FLMS 5~~ GDDM 12	~~Introduction to Film Editing~~	~~3.0~~
~~HUMN 4~~	~~Global Cinemas~~ 2D Animation	3.0
JAMS 23	~~Multimedia Reporting~~ Digital Storytelling	3.0
KIN 3	Sports in Films & Documentaries	3.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 22B	Scoring for Film and Multimedia 2	3.0
MUS 34	Music in Film	3.0
PHTO 50	Introduction to Photography	3.0
PHTO 67	History of Photography	3.0
PHTO 69	Intermediate Videography	3.0
SOC 12	Popular Culture	3.0
THEA 1A	Theory/Practice of Acting I	3.0
THEA 11	Stage to Screen	3.0

Total: 18.0 - 12.0

4. Master Planning

~~This is a new program that is being created according the Educational Master Plan strategy A2 to "Support existing and new programs." It will be a collaborative program drawing from various LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music. These programs will work together to coordinate the scheduling and frequency of course offerings, as well as intersections between courses. It will use existing FTEF.~~

The Film Studies program began about 5 years ago and is going strong. While we are creating an AD-T in Film, Television, and Electronic Media that will be similar to this program, we want to keep the local options of the AA and Certificate of Achievement. The FLMS Certificate of Achievement offers alternatives for students who might not be as interested in working in production. We have been able to secure enough FTEF to begin offering the new courses in FLMS, and we continue to collaborate with the coordinators of this interdisciplinary degree's programs to best schedule courses.

5. Enrollment and Completer Projections

~~With this new certificate option, we are hoping to see approximately 4 new COA completions per year.~~

We have had strong enrollment in the past 5 years in our Film Studies core courses and have approximately 50 students who declare "Film" or "Film Studies" as their major. We don't know how the new FTVE degree will impact this, but the courses in this degree are all quite productive and enroll well. We will continue to encourage students to pursue the AA, this Certificate of Achievement, or the FTVE AD-T, depending on their goals.

6. Place of Program in Curriculum/Similar Programs

~~A certificate would potentially attract many students who are majoring in other fields but who value and enjoy Film Studies courses, whether their intention is to transfer or finish with a local AA. This will be an interdisciplinary certificate program that draws on various preexisting LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music.~~

This certificate would potentially attract many students who are majoring in other fields but who value and enjoy Film Studies courses, whether their intention is to transfer or finish with a local AA. This will be an interdisciplinary certificate program that draws on various preexisting LPC programs, such as Humanities, Graphic Design and Digital MEdia, Photography, Journalism and Media Studies, Theater, and Music.

7. Similar Programs at Other Colleges in Service Area

Sacramento City College has a Certificate of Achievement in Film Studies, De Anza has a Certificate of Achievement in Film/TV.

~~The Film Studies Certificate of Achievement is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this Certificate of Achievement also provides students the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.~~

The Film Studies Certificate of Achievement is designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this Certificate program also provides students with the chance to explore film production and editing, screenwriting, audio design and production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields, such as Film, TV, Theater, Multimedia Studies, Social Media, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

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:** 9.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
FLMS 2	3.0	Major/Required	
OR			
~~PHTO 58~~ ~~Introduction to Videography~~ Introduction to Film Studies	3.0	Major/Required	
~~List A Course~~ Two List A Course	~~3.0~~ 6.0	~~Major/Required~~	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
~~List B Courses~~ List A Course	~~9.0~~ 3.0		
Two List B Courses	6.0	Major/Required	

Total: 18.0

LAS POSITAS COLLEGE

Program Modification: Humanities - Associate of Arts Degree

Program Modification: Humanities - Associate of Arts Degree (Launched - Implemented 11-04-2025)
compared with
Humanities - Associate of Arts Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code
1599.00 - Other Humanities

CIP Code
24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other.

1. Statement of Program Goals and Objectives
The Humanities AA degree is a local program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time.

2. Catalog Description
~~The Humanities AA degree is a program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.~~

The Humanities AA degree is a program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested in majoring in fields such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

3. Program Requirements
Course
Title
Units
Term

Required Core: (9 Units)

HUMN 3	Introduction to Humanities	3.0
HUMN 28	World Mythology	3.0
PHIL 1	God, Nature, Human Nature	3.0

List A: Select One (3 Units)

ENG 32	U.S. Women's Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 45	Studies in Fiction	3.0
HIST 32	U.S. Women's History	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
PHIL 2	Ethics	3.0
RELS 1	Religions of the World	3.0
WMST 2	Global Perspective of Women	3.0

List B: Select One (3 Units)

~~ARHS 7~~ FLMS 2	~~Modern Art History~~ Introduction to Film Studies	3.0
HUMN 2	Introduction to Film Studies	3.0
HUMN 4	Global Cinemas	3.0
MUS 3	World Music	3.0
PHTO 67	History of Photography	3.0
THEA 4	Modern American Theater	3.0
THEA 10	Introduction to Dramatic Arts	3.0

List C: Select One (3 Units)

ARHS 2	Art of the Ancient Americas	3.0
ARHS ~~5~~ 7	~~Western Art History - Renaissance to Contemporary~~ Modern Art History	3.0
ARTH C1200	Survey of Art from the Renaissance to Contemporary	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HUMN 11	Culture and the Arts I: Ancient World to the Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0

Total Units for the Major

	18.0

Additional General Education and Electives

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	42.0

Total: 60.0

4. Master Planning

This is an update to an existing program and is being updated according the Educational Master Plan strategy A2 to "Support existing and new programs."

5. Enrollment and Completer Projections

~~With these changes to the degree I am hoping to see 2-3 new majors per year~~

We hope to see 2-3 new majors per year.

6. Place of Program in Curriculum/Similar Programs

~~This will continue to be part of the Humanities Program in the Humanities Cluster.~~

The Humanities AA serves students who are exploring future pursuits in majors and careers related to arts, ideas, creativity, and culture. It combines material and approaches from these more narrowly focused disciplines to present students with broader approaches. Students can also potentially double major in Humanities and a related field; they might really enjoy their Humanities GE courses and choose to take more while working on a History, Philosophy, Art History, or English degree.

7. Similar Programs at Other Colleges in Service Area

~~DVC, Chabot, Berkeley City College all have Humanities AA degrees.~~

DVC, Chabot, and Berkeley City College all have Humanities AA degrees.

