

Las Positas College
Curriculum Committee Meeting
04/20/2026
5.0 First Reading Packet

5.1. New Courses

- ENGL C1003 Critical Thinking and Writing through Literature
- POLI 27 Introduction to Gender, Sexuality, and Politics

Admin Outline for English C1003

Critical Thinking and Writing through Literature

Effective: Fall 2027

Catalog Description:

ENGL C1003 - Critical Thinking and Writing through Literature

4.00 Units

In this course, students receive instruction in analytical, critical, and argumentative writing. Students develop critical thinking, close reading and literary analysis skills, research strategies, information literacy, and knowledge of accurate documentation through the study of diverse literary works from a variety of literary genres, developing an appreciation for literature. 4 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.

Total Lecture Hours	72
Total Inside of Class Hours	72
Total Outside of Class Hours	144
Total Student Learning Hours	216

Course Grading:

Letter Grade Only

Justification for course proposal

Replaces previous English 4 to meet requirements of Common Course Numbering. Requires unit change from 3 to 4 units as noted in CCN template. English 4 will be deactivated. The decision is to create a new course rather than update English 5 since this new class will replace both English 4 and C1002 in the English AA-T.

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Identify and evaluate implied arguments in college-level literary texts.
- B. Assess the best use of language, style, and voice for a variety of writing assignments and rhetorical contexts.
- C. Write a research paper using credible sources and correct documentation.
- D. Write an academic essay synthesizing multiple texts and using logic to support a thesis.

Course Objectives:

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

- A. Critically read, analyze, compare, and evaluate diverse complex literary texts.
- B. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought
- C. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and literary analysis, supporting them with a variety of appropriate textual evidence and examples.
- D. Identify a text's premise(s) and/or assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
- E. Analyze and employ logical and structural methods such as inductive and deductive reasoning, causation, and supporting claims with reasons, evidence, and responding to diverse perspectives and values.
- F. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.
- G. Draft and revise writing for style, diction, and tone showing awareness of audience and social context, and the purpose of the specific writing task; engage in a revision process so that language use does not impede clarity or disrupt meaning.
- H. Identify key elements of major genres (including poetry, drama, fiction) in order to analyze and interpret texts.
- I. Define common literary terms and apply these to analysis of specific texts.
- J. Critical thinking:
 - 1. Explain the relationship between language and meaning in literature, including literal and figurative language, denotation and connotation.
 - 2. Evaluate and analyze the relationship between a text's meaning and the use of sophisticated literary forms and strategies, including allegory and parable.
 - 3. Identify unstated premises and hidden assumptions which arise from the social, historical, moral, cultural, psychological, or aesthetic perspectives and contexts.
 - 4. Explain, analyze, and apply a literary argument and related critical evaluation using logical patterns of reasoning, such as induction and deduction.
 - 5. Identify logical and literary fallacies in fiction--in themes, plots, or the perspectives of fictional characters--and/or in student and published literary analysis, fallacies such as hasty generalization, ad hominem, slippery slope, and appeals to authority, fear, pity, aesthetics, or pathos.
 - 6. Identify and evaluate the similarities and differences between the intentions, biases, assumptions, and arguments of an author and his/her character(s)

7. Distinguish between fact, inference, and judgment, recognizing that many reasonable inferences can be derived from the same facts
8. Create, explain, and justify inferences about a work, the intention of the author, or the effect of the text based on the theme, setting, characterization, point of view, symbolism, imagery, use of irony, structure, sound, and other elements of literature
9. Evaluate arguments in literary criticism and related nonfiction in terms of accuracy, completeness, and effectiveness

K. Composition:

1. Explore a line of inquiry and limit the topic appropriately
2. Formulate and state clearly a unifying thesis or proposition
3. Select examples, details, and other evidence to support or validate the thesis and other generalizations and elaborate upon subtopics.
4. Use principles of inductive and deductive logic to support and develop ideas
5. Recognize and avoid logical fallacies in the presentation of argument
6. Organize an essay logically, in a sequence that contributes to clarity, using strong transitions between stages of thought and paragraphs.
7. Create coherence in paragraphs and in the overall focus of the essay
8. Apply MLA formatting
9. Use language, style, and voice to write clear, engaging prose with an authentic voice
10. Assess the rhetorical situation and audience needs
11. Deconstruct dichotomy between academic and personal writing and discuss features of each from a linguistic justice perspective
12. Assess the best use of language, style, and voice for a variety of writing assignments and rhetorical contexts
13. Use edited American English, Englishes informed by one's positionality, and code-meshed Englishes

L. Research:

1. Use appropriate research techniques to produce an acceptable research paper
2. Use library resources for literary research, including print, database, and Internet sources
3. Identify and evaluate sources
4. Formulate a refined research question
5. Collect and record research efficiently
6. Compose and integrate summary, paraphrasing, and direct quotation using proper in-text and Works Cited MLA citation

Course Content:

1. Writing and active reading skills for logical reasoning and argumentation.
2. A minimum of 3 literary genres, including poetry, drama, and fiction (novel and/or short story) from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds.
3. Critical approaches to literature and effective use of literary terms and devices.
4. Explication, interpretation, and literary analysis.
5. Writing critically about literature.
6. Minimum 5,000 words of revised formal writing.

7. Instruction focused on critical thinking, reading, and writing:
 1. Distinguishing between fact and inference;
 2. Developing logical inferences;
 3. Recognizing denotative and connotative language;
 4. Evaluating diction;
 5. Exploring rhetorical uses of elements of literature;
 6. Responding to aesthetics and style;
 7. Reading for ambiguities in text and for author choices;
 8. Discovering fallacies in author's writing, including appeals to authority, fear, and pity;
8. Instruction focused on revision of written arguments:
 1. To improve effectiveness of argument;
 2. To demonstrate progressive improvement and refinement of structure, coherence, emphasis, style, and voice--including edited American English and Englishes informed by one's positionality--to write clear, engaging prose with an authentic voice.;
9. Reading of two full-length works: Novel and either short story collection, poetry collection, play, or graphic novel.

Methods of Instruction:

1. Lecture - Theory and components of argument
2. Discussion - Discussion of assigned readings. Reading of two full-length works in addition to five shorter works required.
3. Audio-visual Activity - Multi-media materials, oral presentations
4. Critique - Peer reviews
5. Research - Instruction in source evaluation and pursuing a line of inquiry. Assigning of at least one research paper that posits a logically supported argument and is based on a synthesis and analysis of a variety of primary and secondary sources. Annotated bibliography may be assigned in addition to research paper but may not replace it.
6. Written Exercises - Class journaling, pre-writing strategies (at discretion of instructor)
7. Student Presentations - Class presentations and responses (at discretion of instructor)
8. Classroom Activity - Group work and collaborative learning may include brainstorming, enactment, problem solving, role playing, advocacy, peer evaluation, reading strategies, annotated bibliography, oral presentation.
9. Individualized Instruction - Instructor conferences (at discretion of instructor)

Methods of Evaluation

- A. Class Work
 1. At discretion of instructor. Informal writing assignments might include summaries, pre-writing, book reviews, in-class essays, or informal annotated bibliographies.
- B. Exams/Tests
 1. Not required. Frequency at discretion of instructor.
- C. Group Projects
 1. Not required. Frequency at discretion of instructor.
- D. Home Work
 1. Daily or weekly

E. Individual consultation with students

1. Not required. Frequency at discretion of instructor.

F. Papers

1. Minimum of three per semester totaling at least 5,000 words of revised formal writing. In-class writing, including in-class essays, does not count toward this 5000-word minimum. Evaluation of students' achievement will be based on both critical thinking and writing skills, specifically the following: clarity and effectiveness of writing and the degree to which it successfully incorporates principles of composition and of logical reasoning taught in the course; clarity of understanding of assigned literature and other readings and the degree to which students are successful in using logical reasoning principles and sound exemplification to support an argument about the works considered; the degree to which students go beyond critical reasoning or straightforward literary criticism to assess the arguments of authors and literary critics.

G. Quizzes

1. Not required. Frequency at discretion of instructor.

H. Research Projects

1. Minimum of one research paper per semester

- I. Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include primarily written assignments and a minimum of 5,000 words of revised formal writing.
- J. Formal writing (including essays) that receives instructor feedback and that goes through a revision process
- K. Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).
- L. Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios.

Typical Outside-of-Class Assignments

A. Reading:

1. Read part 6 of *Man's Fate*, by Andre Malraux, and annotate strong, hard, and weak lines for a discussion about the difference between the satisfaction attained by Kyo and Katov at their deaths.
2. Read Kate Chopin's "The Story of an Hour" and annotate strong, hard, and weak lines for a discussion about how the assumptions of those informing Mrs. Mallard of her husband's death contrast with her actual reaction. Did your assumptions initially match theirs, and were you later surprised to realize that she actually welcomed the news? How does Kate Chopin use Mrs. Mallard's reaction to craft an argument about the circumscribed lives that 19th century women so often led?

B. Writing:

1. Read "Battle Royal," by Ralph Ellison. In his dying speech, the narrator's grandfather called himself a traitor and a spy in the enemy's territory. Ellison's narrator comments, "I could never be sure of what he meant." In a six-page essay, use historical criticism (drawing on DuBois's "Of Mr. Booker T. Washington and Others" and/or Booker T. Washington's "Atlanta Exposition Address") to interpret the grandfather's dying words and speculate on how Ellison used them to make an argument about how blacks should navigate white racism in their quest to lead fulfilling lives. As

you discuss the story in support of your thesis, do not forget to bring in elements of fiction like plot, character, theme, and diction in support of your main points.