~~The Humanities AA degree is a program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.~~

The Humanities AA degree is a program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested in majoring in fields such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

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:** 15.0

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

	Introduction to Humanities 3.0 Major/Required	
HUMN 3		
	God, Nature, Human Nature 3.0 Major/Required	
PHIL 1		
		3.0 General Education
English Composition (Area 1A)		
		6.0 Elective
AD Elective		

Term 2 - Spring Semester **Units:** 15.0

Course		
Units	MAJ/GEN/ELEC	
Semester(s) Offered		
	World Mythology 3.0 Major/Required	
HUMN 28		
		3.0 Major/Required
List A Course		
		3.0 General Education
Oral Communication and Critical Thinking (Area 1B)		
		3.0 General Education
Health (Area 8)		
		3.0 General Education
MATH 47 (Area 2)		

Term 3 - Fall Semester **Units:** 15.0

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

List B Course	3.0 Major/Required	
Natural Sciences (Area 5)	3.0 General Education	
Social and Behavioral Sciences (Area 4)	3.0 General Education	
Ethnic Studies (Area 6)	3.0 General Education	
AD Elective	3.0 Elective	

Term 4 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List C Course	3.0	Major/Required	
Kinesiology (Area 7)	1.0	General Education	
AD Elective	11.0	Elective	

Total: 60.0

LAS POSITAS COLLEGE

Program Modification: Humanities - Certificate of Achievement (16 to fewer than 30 units)

Program Modification: Humanities - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 11-04-2025)
compared with
Humanities - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Rationale

TOP Code
1599.00 - Other Humanities

CIP Code
24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other.

1. Statement of Program Goals and Objectives
The Humanities Certificate of Achievement is a local program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time.

2. Catalog Description
~~The Humanities Certificate of Achievement is designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.~~

The Humanities Certificate of Achievement is designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested in majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

3. Program Requirements
Course
Title
Units
Term

Required Core: (9 Units)

HUMN 3	Introduction to Humanities	3.0
HUMN 28	World Mythology	3.0
PHIL 1	God, Nature, Human Nature	3.0

List A: Select One (3 Units)

ENG 32	U.S. Women's Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 45	Studies in Fiction	3.0
HIST 32	U.S. Women's History	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
PHIL 2	Ethics	3.0
RELS 1	Religions of the World	3.0
WMST 2	Global Perspective of Women	3.0

List B: Select One (3 Units)

~~ARHS 7~~ FLMS 2	~~Modern Art History~~ Introduction to Film Studies	3.0
HUMN 2	Introduction to Film Studies	3.0
HUMN 4	Global Cinemas	3.0
MUS 3	World Music	3.0
PHTO 67	History of Photography	3.0
THEA 4	Modern American Theater	3.0
THEA 10	Introduction to Dramatic Arts	3.0

List C: Select One (3 Units)

ARHS 2	Art of the Ancient Americas	3.0
ARHS ~~5~~ 7	~~Western Art History - Renaissance to Contemporary~~ Modern Art History	3.0
ARTH C1200	Survey of Art from the Renaissance to Contemporary	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HUMN 11	Culture and the Arts I: Ancient World to the Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0

Total: 18.0

4. Master Planning

This local program fits our Educational Master Plan strategies A2 to "Support existing and new programs."

5. Enrollment and Completer Projections

~~We hope to see 4-5 HUMN C of A's completed in the first years after this has been approved.~~

We hope to see 2-3 HUMN Certificate of Achievements completed each year.

6. Place of Program in Curriculum/Similar Programs

~~A certificate would potentially attract many students who are majoring in other fields but who value and enjoy Humanities Cluster courses, whether their intention is to transfer or finish with a local AA.~~

A certificate would potentially attract many students who are majoring in other fields but who value and enjoy Humanities courses, whether their intention is to transfer or finish with a local AA. It may also appeal to lifelong learners.

7. Similar Programs at Other Colleges in Service Area

Both De Anza and Foothill Colleges have a Humanities Certificate of Achievement.

~~The Humanities Certificate of Achievement is designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.~~

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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:** 9.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
HUMN 3	3.0	Introduction to Humanities Major/Required	
PHIL 1	3.0	God, Nature, Human Nature Major/Required	
List A Course	3.0	Major/Required	

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

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

HUMN 28	World Mythology 3.0 Major/Required	
List B Course		3.0 Major/Required
List C Course		3.0 Major/Required

Total: 18.0

LAS POSITAS COLLEGE

Technical Program Revision: Journalism and Media Studies - Associate of Arts Degree

Technical Program Revision: Journalism and Media Studies - Associate of Arts Degree (Launched - Implemented 11-02-2025)
compared with
Journalism and Media Studies - Associate of Arts Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code
0602.00 - Journalism*

CIP Code
09.0401 - Journalism.

1. Statement of Program Goals and Objectives
The Associate of Arts in Journalism and Media Studies is a local program designed to prepare students for work in a variety of careers in journalism and media. It provides students a broad understanding of the principles, roles, techniques, and effects of media in society as well as experience in the application of those principles to the student media.

2. Catalog Description
The Associate of Arts in Journalism and Media Studies is designed to provide students a broad understanding of the principles of journalism and media as well as experience in the application of these principles to the campus media, including the newspaper, the journalistic magazine, and the literary magazine, all of which include multimedia components.

Classes can be applied to meet transfer requirements at four-year institutions and for entry into careers in media, such as reporting, public relations, print production, copyediting, broadcasting, videography, and photography.

3. Program Requirements
Course
Title
Units
Term

Required Core: (12 Units)

JAMS 11	Introduction to Reporting and Newswriting	3.0
JAMS 12	Introduction to Photojournalism	3.0
OR		
PHTO 72	Introduction to Photojournalism	3.0
JAMS 23	~~Multimedia Reporting~~ Digital Storytelling	3.0
JAMS 21A	Express College Newspaper A	3.0

List A: Select One (3 Units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0

List B: Select Three (9 Units)

JAMS 3	Introduction to Public Relations	3.0
JAMS 19A	~~Journal of Arts, Literature, and Academic Writing A~~ Journal of Arts and Literature A	3.0
OR		
ENG 19A	Journal of Arts, Literature, and Academic Writing A	3.0
JAMS 19B	Journal of Arts, Literature, and Academic Writing B	3.0
OR		
ENG 19B	~~Journal of Arts, Literature, and Academic Writing B~~ Journal of Arts and Literature B	3.0
JAMS 21B	Express College Newspaper B	3.0
JAMS 21C	Express College Newspaper C	3.0
JAMS 21D	Express College Newspaper D	3.0
JAMS 24A	Naked Magazine: College Magazine A	3.0
JAMS 24B	Naked Magazine: College Magazine B	3.0

Total Units for the Major

	24.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	36.0

Total: 60.0

4. Master Planning

-

5. Enrollment and Completer Projections

5 per academic year

6. Place of Program in Curriculum/Similar Programs

This program will remain a part of the Mass Communications family of programs.