2. We have discussed the theme of materialism in this class. As preparation for writing your next essay, read William Wordsworth's "The World Is Too Much with Us" and examine a significant claim in the piece, the evidence offered in support of the claim, and the rhetorical appeals (ethos, logos, pathos) used to move the reader towards acceptance of the claim. Lastly, reflect on how you might defend, refute, and/or qualify each writer's claim. Repeat this exercise for Gary Snyder's poem "After Work." Finally, write a 3-5 page compare/contrast essay in which you discuss how each writer approaches this topic.
3. 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" preparing to present your work for an audience who may still expect you to write in "Standard English." Write a prologue that explains your rhetorical choices.

C. Project:

1. Write a six-to-eight page essay that investigates and compares real-life parallels to a single issue from George Orwell's novel *1984*, such as surveillance, privacy, groupthink, Doublespeak, media manipulation, social and political repression, stultification of the masses, global politics, war, language manipulation, or torture. Using the databases through the LPC Library website, research contemporary parallels to one of these themes in the novel. Your paper should compare issues and specific events in the novel to real life issues and events. Incorporate a minimum of six quotes and three paraphrases from the novel and summaries and six quotes from your research. Your thesis should argue if, why, and or how Orwell's novel is still relevant regarding your chosen theme.
2. For the research essay, you will be researching an aspect common in dystopian literature (class, gender roles, sexism, race/racism, relationships/love, sex/sexuality, children, family, language, mood altering substances, technology, totalitarian power, collectivism, human nature, religion, propaganda, brain washing, female rebels, or some other aspect common to dystopian literature not named here) and exploring how the aspect tends to function in multiple dystopian texts. You will be drawing at least two-three dystopian texts, literary criticism, and other academic ideas, theories, or research related to your topic.

Textbooks (Typical):

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Sample Textbooks, Manuals, or Other Support Materials (most recent edition):

- Texts containing culturally diverse college-level fiction, poetry, drama texts.
- A college-level handbook on writing about literature and documentation.
- A writing handbook must be included.

OER:

1. Tanya Long Bennett *Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication.*, University System of Georgia, University Press of North Georgia, 2018.
<https://oer.galileo.usg.edu/english-textbooks/15/>.

Textbook:

1. Michael Meyer *The Compact Bedford Introduction to Literature: Reading, Thinking, and Writing*. 13th ed., Bedford/St. Martin's, 2023.
2. Missy James and Alan P. Merickel *Reading Literature and Writing Argument*. 7th ed., Longman, 2021.
3. John Schlib and John Clifford *Making Arguments about Literature*. 4th ed., Bedford/St. Martin's, 2021.
4. XJ. Kennedy, Dana Gioia, Dan Stone *Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. 16th ed., Pearson, 2020.
5. Leslie Silko *Ceremony*, Penguin Classics, 2006.
6. Kurt Vonnegut *Slaughterhouse-Five*, Dell, 1991.
7. Lorraine Hansberry *Raisin in the Sun*, Mass Market, 2004.
8. Khaled Hosseini *And the Mountains Echoed*, Riverhead Books, 2013.
9. Melanie Benjamin *The Aviator's Wife: A Novel*, Bantam, 2013.
10. Adam Johnson *The Orphan Master's Son*, Random House, 2012.
11. Chinua Achebe *Things Fall Apart*. Norton Critical ed., Norton, 2009.
12. Margaret Atwood *Handmaid's Tale*, Anchor, 1998.
13. Ana Castillo *The Mixquiahuala Letters*, Bilingual Review, 1992.
14. Bruce Norris *Clybourne Park: A Play*, Faber & Faber, 2011.
15. Cormac McCarthy *The Road*, Vintage, 2007.

Manual:

1. William Harmon and C. Hugh Holman. *A Handbook to Literature*. Prentice Hall, 2012.
2. Diana Hacker and Nancy Sommers. *A Writer's Reference*. Bedford/St. Martin's, 2024.
3. Richard Bullock, et al.. *The Little Seagull Handbook*. W.W. Norton & Company, 2020.
4. Janet E. Gardner and Joanne Diaz. *Reading and Writing about Literature: A Portable Guide*. Bedford/St. Martin's, 202.

Equity Based Curriculum

- Catalog Description
- Course Content
- Course Objectives
- Textbooks/Materials

DE Proposal

Delivery Methods

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

Rationale for DE

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

Already approved through curriculum process

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: Once every 1-2 weeks at discretion of instructor. Responses to student concerns and assignments.
- **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. Assignment posting and replies.
- **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 every 1-2 weeks depending on assignments

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Once every 1-2 weeks or at discretion of instructor
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: At discretion of instructor. This is an option during office hours when requested by the student.
- **Other:**
Frequency: Phone conferencing at discretion of instructor.

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 discretion of instructor.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: At discretion of instructor. Peer reviews typically 2-4 times 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: Daily or 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: Not required. At discretion of instructor.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Minimum of three papers per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Minimum one research paper per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Not required. At discretion of instructor.
- **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: Not required. At discretion of instructor.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 1B - Critical Thinking Composition
- 3B - Humanities

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 1B - Oral Communication and Critical Thinking
- 3 - Arts and Humanities

UC Transfer

- Transfers to UC

C-ID: ENGL 110, ENGL 120

Codes and Dates

Course CB Codes

CB00: State ID

CCC000357390

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.

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



Admin Outline for Political Science 27
Introduction to Gender, Sexuality, and Politics
Effective: Fall 2027

Catalog Description:

POLI 27 - Introduction to Gender, Sexuality, and Politics
3.00 Units

Gender, Sexuality, and Politics illustrates that politics involves more than the institutions of government and representation. Politics also revolves around social, cultural, economic, and legal structures as well. The course examines the impact of politics on the lives of cis men and women and LGBTQ people and their reciprocal impact on politics, primarily in United States but contextualized using intersectional and comparative methods. Students will think critically about the theories and relationship between gender, sexuality, and power. Assessment of the role and impact of individuals, groups, and cultural attitudes and traditions involved in the women's and LGBTQ rights movements, exploring the debates over theory and strategy that have worked to their advantage and disadvantage to achieve social policy aimed at bringing equality. The course uses historical and topical approaches, analyzing the struggles for gaining a political voice and participation, with discussion of public policies, and a critique of contemporary issues and self-perceptions that affect cis men and women and LGBTQ people's political rights. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Gender and sexuality are two highly contested domains of politics in the 21st century. Whether it be discussions of toxic masculinity, the manosphere, reproductive rights, LGBTQ rights, trans athletes, bathroom bans, medical care for trans youth, gay marriage, sexual harassment, sexual assault, misogyny, or ongoing debates about appropriate roles for cis-gendered men and women in the workplace and at home or far-right conservative ideas such as ending women's right to vote, our politics are saturated with issues of gender and sexuality. As citizens, voters, and employees, our students need preparation for confronting these topics in their own lives and communities. It is part of our mission as a DEIB oriented institution to provide that preparation for our students while also fulfilling the social science GE requirement. Based on papers written in my other political science classes, there is a deep hunger for a deeper discussion of these topics than I can cover in American Government & Politics, California Government & Politics, or Political Theory. Thus, the

course would be helpful to majors as well, especially those transferring to UC campuses, which a large number of political science majors do. The course would also benefit students working on certificates in Womens Studies and LGBT Studies, neither of which have courses covering the political, governmental and legal sides of those topics.

Discipline:

Political Science

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Assess the importance of studying the role of gender and sexuality in American and global politics.
- B. Identify and critically analyze the major theoretical perspectives that conceptualize gender and sexuality in politics.
- C. Identify and examine significant historical periods and events relating to politics and gender, including the contemporary political barriers confronting cis-gendered women and gender, as well as sexual minorities in politics
- D. Compare and contrast the strategies, tactics, and methods employed organizing politically around issues of gender and sexuality,

Course Objectives:

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

- A. Assess the importance of studying and understanding the role of gender and sexuality in American and global politics
- B. Identify and critically analyze the major theoretical perspectives that conceptualizes gender and sexuality in politics
- C. Identify and examine significant historical periods and events relating to politics and gender, including the contemporary political barriers confronting cis gendered women and gender and sexual minorities in politics
- D. Compare and contrast the work of organizing politically around issues of gender and sexuality, as well as the strategies, tactics, and methods employed
- E. Identify and evaluate significant gender and sexuality identity movements, their success and/or failure, and their impact both domestically and internationally
- F. Assess and analyze the contributions of gender and sexuality movements that developed into rights for cis gendered women and sexual and gender minorities in both the U.S. and global sphere
- G. Identify and assess contributions by cis women and gender and sexual minorities of differing class, cultural, religious, and political identities, who participated in the development and practice of movements and rights, as well as their impact on political change in both global and U.S. contexts
- H. Identify and assess aspects of multiculturalism and intersectionality in regards to cis women and sexual and gender minorities serving as political actors. To include Native-Americans, African-Americans, Latinx-Americans, Asian-Americans, Middle-Eastern Americans, and multiracial-Americans.

- I. Analyze and critically assess the politics of gender roles, rights and democracy in the U.S. and globally
- J. Examine the significance of representative identity in a pluralist society by critically analyzing gender roles, sexism, homo- and transphobia and intersectionality in U.S. politics
- K. Compare and contrast the “representation” of cis women and sexual and gender minorities in the U.S. with other developed and developing countries, where women and sexual and gender minorities compete for elected political positions
- L. Analyze and assess coalition building, electoral institutions, as well as party politics and leadership aiding or hindering the representation of cis women and gender and sexual minorities in the U.S. and globally
- M. Evaluate and critique how the forms of governance and representation—including the use of quotas—in Europe, Africa, Latin America, Asia and the Middle East help or hinder the positioning of cis women and gender and sexual minorities in politics
- N. Identify and critique the gender stereotypes, sexism, chauvinism, homophobia, and transphobia that affect cis women and gender and sexual minority political candidates and political actors in national, state, and local elections
- O. Analyze and assess interest groups, PACs, lobbyist, and media impacts on popular attitudes regarding cis women and gender and sexual minorities of differing class, race, ethnicity, and religious identities, when severing as candidates as well as in elected and non-elected political offices in the U.S. and globally
- P. Evaluate and critique the significance of state public policies on cis women and sexual and gender minorities in a federal system
- Q. Assess and analyze the gender and sexuality gap regarding support and opposition for different and public policy areas
- R. Examine and evaluate the development and impact that cis women and gender and sexual minorities have on political institutions and public policies, and the impact political institutions and public policy has on them
- S. Critically analyze cis women and gender and sexual minorities currently serving in various political positions and contemporary political organizations reflecting differing political ideologies
- T. Identify major contemporary theoretical perspectives in political science, critically analyzing how the discipline conceptualizes and disciplines cis women and gender and sexual minorities in politics