7. Similar Programs at Other Colleges in Service Area

Chabot offers an A.A. in Mass Communications with more of a focus on broadcasting than this degree.
Laney College offers an A.A. in Journalism with a narrow focus on print and online journalism. Laney also offers an AA-T in Journalism.
Diablo Valley College offers only an AA-T in Journalism.

The Associate of Arts in Journalism and Media Studies is designed to provide students a broad understanding of the principles of journalism and media as well as experience in the application of these principles to the campus media, including the newspaper, the

journalistic magazine, and the literary magazine, all of which include multimedia components. Classes can be applied to meet transfer requirements at four-year institutions and for entry into careers in media, such as reporting, public relations, print production, copyediting, broadcasting, videography, and photography.

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:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	
AD Elective	5.0	Elective	

Term 2 - Spring Semester **Units:** 15.0

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

JAMS 11	Introduction to Reporting and Newswriting 3.0 Major/Required	
JAMS 12	Introduction to Photojournalism 3.0 Major/Required	
OR		
PHTO 72	Introduction to Photojournalism 3.0 Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0 General Education
~~MATH 40 or 47~~ STAT C1000 or MATH 47		3.0 - 4.0 General Education
AD Elective		3.0 - 2.0 Elective

Term 3 - Fall Semester **Units:** 15.0

Course	Units	Semester(s) Offered	MAJ/GEN/ELEC
JAMS 21A	3.0		Express College Newspaper A Major/Required
List B Course	3.0		Major/Required
Natural Sciences (Area 5)	3.0		General Education
American Institutions (Area 9)	3.0		General Education
Health (Area 8)	3.0		General Education

Term 4 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 23	3.0	Major/Required	~~Multimedia Reporting~~ Digital Storytelling
List B Courses	6.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	3.0	Elective	

Total: 60.0

LAS POSITAS COLLEGE

Technical Program Revision: Journalism - Certificate of Achievement (16 to fewer than 30 units)

Technical Program Revision: Journalism - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 11-02-2025)
compared with
Journalism - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2021)

Rationale

TOP Code
0602.00 - Journalism*

CIP Code
09.0401 - Journalism.

1. Statement of Program Goals and Objectives
The Las Positas College Certificate of Achievement in Journalism provides specific hands-on training that will prepare students for immediate job entry, especially involving broadcast and technology. It introduces students to college media outlets, allowing students to develop and refine their skills. Students then choose from a variety of options based on their areas of interest.

2. Catalog Description
The Las Positas College Certificate of Achievement in Journalism provides specific hands-on training that will prepare students for immediate job entry, especially involving broadcast and technology. The certificate has a broad-based focus that services to hone and refine students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic environment or in the workplace.

3. Program Requirements
Course
Title
Units
Term

Required Core: (12 Units)

JAMS 11	Introduction to Reporting and Newswriting	3.0
JAMS 12	Introduction to Photojournalism	3.0
OR		
PHTO 72	Introduction to Photojournalism	3.0
JAMS 21A	Express College Newspaper A	3.0
JAMS 23	~~Multimedia Reporting~~ Digital Storytelling	3.0

List A: Select Three (9 Units)

GDDM 64	Adobe InDesign I	3.0
JAMS 3	Introduction to Public Relations	3.0
JAMS 19A	~~Journal of Arts, Literature, and Academic Writing A~~ Journal of Arts and Literature A	3.0
OR		
ENG 19A	Journal of Arts, Literature, and Academic Writing A	3.0
JAMS 19B	Journal of Arts, Literature, and Academic Writing B	3.0
OR		
ENG 19B	~~Journal of Arts, Literature, and Academic Writing B~~ Journal of Arts and Literature B	3.0
JAMS 24A	Naked Magazine: College Magazine A	3.0
WRKX 95	General Work Experience	3.0

List B: Select One (3 Units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0

Total: 24.0

4. Career Opportunities

The Certificate of Achievement in Journalism provides a solid foundation and preparation for entry-level careers in reporting, public relations, print production, copyediting, broadcasting, videography, photography, and media technology.

5. Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections

5 per academic year

7. Place of Program in Curriculum/Similar Programs

This program will continue to be housed in the Mass Communications discipline

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Las Positas College Certificate of Achievement in Journalism provides specific hands-on training that will prepare students for immediate job entry, especially involving broadcast and technology. The certificate has a broad-based focus that services to hone and refine students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic environment or in the workplace.

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: 12.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 21A	Express College Newspaper A 3.0	Major/Required	
List A Courses	6.0	Major/Required	
List B Course	3.0		

Term 2 - Spring Semester

Units: 12.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 11	Introduction to Reporting and Newswriting 3.0	Major/Required	
~~JAMS 12~~ PHTO 72	Introduction to Photojournalism 3.0		
OR			
~~PHTO 72~~ JAMS 12	Introduction to Photojournalism 3.0	Major/Required	
JAMS ~~21A~~	~~Express College Newspaper A~~ ~~3.0~~		-
~~JAMS~~ 23	~~Multimedia Reporting~~ Digital Storytelling 3.0		-

Course	-	Units	MAJ/GEN/ELEC	Semester(s) Offered
	Adobe InDesign I	3.0		
GDDM 64				-
	Introduction to Public Relations	3.0		
JAMS 3			Major/Required	
		3.0	Major/Required	
List B Course				
	Journal of Arts, Literature, and Academic Writing A	3.0		
JAMS 19A				-
OR				
	Journal of Arts, Literature, and Academic Writing A	3.0		
ENG 19A				-
	Journal of Arts, Literature, and Academic Writing B	3.0		
JAMS 19B				-
OR				
	Journal of Arts, Literature, and Academic Writing B	3.0		
ENG 19B				-
	Naked Magazine: College Magazine A	3.0		
JAMS 24A				-
	General Work Experience	3.0		
WRKX 95				-

Course		Units	MAJ/GEN/ELEC	~~Semester(s) Offered~~
~~JAMS 1~~	~~Introduction to Mass Communications~~	~~3.0~~		-
~~JAMS 2~~	~~Introduction to Media~~	~~3.0~~		-

Total: 24.0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Program Modification: Kinesiology - Associate in Arts Degree for Transfer

Program Modification: Kinesiology - Associate in Arts Degree for Transfer (Launched - Implemented 11-03-2025)
compared with
Kinesiology - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Rationale

TOP Code
1270.00 - Kinesiology

CIP Code
31.0505 - Exercise Science and Kinesiology.

1. Statement of Program Goals and Objectives
The Associate in Arts in Kinesiology for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Kinesiology or similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management by providing students with the common core of lower division courses required to transfer in the major.

2. Catalog Description
The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

Completion Requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The California General Education Transfer Curriculum (Cal-GETC). b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Title
Kinesiology

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2026

Program Description
The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

Program Requirements

Course
Title
Units
Term

Required Core: (13 Units)

BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
KIN 30	Introduction to Kinesiology	3.0

Movement-Based Courses: Select One Course Maximum from Any Three of the Following Areas (3-5 Units)

Area 1: Aquatics		-
KIN DV1	Springboard Diving	1.0
KIN SW1	Swimming 1	1.0
KIN SW2	Swimming 2	1.0
KIN SWF1	Swimming for Fitness 1	1.0
KIN SWF2	Swimming for Fitness 2	~~1.0~~
		~~-~~
~~-~~		
~~Area 2: Combatives~~		~~-~~
~~KIN ETD1~~	~~Eskrima - Tenio DeCuerdas 1~~	~~1.0~~
~~KIN JDR1~~	~~Jujutsu - Danzan Ryu 1~~	1.0
		-
Area 3: Dance		-
KIN DA1	Dance Aerobics 1	1.0
KIN ZUM1	Zumba Fitness Workout 1	1.0
		-
Area 4: Fitness		-
KIN AF1	Aerobic Fitness 1	1.0
KIN CRT	Cross Training	1.0
KIN FJW1	Fitness Jog Walk 1	1.0
KIN FJW2	Fitness Jog Walk 2	1.0
KIN GBW1	Guts and Butts Workout 1	1.0
KIN PF	Personal Fitness	1.0
KIN PL1	Pilates 1	1.0
KIN WT1	Weight Training 1	1.0
KIN WTW1	Women's Weight Training 1	1.0
KIN YIN1	Yin Yoga 1	1.0
KIN YO1	Yoga 1	1.0
		-
Area 5: Individual Sports		-
KIN AR1	Archery 1 - Beginning Archery	1.0
KIN BL1	Bowling 1	1.0
KIN BL2	Bowling 2	1.0
KIN FG1	Footgolf 1	1.0
KIN GF1	Golf 1	1.0
KIN GF2	Golf 2	1.0
		-
Area 6: Team Sports		-
KIN BD1	Badminton 1	1.0
KIN BD2	Badminton 2	1.0
KIN BK1	Basketball 1	1.0
KIN BK2	Basketball 2	1.0
KIN SI1	Soccer - Indoor 1	1.0
KIN SO1	Soccer - Outdoor 1	1.0

KIN VB1	Volleyball Beginning	1.0
KIN 32A	Fall Intercollegiate Men's Basketball	3.0
KIN 38B	Intercollegiate Men's Soccer	3.0
KIN 40B	~~In Season Intercollegiate Women's Volleyball~~ Intercollegiate Women's Volleyball	1.0-3.0
KIN 41B	~~Fall Intercollegiate Basketball - Women~~ Fall Intercollegiate Women's Basketball	1.5
KIN 48B	Intercollegiate Women's Soccer	3.0
KIN 50B	Intercollegiate Swimming & Diving	3.0

List A: Select Two (6-10 Units)

CHEM 1A	General College Chemistry I	5.0
HEA 1	Introduction to Personal Health	3.0
KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED	3.0
PHYS 1A	General Physics I	5.0
OR		
PHYS 2A	Introduction to Physics I	4.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

	22.0-28.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	32.0-38.0

Total: 60.0

The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

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:** 15.0

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

		4.0 Elective
BIO 30		
		3.0 General Education
English Composition (Area 1A)		
		4.0 General Education
STAT C1000 (Area 2)		
		1.0
Activity Course		
	Introduction to Kinesiology 3.0	
KIN 30	Major/Required	

Term 2 - Spring Semester **Units:** 15.0-16.0

Course Units Semester(s) Offered	MAJ/GEN/ELEC	
	Human Anatomy 5.0	
BIO 7A	Major/Required	
		4.0 - 5.0
CHEMA 1A or 31 or 30A (Area 5A and 5C)		General Education
		3.0
Critical Thinking and Composition (Area 1B)		General Education
		3.0
Social and Behavioral Sciences (Area 4)		General Education

Term 3 - Fall Semester **Units:** 15.0

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

BIO 7B	Human Physiology 5.0 Major/Required	
Humanities (Area 3B)		3.0 General Education
Oral Communication (Area 1C)		3.0 General Education
Social and Behavioral Sciences (Area 4)		3.0
Activity Course		1.0 Major/Required

Term 4 - Spring Semester **Units:** 15.0-14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0 - 4.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
CSU Elective	5.0 - 3.0	Elective	
Activity Course	1.0	Major/Required	

Total: 60.0

LAS POSITAS COLLEGE

Program Modification: Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree

Program Modification: Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree (Launched - Implemented 11-03-2025)

compared with

Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies.

1. Statement of Program Goals and Objectives

The Liberal Arts & Sciences: Language Arts and Communication AA is designed to prepare the students to enter the workforce prepared with an associate degree. The curriculum allows student to develop an appreciation of the beauty and values that have shaped and enriched our culture. This program prepares students in analytical thinking, critical analysis, group collaboration, and effective communication.

2. Catalog Description

The Liberal Arts and Sciences: Language Arts and Communication AA courses emphasize the content of communication, as well as the form and should provide an understanding of the psychological basis and social significance of communication. Students will be able to assess communication as the process of human symbolic interaction. Students will also develop skills in the areas of reasoning and advocacy, organization, reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analytical and critical evaluation, being able to reason inductively and deductively, enabling them to make important decisions regarding their own lives and society at large.

3. Program Requirements

Course
Title
Units
Term

Required Core: Select at least 18 units from below with at least 3 units from 2 disciplines (18-22 units)