Course Content:

- 1. Introduction to intersectional U.S. cis men and women and LGBTQ people’s movements and political rights
- 2. Movements and rights in the U.S. with global perspectives
- 3. Movements, Rights and Democratization
 - 1. Early historic movements, organizations and leaders promoting social norm shift, civil liberties, and rights, including intersectional perspectives such as Native Americans, African-Americans, Latino Americans, Asian Americans, Middle Eastern Americans
 - 2. Later historic women rights organizations and leaders promoting democratization, civil liberties and rights, including intersectional perspectives
 - 3. Compare and contrast domestic to international movements
- 4. Impact and results movements, such as
 - 1. Action/legislation at the national, state, and local levels
 - 2. Constitutional Amendments, the ERA, etc.
 - 3. Supreme Court decisions: *Bowers v. Hardwick*, *Lawrence v. Texas*, *Obergefell v. Hodges*

5. Theoretical framework(s) for gender and sexuality politics

1. Cis women and men and LGBTQ people's perspectives, theories, and models of public policy, such as:

1. Feminism, feminist theory, queer theory, trans theory, anti-feminism, male chauvinism, masculinity studies, gender gap, and gender-role stereotypes, including consideration of culture, race, ethnic, religious and class differences in the U.S., with global considerations
 1. Public versus private spheres, citizenship and democracy, political development, inequality, and the status of cis women and LGBTQ people in the U.S. and around the world
 2. Ways in which the identities of cis women and LGBTQ people seek to engage and create political change, and the political significance of that engagement and change historically and in the contemporary period
 3. Support and consciousness-raising groups moving beyond community and the workplace to seek change from social movements to politically elected, unelected, and appointed positions at the national, state, and local levels
 4. Engagement with the "manosphere" including the incel movement, Proud Boys, and other far-right men's organizations.

6. Cis women and LGBTQ people's political roles and representation: challenges/successes in U.S. politics with consideration of global perspectives

1. Gender-role stereotypes, gender-gap, gender (in)equality and homo- and transphobia affecting candidates and campaigns
2. Cultural and social change in society with consideration for race, ethnicity, religion and class differences in the U.S. and around the world
3. Strategies and tactics for success, such as
 1. Setting political goals, identifying popular support, and issue strategizing; competitive elected political positions, political activism, and the increasing access to political power in U.S. and globally

7. Rights to participation and access to political power

1. Theories and practices of participation and representation in democracy, such as,
 1. Continuing discrimination, sexism, gender-gap, gender-role stereotypes, homo- and transphobia, and LGBTQ stereotypes, including intersectional considerations
2. Impact of political involvement and participation, such as
 1. Cis women and LGBTQ people participating and representing in U.S. national, state, and local governments, and in developed and developing countries
 1. Representatives, managing campaigns, serving on committees, city managers, et al.
 2. Election rules, party politics, coalition building, partisan regimes, and concepts of fair representation and electoral quotas in other regions, including Africa, Latin America, Asia, and Middle East

8. Cis women and LGBTQ people in politics and American society

1. Cis women and LGBTQ people's participation in political institutions, processes, public policy at the national, state, and local levels. For example
 1. The role of political parties, interest groups, lobbyists, PACS, donors, and the media in politics affecting cis women and LGBTQ people qua representatives, candidates in campaigns and elections, and public policy decision-making

2. The role of cis women and LGBTQ people in political parties, interest groups, lobbies, PACS, donors organization, and the media in politics
3. Challenges, expectations, and the role of cis women and LGBTQ people in the three branches of the federal government and importance of state and municipal governments
 1. Case study of California cis women and LGBTQ people in politics
4. Impact and results of cis women and LGBTQ people in politics and government, with consideration of global perspectives
9. Public Policy Debates and Congressional Actions
 1. Reconciliation rights, policies, and enforcement historically
 1. Parenthood, equality and the family, such as,
 1. Maternity, parental, paternity, family leave, Title IX, and the Equal Pay Act
 2. Barriers to employment, promoting, and educating girls, LGBTQ youth, cis women, and LGBTQ people
 3. Intersectional analysis of gender-role and LGBTQ stereotypes
 2. Sexual harassment, discrimination, rights, policies, and enforcement across time
 1. Title VII, EEOC, Meritor Savings Bank v. Vinson
 3. Familial and reproductive rights, policies, and enforcement across time
 1. Parenthood and the family, including
 1. Intersectional analysis of marriage, domestic partnerships, family planning, reproductive assistance technologies and practices (egg and sperm donation, surrogacy, adoption, fostering, etc) health and child care, reproduction, abortion, gender-role stereotypes
 2. Sexual violence, rights, policies, and enforcement, across time. For example,
 1. Sexual assault and rape, virginity tests, honor killings, genital mutilation practices
 3. Equality in military service, sports, etc. Rights, policies, and enforcement, across time. For example,
 1. Rosie the Riveter; Women Air-Force Service Pilots (WASP's) to modern combat roles, Title IX, Don't Ask Don't Tell, The Trans Ban, etc
 4. Cis women and LGBTQ people in perspective of various elected and unelected political positions, for example
 1. Cis women and LGBTQ people and political ideologies vs political and public positions
 2. Egs., What did feminists say about Sarah Palin and what do today's conservatives say about Barbara Lee?
 3. Role, impact and voting records
10. How political science conceptualizes and disciplines cis women and LGBTQ people in politics
 1. Feminist, Gender, and Sexuality Studies conceptualizes various political involvements of cis women and LGBTQ people, such as
 1. What do we gain from an interdisciplinary perspectives on women and politics? What are feminist critiques of the discipline of Political Science, especially of American Politics? What are the views of Women's Studies and Feminist, Gender, and Sexuality Studies expressed in current publications focused on American Politics

Methods of Instruction:

1. Audio-visual Activity - Powerpoint, videos, audio recordings, podcasts.
2. Classroom Activity - Group work, writing intensive classroom setting, Socratic lecture, debate, and all-class discussion.
3. Critique - Peer critiques of student writings. Student critiques of assigned readings.
4. Discussion - Each lecture is punctuated by discussion questions as well as assignments involving student-led discussions.
5. Individualized Instruction - Writing assignments will include scaffolding and workshopping of thesis statements, outlines, and rough drafts, which will receive individualized feedback.
6. Lecture - Course texts will provide the skeleton of the course, while Socratic lecture provides the meat.
7. Research - Short assignments (homework and presentations) as well as papers.
8. Student Presentations - Types of student presentations: 1. Introducing authors, context, and arguments before class discussion of a text. 2. News presentations, which connect the day's lecture topic with a recent news story 3. Research presentation in which students share their research papers with the class
9. Guest Lecturers - While not a requirement for the course, guest lecturers could enhance learning about such a wide-ranging topic as gender and sexuality in politics, history, government and law.
10. Written Exercises - 1. Reading response questions 2. Scaffolded formal paper assignments 3. In-class writing as preparation for discussion
11. Learning Management System - The learning management system will be employed to distribute texts and manage at-home assignment assessments.

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Work
 1. Daily
- C. Exams/Tests
 1. One of the following models 1. Weekly quizzes and/or 2. Midterm and final exam
- D. Group Projects
 1. Weekly
- E. Home Work
 1. Reading prior to each class and work towards paper and presentations
- F. Oral Presentation
 1. 1-4 presentations
- G. Papers
 1. 1-3 papers
- H. Quizzes
 1. Daily (on reading assignment)

Typical Outside-of-Class Assignments

- A. Reading:
 1. Reading a historical, legal, or theoretical text in preparation for class. Assessed through reading response questions.
- B. Writing:

1. In response to reading response questions, writing a thesis statement, outline, rough draft, peer review, or final draft of a research or argumentative paper.

C. Research:

1. Preparing an annotated bibliography using library databases and/or journalistic sources.

D. Activity:

1. Playing a game such as group strategizing for methods to make legal or legislative victories for LGBTQ rights in the current environment. Are legislatures or courts the best target? State or federal level? Groups compete for the most successful strategy.

E. Project:

1. Preparing a presentation or doing a group project for presentation in the class. (Connecting news to course material, for example).

Textbooks (Typical):

1. Reading materials will be provided and free for the student via Course management software to promote equity.

OER:

1. Agnieszka Graff and Elzbieta Korolczuk *Anti-Gender Politics in the Populist Moment.*, Taylor & Francis, 2022. <https://library.oapen.org/handle/20.500.12657/50542>.

Textbook:

1. Edited by Cherríe Moraga and Gloria Anzaldúa *This Bridge Called My Back: Writings by Radical Women of Color*. Fortieth Anniversary Edition ed., SUNY Press, 2021.
2. Edited By Paulina Barcyszyn-Madziarz, Przemyslaw Zukiewicz *Gender and LGBTQ Issues in Election Processes: Global and Local Contexts*. 1st ed., Routledge, 2024.
3. Amrita Basu *Women's Movements in the Global Era: The Power of Local Feminisms*. 2nd ed., Westview Press, 2017.
4. Saba Mahmood *Politics of Piety: The Islamic Revival and the Feminist Subject*. Reprint ed., Princeton University Press, 2012.
5. Wendy Brown *Manhood and Politics: A Feminist Reading in Political Theory (New Feminist Perspectives)*. 1st ed., Rowman & Littlefield, 1988.