ASL 1A	American Sign Language I	3.0
ASL 1B	American Sign Language II	3.0
ASL 2A	American Sign Language III	3.0
ASL 2B	American Sign Language IV	3.0
COMM C1000	Introduction to Public Speaking	3.0
CMST 2	Oral Interpretation of Literature	3.0
CMST 3	Group Communication	3.0
CMST 4	Introduction to Communication Studies	3.0
CMST 10	Interpersonal Communication	3.0
CMST 11	Intercultural Communication	3.0
CMST 46	Argumentation and Debate	3.0
CMST 48	Activities in Forensics	1.0-4.0
ENG 4	Critical Thinking and Writing about Literature	3.0
ENG 11	Introduction to Creative Writing	3.0
ENG 12A	Craft of Writing Fiction	3.0
ENG 12B	Craft of Writing Fiction: Intermediate	3.0
ENG 12C	Craft of Writing Fiction: Advanced	3.0
ENG 13A	The Craft of Writing Poetry: Beginning	3.0
ENG 13B	The Craft of Writing Poetry: Intermediate	3.0
ENG 19A	Journal of Arts, Literature, and Academic Writing A	3.0
ENG 19B	~~Journal of Arts, Literature, and Academic Writing B~~ Journal of Arts and Literature B	3.0
ENG 20	Studies in Shakespeare	3.0
ENG 32	U.S. Women's Literature	3.0
ENG 35	Modern American Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 44	Literature of the American West	3.0
ENG 45	Studies in Fiction	3.0
ENGL C1000	Academic Reading and Writing	3.0
ENGL C1001	Critical Thinking and Writing	3.0
ESL 23	Advanced Grammar	3.0
ESL 24	Advanced Reading and Composition I	6.0
ESL 25	Advanced Reading and Composition II	6.0
ESL 26	Advanced Editing	3.0
FREN 1A	Beginning French	5.0
FREN 1B	Elementary French	5.0
JAMS 2	Introduction to Media	3.0
JAMS 3	Introduction to Public Relations	3.0
JAMS 11	Introduction to Reporting and Newswriting	3.0
JAMS 12	Introduction to Photojournalism	3.0
JAMS 19A	~~Journal of Arts, Literature, and Academic Writing A~~ Journal of Arts and Literature A	3.0
JAMS 19B	Journal of Arts, Literature, and Academic Writing B	3.0
JAMS 21A	Express College Newspaper A	3.0
JAMS 21B	Express College Newspaper B	3.0
JAMS 21C	Express College Newspaper C	3.0
JAMS 21D	Express College Newspaper D	3.0
JAMS 22	Express Editorial Board	1.0
JAMS 23	Digital Storytelling	3.0 2nd
JAMS 24A	Naked Magazine: College Magazine A	3.0
JAMS 24B	Naked Magazine: College Magazine B	3.0

PHTO 72	Introduction to Photojournalism	3.0
SPAN 1A	Beginning Spanish	5.0
SPAN 1B	Elementary Spanish	5.0
SPAN 2A	Intermediate Spanish I	4.0
SPAN 2B	Intermediate Spanish II	4.0
SPAN 21	Spanish for Spanish Speakers I	5.0
SPAN 22	Spanish for Spanish Speakers II	5.0
SPAN 23	Introduction to Hispanic Literature	3.0

Total Units in the Area of Emphasis

18.0-22.0

General Education and Electives

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 38.0-42.0

Total: 60.0

4. Master Planning

This local program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce" and A2 to "Support existing and new programs.

5. Enrollment and Completer Projections

15 per academic year.

6. Place of Program in Curriculum/Similar Programs

This program will remain part of the Liberal Arts & Sciences family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts and Sciences: Language Arts and Communication AA courses emphasize the content of communication, as well as the form and should provide an understanding of the psychological basis and social significance of communication. Students will be able to assess communication as the process of human symbolic interaction. Students will also develop skills in the areas of reasoning and advocacy, organization, reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analytical and critical evaluation, being able to reason inductively and deductively, enabling them to make important decisions regarding their own lives and society at large.

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:** 13.0

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

Language Arts & Communication Course	3.0	Major/Required
English Composition (Area 1A)	3.0	General Education
Health (Area 8)	3.0	General Education
Kinesiology (Area 7)	1.0	General Education
AD Elective	3.0	Elective

Term 2 - Spring Semester **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Language Arts & Communication Course	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
American Institutions (Area 9)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
MATH 47 (Area 2)	3.0	General Education	

Term 3 - Fall Semester **Units:** 16.0

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

AD Elective	4.0 Elective
Arts and Humanities (Area 3)	3.0 General Education
Natural Sciences (Area 5)	3.0 General Education
Language Arts & Communication Courses	6.0 Major/Required

Term 4 - Spring Semester **Units:** 16.0

Course Units Semester(s) Offered	MAJ/GEN/ELEC
Language Arts & Communication Course	3.0 Major/Required
Ethnic Studies (Area 6)	3.0 General Education
AD Elective	~~13.0~~ 10.0 Elective

Total: 60.0

LAS POSITAS COLLEGE

Technical Program Revision: Paramedic Sciences - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Paramedic Sciences - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 11-02-2025)

compared with

Paramedic Sciences - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2025)

Rationale

TOP Code

1251.00 - Paramedic*

CIP Code

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic).

1. Statement of Program Goals and Objectives

This program is designed to prepare students to take and pass the National Registry Emergency Medical Technician - Paramedic (NREMTP) examination so they can become Licensed Paramedics in the state of California. It also prepares students to transfer and earn a BA in Paramedics.

2. Catalog Description

This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students that complete the Certificate of Achievement in Paramedic Science are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

3. Program Requirements

Course

Title

Units

Term

~~*Required Core: (46 Units)*~~ *Required Core: (50 Units)*

BIO 50	Anatomy and Physiology	4.0 2nd
EMS 10	Paramedic Theory 1	~~6~~ 8 .0 3rd
EMS 11	Paramedic Theory 2	~~6~~ 8 .0 4th
EMS 12	~~Paramedic Laboratory 1~~ Paramedic Skills 1	4.0 3rd
EMS 13	~~Paramedic Laboratory 2~~ Paramedic Skills 2	4.0 4th
EMS 16	Paramedic Clinical Internship	3.0 5th
EMS 17	Paramedic Field Internship	9.0 6th
EMS 20	Emergency Medical Technician	7.0 1st
EMS 62	Basic Medical Terminology	3.0 2nd

Total: ~~46~~ 50 .0

4. Career Opportunities
Students that earn this degree can find employment as a firefighter, paramedic with an ambulance company, and in specific and limited cases, work in a hospital.