Other Materials Required of Students

1. Notebooks.
2. Writing implements.

Equity Based Curriculum

- Catalog Description
- Course Content
- Course Objectives
- Student Learning Outcomes
- Typical Assignments
- Textbooks/Materials

DE Proposal

Delivery Methods

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

Rationale for DE

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

The course is designed to be largely comprised of reading, writing, and discussion, all of which work nicely in the online format and allows more students who work, have other schedule demands, or live further afield access to the course.

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

The decision was made after discussions with colleagues and consideration of student needs.

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 of once per 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: Minimum of once per week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: As needed
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: During office hours
- **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 once during the semester for assessments and/or activities.

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 of 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: At least 5 times per semester.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Peer-editing of 6 papers 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 of 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: At least 5 times per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: At least twice during the semester (3-5 pages each).
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-5 quizzes plus final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Multiple times per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Probably weekly
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Games enhance student energy and engagement, build teamwork and encourage social interaction

- **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

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 4 - Social and Behavioral Sciences

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606152

CB03: TOP Code

220700 - Political Science

CIP Code

45.1001 - Political Science and Government, 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

5.2. Course Modifications

- BUSN 1A Financial Accounting
- BUSN 1B Managerial Accounting
- BUSN 51 Accounting for Small Business
- BUSN 88 Human Resources Management
- CIS 50 Introduction to Computing Information Technology
- CIS 60 Systems Analysis & Design
- CIS 62 Project Management: Navigating the Modern Digital Landscape
- CIS 71A Keyboarding (The Alphabet)
- CIS 71B Keyboard (Numbers and Symbols)
- CIS 88A Word Processing Essentials: MS Word, Google Docs, AI
- CIS 89A Desktop Presentation Tools
- CNT 52/CIS 66 Networking Fundamentals
- CNT 7285 Cloud Computing: CompTIA Cloud+ Certification
- CNT 7501 Ethical Hacking
- CS 1 Computing Fundamentals I
- CS 2 Computing Fundamentals II
- CS 7 Introduction to Computer Programming Concepts
- CS 17/MATH 10 Discrete Mathematical Structures
- CS 21 Computer Organization and Assembly Language Programming
- CS 31 Java Programming
- CS 47 Capstone Project
- ECE 50 Early Childhood Principles and Practices
- ECE 67 Infant and Toddler Development and Caregiving
- ECE 80A Health: Preschool/TK Foundations
- ECE 80B Social and Emotional Development: Preschool/TK Foundations
- ECE 80C Foundational Language Development: Preschool/TK Foundations
- ECE 80D English Language Development: Preschool/TK Foundations
- ECE 80E History-Social Science: Preschool/TK Foundations
- ECE 80F Math: Preschool/TK Foundations
- ECE 80G Science: CA Preschool/TK Foundations
- ECE 80H Visual Arts: Preschool/TK Foundations
- ECE 80I Physical Development: Preschool/TK Foundations
- ECE 80J Performing Arts: Preschool/TK Foundations
- ECE 83 Adult Mentoring and Supervision
- ECE 91 Adaptive Curriculum for Children with Exceptional Needs
- ECE 96 Work Experience Seminar
- ENGL C1000 Academic Reading and Writing
- ESL 24 Advanced Reading and Composition I
- ESL 25 Advanced Reading and Composition II
- ESL 110 Beginning Vocabulary Skills for English Language Learners
- ESL 113 Speaking and Listening Fluency for Academic and Professional Purposes
- ESL 115 Intermediate Vocabulary Skills for English Language Learners
- ESL 121A Intermediate Reading and Writing