5. Master Planning
This is an update to a current program. The update is in line with the Education Master Plan strategies of A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness"

6. Enrollment and Completer Projections
10 per academic year

7. Place of Program in Curriculum/Similar Programs
This program will continue to be a part of our EMS department.

8. Similar Programs at Other Colleges in Service Area
This program has been recommended by the BACCC.

This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students that complete the Certificate of Achievement in Paramedic Science are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

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:** 7.0

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

	Emergency Medical Technician
	7.0
EMS 20	Major/Required

Term 2 - Spring Semester **Units:** 7.0

Course	
Units	MAJ/GEN/ELEC
Semester(s) Offered	
	Anatomy and Physiology
	4.0
BIO 50	Major/Required
	Basic Medical Terminology
	3.0
EMS 62	Major/Required

Term 3 - Fall Semester **Units:** ~~10~~ 12 .0

Course	
Units	MAJ/GEN/ELEC
Semester(s) Offered	
	Paramedic Theory 1
	~~6.0~~ 8.0
EMS 10	Major/Required
	~~Paramedic Laboratory 1~~ Paramedic Skills 1
	4.0
EMS 12	Major/Required

Term 4 - Spring Semester **Units:** ~~10~~ 12 .0

Course	
Units	MAJ/GEN/ELEC
Semester(s) Offered	
	Paramedic Theory 2
	~~6.0~~ 8.0
EMS 11	Major/Required
	~~Paramedic Laboratory 2~~ Paramedic Skills 2
EMS 13	4.0

Term 5 - Summer Semester **Units:** 3.0

Course		MAJ/GEN/ELEC
Units		
Semester(s) Offered		
EMS 16	Paramedic Clinical Internship 3.0	Major/Required

Term 6 - Fall Semester

Course		MAJ/GEN/ELEC
Units		
Semester(s) Offered		
EMS 17	Paramedic Field Internship 9.0	Major/Required

Total: ~~46~~ 50 **.0**

LAS POSITAS COLLEGE

Technical Program Revision: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units)

Technical Program Revision: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 10-19-2025)
compared with
Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Rationale
Kaiser Permanente and other healthcare agencies have seen an increase in need for physical therapy aides in their rehabilitation department. Physical Therapy (PT) Aides are trained to support physical therapists and physical therapy assistants with non-technical tasks, while the need for physical therapy services continues to increase. The Physical Therapy Aide Certificate of Achievement is designed to provide the knowledge and skills required of a Physical Therapy Aide in order to gain employment in the field.

TOP Code
1222.00 - Physical Therapist Assistant*

CIP Code
51.2605 - Physical Therapy Technician/Aide.

1. Statement of Program Goals and Objectives
The Physical Therapy Aide Certificate of Achievement is designed to help students gain employment at a rehabilitation clinic. Students will be prepared to work clinically assisting licensed medical professionals in the areas of physical therapy, occupational therapy, home care, nursing homes and other outpatient rehabilitative or assisted living facilities.

2. Catalog Description
The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

3. Program Requirements
Course
Title
Units
Term

Required Core: (15 Units)

KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED	3.0 2nd
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0 1st
KIN 18A	Athletic Training Practicum 1	1.0 1st
KIN 18B	Athletic Training Practicum 2	1.0 2nd
KIN 19	Care and Prevention of Athletic Injuries	3.0 2nd
EMS 62	Basic Medical Terminology	3.0 1st

List A: Select One (1 Unit)

KIN AR1	Archery 1 - Beginning Archery	1.0 2nd
KIN BD1	Badminton 1	1.0 2nd
KIN BK1	Basketball 1	1.0 2nd
KIN BL1	Bowling 1	1.0 2nd
KIN DA1	Dance Aerobics 1	1.0 2nd
KIN FJW1	Fitness Jog Walk 1	1.0 2nd
KIN GF1	Golf 1	1.0 2nd
KIN GBW1	Guts and Butts Workout 1	~~1.0~~ ~~2nd~~
~~KIN JDR1~~	~~Jujutsu - Danzan Ryu 1~~	1.0 2nd
KIN PF	Personal Fitness	1.0 2nd
KIN PIC1	Pickleball 1	1.0 2nd
KIN PL1	Pilates 1	1.0 2nd
KIN SI1	Soccer - Indoor 1	1.0 2nd
KIN SO1	Soccer - Outdoor 1	1.0 2nd
KIN SW1	Swimming 1	1.0 2nd
KIN SWF1	Swimming for Fitness 1	1.0 2nd
KIN VB1	Volleyball Beginning	1.0 2nd
KIN WT1	Weight Training 1	1.0 2nd
KIN WTW1	Women's Weight Training 1	1.0 2nd
		1.0

KIN YO1	Yoga 1	2nd

Total: 16.0

4. Career Opportunities
The physical therapy aide may be employed in a variety of settings including: hospitals, rehabilitation centers, nursing homes, home care agencies, outpatient clinics, community health centers, and sports medicine clinics.

5. Master Planning
The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a certificate in Career Technical Education designed to help students gain meaningful employment.

6. Enrollment and Completer Projections
20 enrollments and completers annually

7. Place of Program in Curriculum/Similar Programs
This program will be part of the Kinesiology department.

8. Similar Programs at Other Colleges in Service Area
This program has been recommended by the BACCC.

The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

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:** 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0	Major/Required	
KIN 18A	Athletic Training Practicum 1	1.0	Major/Required	
EMS 62	Basic Medical Terminology	3.0	Major/Required	

Term 2 - Spring Semester **Units:** 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		1.0	Major/Required	
KIN 18B	Athletic Training Practicum 2	1.0	Major/Required	
KIN 19	Care and Prevention of Athletic Injuries	3.0	Major/Required	
KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED ➜]	3.0	Major/Required	Spring

➜] Gateway Course

Total: 16.0

LAS POSITAS COLLEGE

Program Modification: Piano Technology - Certificate of Achievement (16 to fewer than 30 units)

Program Modification: Piano Technology - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 10-19-2025)
compared with
Piano Technology - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-18-2024)

Rationale

TOP Code
0962.00 - Musical Instrument Repair*

CIP Code
47.0404 - Musical Instrument Fabrication and Repair.

1. Statement of Program Goals and Objectives
The Certificate of Achievement in Commercial Music: Piano Technology is a Career Technical Education program designed to prepare students to work Piano Technology careers. Students that complete the program will have developed expertise in areas such as piano tuning, voicing, regulation, repair, and will be equipped to enter the piano technology workforce.

2. Catalog Description
This program is designed for students who wish to learn or enhance their skills in piano technology and become prepared for a career in the field. Students will gain a solid foundation in essential areas such as piano tuning, regulation, voicing, repair, and the business of piano technology.

3. Program Requirements
Course
Title
Units
Term

~~*Required Core: (11 Units)*~~ *Required Core: (7 Units)*		
MUS 145	Piano Technology 1	2.0
MUS 146	Piano Technology 2	2.0
MUS 147	Piano Technology 3	2.0
MUS 21A	Beginning Piano	1.0 1st
List A: Select One (3 Units)		-
MUS ~~21B~~ 1	~~Intermediate Piano~~ Introduction to Music	~~1~~ 3 .0
MUS 37	Music Business	3.0
~~*List A: Select One (3 Units)*~~ *List B: Select from Below (7-8 Units)*		
~~BUSN 40~~ KIN PF	~~Introduction to Business~~ Personal Fitness	~~3~~ 1 .0
~~BUSN 58~~ KIN YIN1	~~Small Business Management~~ Yin Yoga 1	~~3~~ 1 .0
~~*List B: Select One (3 Units)*~~		-
~~MKTG 50~~ KIN YO1	~~Introduction to Marketing~~ Yoga 1	~~3~~ 1 .0
MKTG 61	Professional Selling	3.0
MUS 6	Basic Music Skills	2.0
MUS 8A	Music Theory and Musicianship 1	4.0
MUS 16	Philharmonic Orchestra	1.0
MUS 18A	Jazz/Pop Piano 1	1.0
MUS 21B	Intermediate Piano	1.0
MUS 25	Teaching Beginning Piano	2.0
MUS 27	Teaching Intermediate Piano	2.0
MUS 28	Keyboard Skills	1.0
MUS 35	Introduction to Music Technology	3.0
MUS 44	Concert Choir	1.0
MUS 45	Chamber Choir	2.0
THEA 50	Stagecraft	3.0
WRKX 94	Occupational Work Experience/Internship	1.0- 7.0

Total: 17 .0- 18 .0

4. Career Opportunities

Typical career options include independent piano technician; or a piano technician employed by a piano store, piano company, venue, or academic institution.

5. Master Planning

This fits into our Master Plan as a CTE program that prepares students for employment.

6. Enrollment and Completer Projections

~~10 per year.~~

10- per year.

7. Place of Program in Curriculum/Similar Programs

There are very few piano technology programs in the country, especially one that is offered through community college. LPC would be one of the only institutions to offer such a program in the world, and along with LPC's All-Steinway School status, the piano technology institute would become a destination for both fledgling and working piano technicians.

8. Similar Programs at Other Colleges in Service Area

-

This program has been recommended by the BACCC.

This program is designed for students who wish to learn or enhance their skills in piano technology and become prepared for a career in the field. Students will gain a solid foundation in essential areas such as piano tuning, regulation, voicing, repair, and the business of piano technology.

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: 3.0

Course		Units	Semester(s) Offered	MAJ/GEN/ELEC
MUS 145	Piano Technology 1	2.0		-
~~MUS 146~~	~~Piano Technology 2~~	~~2.0~~		-
~~MUS 147~~	~~Piano Technology 3~~	~~2.0~~		Major/Required
MUS 21A	Beginning Piano	1.0		-
~~MUS 21B~~	~~Intermediate Piano~~	~~1.0~~		-
~~MUS 37~~	~~Music Business~~	~~3.0~~		Major/Required

Term 2 - Spring Semester

Units: 5.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
~~BUSN 40~~ MUS 146 ~~Introduction to Business~~ Piano Technology 2	~~3.0~~ 2.0	Major/Required	
~~BUSN 58 Small Business Management~~	~~3.0~~		
List B Course(s) -	3.0	Major/Required	

Term 3 - Summer Semester

Units: 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
~~MKTG 50~~			
List B Course(s)	3.0	Major/Required	

Term 4 - Fall Semester

Units: 6.0- 7.0

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

	~~Introduction to Marketing~~ Piano Technology 3 ~~3.0~~ 2.0	
MUS 147		Major/Required
~~MKTG 61~~ ~~Professional Selling~~ ~~3.0~~		
List A Course - 3.0		Major/Required
		1.0 - 2.0 Major/Required
List B Course(s)		

Total: 17.0 - 18.0

LAS POSITAS COLLEGE

Program Modification: Theater Arts - Associate in Arts Degree for Transfer

Program Modification: Theater Arts - Associate in Arts Degree for Transfer (Launched - Implemented 10-19-2025)
compared with
Theater Arts - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Rationale

TOP Code
1007.00 - Dramatic Arts

CIP Code
50.0501 - Drama and Dramatics/Theatre Arts, General.

1. Statement of Program Goals and Objectives
The Theater Arts Associate in Arts for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Theater, Dramatic Arts, or a similar major. Students who obtain the Theater Arts Associate in Arts for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in Theater Arts, Dramatic Arts, or a similar major.

2. Catalog Description
The Theater Arts Associate in Arts for Transfer major is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater. Upon completion, students can expect to be able to: apply the learned techniques of acting or technical theater in a public performance of various genres of theater, or other types of personal creative work; understand how to develop and maintain a positive contribution the field of theater in academics, performance, or technical theater; and possess the skills necessary for textual interpretation for academic discourse, design, and/or performance studies.

Completion Requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The California General Education Transfer Curriculum (Cal-GETC). b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Title
Theater Arts

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2023~~

Fall 2026

Program Description
The Theater Arts Associate in Arts for Transfer major is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater. Upon completion, students can expect to be able to: apply the learned techniques of acting or technical theater in a public performance of various genres of theater, or other types of personal creative work; understand how to develop and maintain a positive contribution the field

of theater in academics, performance, or technical theater; and possess the skills necessary for textual interpretation for academic discourse, design, and/or performance studies.

Program Requirements

Course	Title	Units
Term		
Required Core: (9 Units)		
THEA 1A	Theory/Practice of Acting I	3.0
THEA 10	Introduction to Dramatic Arts	3.0
THEA 47A	Performance in Production: Introduction to Live Performance	3.0
OR		
THEA 48A	Technical Theater in Production - Beginning	3.0
OR		
THEA 57A	Performance in Production - Introduction to Musical Theater	3.0
List A: Select Three (9 Units)		
THEA 1B	Theory/Practice of Acting II	3.0
THEA 47A	Performance in Production: Introduction to Live Performance*	3.0
OR		
THEA 48A	Technical Theater in Production - Beginning*	3.0
OR		
THEA 57A	Performance in Production - Introduction to Musical Theater*	3.0
THEA 50	Stagecraft	3.0
THEA 50L	Introduction to Stage Lighting	3.0
THEA 51	Introduction to Costume Design	3.0
THEA 52	Introduction to Design	3.0
THEA 53	Script Analysis	3.0
Total Units for the Major		18.0
Additional General Education and Elective Units		
See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.		42.0
*If not taken in Required Core		-
		Total: 60.0

The Theater Arts Associate in Arts for Transfer major is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater. Upon completion, students can expect to be able to: apply the learned techniques of acting or technical theater in a public performance of various genres of theater, or other types of personal creative work; understand how to develop and maintain a positive contribution the field of theater in academics, performance, or technical theater; and possess the skills necessary for textual interpretation for academic discourse, design, and/or performance studies.

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 3 - Fall Semester

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 1A	3.0	Major/Required	
THEA 10	3.0	Major/Required	
Humanities (Area 3B) English Composition (Area 1A)	3.0	General Education	
Social and Behavioral Sciences (Area 4) Physical Science (Area 5A)	3.0	General Education	
CSU Elective	3.0	Elective	

Term 2 - Spring Semester **Units:** 15.0

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

		3.0 Major/Required
List A Course		
THEA 47A	Performance in Production: Introduction to Live Performance 3.0 Major/Required	
OR		
THEA 48A	Technical Theater in Production - Beginning 3.0 Major/Required	
OR		
THEA 57A	Performance in Production - Introduction to Musical Theater 3.0 Major/Required	
THEA 53	Script Analysis 3.0 Major/Required	
Oral Communication (Area 1C)		3.0 General Education
MATH 47		3.0 General Education

Term 1 - Fall Semester

Term 3 - Fall Semester

Units: 15.0

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

~~THEA 1A~~
~~Theory/Practice of~~
~~Acting I~~
~~3.0~~
~~Major/Required~~
List A Courses
-

~~Introduction to Dramatic~~
~~Arts~~ 6.0
~~3.0~~ Major/Required
~~THEA 10~~ ~~Major/Required~~ -

3.0
~~English Composition (Area~~
~~1A)~~ Humanities (Area 3B)

3.0
~~Physical Science (Area~~
~~5A)~~ Social and Behavioral
Sciences (Area 4)

3.0
Elective
CSU Elective

Term 4 - Spring Semester **Units:** 15.0

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

3.0
General Education
Biological Science (Area 5B)

1.0
General Education
Laboratory (Area 5C)

3.0
Social and Behavioral Sciences General Education
(Area 4)

3.0
General Education
Ethnic Studies (Area 6)

5.0
Elective
CSU Electives

Total: 60.0

LAS POSITAS COLLEGE

Program Modification: Viticulture - Associate of Science Degree

Program Modification: Viticulture - Associate of Science Degree (Launched - Implemented 10-28-2025)
compared with
Viticulture - Associate of Science Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code
0104.00 - Viticulture, Enology and Wine Business*

CIP Code
01.1004 - Viticulture and Enology.

1. Statement of Program Goals and Objectives
The Associate of Science in Viticulture degree prepares students for either entry-level employment or further study in the field of Viticulture, or grape-growing.

2. Catalog Description
The Associate of Science in Viticulture degree prepares students for either entry-level employment or further study in the field of Viticulture, or grape-growing. The Viticulture A.S. includes courses in viticulture and winery technology, science, and general education courses. Students will gain both theoretical knowledge as well as hands-on experience in the college's onsite Campus Hill Vineyard.

3. Program Requirements
Course
Title
Units
Term

Required Core: (24 Units)

VWT 10	Introduction to Viticulture	3.0 1st
VWT 12	Landscape and Vineyard Soils, Fertilizers, and Irrigation	3.0 2nd
OR		
HORT 54	Landscape and Vineyard Soils, Fertilizers, and Irrigation	3.0
VWT 20	Introduction to Enology	3.0 1st
VWT 25	Sensory Analysis of Wines	3.0 4th
VWT 31	Fall Vineyard Operations	3.0 4th
VWT 32	Spring Vineyard Operations	3.0 5th
VWT 33	Summer Viticulture Operations	1.0 3rd
VWT 35	Landscape and Vineyard Pest and Disease Management	3.0 1st
OR		
HORT 53	Landscape and Vineyard Pest and Disease Management	3.0
WRKX 94	Occupational Work Experience/Internship	2.0 5th

List A: Select One (4 Units)

CHEM 30A	Introductory and Applied Chemistry I	4.0 2nd
CHEM 31	Introduction to College Chemistry	4.0 2nd

List B: Select One (3-5 Units)

BIO ~~1A~~ 1R	~~General Botany~~ Organismal Biology	5.0 4th
GEOG 1	Introduction to Physical Geography	3.0 4th
GEOG 12	Geography of California	3.0 4th
GEOG 15	Introduction to GIS	3.0 4th

List C: Select One (3 Units)

VWT 1	Wines of the Americas and Beyond	3.0 2nd
VWT 2	Wines of Europe	3.0 2nd
VWT 47	Wines of California	3.0 2nd

Total Units for the Major

		34.0- 36.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	24.0-26.0

Total: 60.0

4. Career Opportunities

California produces 90 percent of the U.S. wine. From established vineyards to new ventures, well-trained wine industry personnel are needed in many positions. Career opportunities related to viticulture include: vineyard manager, vineyard design and development, pest control, irrigation specialist, vineyard crew supervisor, equipment supervisor, quality control, production manager, wine hospitality, grape/juice sales, wine label design and packaging.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

Average enrollment and about 10 completers per year

7. Place of Program in Curriculum/Similar Programs

This degree will remain a part of the Viticulture and Winery Technology family of programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Associate of Science in Viticulture degree prepares students for either entry-level employment or further study in the field of Viticulture, or grape-growing. The Viticulture A.S. includes courses in viticulture and winery technology, science, and general education courses. Students will gain both theoretical knowledge as well as hands-on experience in the college's onsite Campus Hill Vineyard.

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:** 15.0

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

		3.0	
Arts and Humanities (Area 3)		General Education	
		3.0	
English Composition (Area 1A)		General Education	
VWT 10	Introduction to Viticulture 3.0 Major/Required		
VWT 20	Introduction to Enology 3.0 Major/Required		
VWT 35	Landscape and Vineyard Pest and Disease Management 3.0 Major/Required		

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List C Course		3.0	Major/Required	
List A Course		4.0	Major/Required	
VWT 12	Landscape and Vineyard Soils, Fertilizers, and Irrigation 3.0 Major/Required			
Kinesiology (Area 7)		1.0	General Education	
MATH 47 plus concurrent support recommended		3.0	General Education	

Term 3 - Summer Semester **Units:** 1.0

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

	Summer Viticulture Operations 1.0	
VWT 33	Major/Required	

Term 4 - Fall Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC Semester(s) Offered
Social and Behavioral Sciences (Area 4)		3.0	General Education
List B Course		3.0	Major/Required
AD Elective		3.0	Elective
VWT 25	Sensory Analysis of Wines 3.0 Major/Required		
VWT 31	Fall Vineyard Operations 3.0 Major/Required		

Term 5 - Spring Semester **Units:** 15.0

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

	Spring Vineyard Operations 3.0	
VWT 32	Major/Required	
		4.0 Elective
AD Elective		
		3.0
Oral Communication and Critical Thinking (Area 1B)		General Education
	Occupational Work Experience/Internship 2.0	
WRKX 94	Major/Required	
		3.0 General Education
Ethnic Studies (Area 6)		

Total: 60.0