- ESL 121B Higher-Intermediate Reading and Writing
- ESL 123 Intermediate Oral Communication
- ESL 126 Intermediate Pronunciation and Fluency
- ESL 131A Beginning Reading and Writing
- ESL 131B High-Beginning Reading and Writing
- ESL 133 Beginning Oral Communication
- ESL 136 Beginning Pronunciation and Fluency
- KIN AR1 Archery 1 – Beginning Archery
- KIN 14 Responding to Emergencies: Comprehensive First Aid/CPR/AED
- KIN 50A Pre-Season Intercollegiate Swimming & Diving
- KIN 50B Intercollegiate Swimming & Diving
- KIN 60 Intercollegiate Men's Water Polo
- KIN 61A Pre-Season Intercollegiate Water Polo
- KIN 61B Off Season Intercollegiate Water Polo
- KIN 65 Intercollegiate Women's Water Polo
- KIN SW1 Swimming 1
- KIN SW2 Swimming 2
- KIN SW3 Swimming 3
- KIN SW4 Swimming 4
- KIN SWF1 Swimming for Fitness 1
- KIN SWF2 Swimming for Fitness 2
- KIN SWF3 Swimming for Fitness 3
- KIN SWF4 Swimming for Fitness 4
- MATH 5 Ordinary Differential Equations
- MATH 7 Elementary Linear Algebra
- MATH 21 Precalculus
- MATH 27 Number Systems for Educators
- MATH 34 Business Calculus
- MATH 39 Trigonometry
- MATH 47 Mathematics for Liberal Arts
- MATH 66C Concurrent Support for Calculus I
- MATH 67 Math Jam for Calculus II
- MATH 67C Concurrent Support for Calculus II
- MATH 68 Math Jam for Calculus II
- NESL 213 Speaking and Listening Fluency for Academic and Professional Purposes
- NESL 221A Intermediate Reading and Writing
- NESL 221B High-Intermediate Reading and Writing
- NESL 223 Intermediate Oral Communication
- NESL 226 Intermediate Pronunciation and Fluency
- NESL 231A Beginning Reading and Writing
- NESL 231B High-Beginning Reading and Writing
- NESL 233 Beginning Oral Communication
- NESL 236 Beginning Pronunciation and Fluency
- NCIS 201 CyberSecurity Camp

- NCIS 201B CyberSecurity Advanced Skills
- NCIS 202 CyberSecurity Competition Prep
- NCIS 203 CyberSecurity Competition
- PCN 10 Career and Educational Planning
- PSYC 10 Psychology of Human Sexuality
- PSYC 15 Abnormal Child Psychology
- SPAN 21 Spanish for Spanish Speakers I
- SPAN 22 Spanish for Spanish Speakers II
- STAT C1000 Introduction to Statistics
- RADS 40A Radiation Safety
- RADS 40B Emergency Response and Monitoring
- RADS 40C Safety Controls and Regulation
- VWT 1 Wines of the Americas and Beyond
- VWT 2 Wines of Europe
- VWT 12/HORT 54 Landscape and Vineyard Soils, Fertilizers, and Irrigation
- VWT 20 Introduction to Enology
- VWT 21 Applied Enology
- VWT 23 Fundamentals of Wine Science I
- VWT 31 Fall Vineyard Operations
- VWT 41 Fall Winery Operations
- VWT 47 Wines of California



Course Modification: BUSN 1A - Financial Accounting

Course Modification: BUSN 1A - Financial Accounting (Launched - Implemented 04-08-2026)
compared with
BUSN 1A - Financial Accounting (Active - Implemented 08-22-2024)

Admin Outline for Business 1A Financial Accounting

Effective: Fall

~~2024~~ 2027

Catalog Description:

BUSN 1A - Financial Accounting 4.00 Units

A study of accounting as an information system; examining why it's important, and how it's used by investors and creditors to make decisions. Includes the recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles and comparing it to international financial reporting standards, preparation and analysis of the classified financial statements for merchandising and service companies. Also includes issues related to recording and valuation of assets, liabilities, equities and cashflow, recognition of revenues, expenses using effective internal controls and ethical standards. ~~4~~ 3 Units Lecture 1 Units Lab

Total Lecture Hours	~~72~~ <u>54</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~90~~ <u>108</u>
Total Outside of Class Hours	~~144~~ <u>108</u>
Total Student Learning Hours	~~234~~ <u>216</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Accounting

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~calculate~~ Calculate and analyze current ratio, debt ratio, and gross profit ratio.
- B. ~~identify~~ Identify and name different components of a balance sheet and income statement .
- C. Analyze and calculate cost of goods sold and inventory variations related to over or understatement .

Course Objectives:

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

- A. Define and use accounting and business terminology, and explain the nature, concept and purpose of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS)
- B. Explain how an accounting system is designed to satisfy the needs of specific businesses and users; how different components affect each other and purpose of journals and ledgers;
- C. Distinguish between cash basis and accrual basis accounting, expenses and capital expenditure and its impact on financial statements;
- D. Analyze and record business transactions and prepare and interpret the four basic financial statements;
- E. Perform activities to complete the accounting cycle and address the needs of the external community;
- F. Explain the nature and use of current assets, measurement and reporting of cash and cash equivalents, receivables, bad debts, inventory and cost of goods sold;
- G. Explain the content, form and purpose of the basic financial statements (including footnotes) and the annual report, and how they satisfy the information needs of investors, creditors and other users;
- H. Identify and illustrate how the principles of internal control are used to manage and protect the firm's resources and minimize risk;
- I. Identify and explain current liabilities including estimated liabilities and other contingencies;
- J. Calculate the cost of long-term asset acquisition, the correct depreciation, and the gain or loss from disposal;
- K. Identify and explain long term liabilities including the valuation, issuance and retirement of debt;
- L. Explain issues related to stockholders' equity including stock issuance, repurchase and dividends;
- M. Calculate the operating, investing and financing sections of the Statement of Cash Flows and how it indicates a firm's solvency or liquidity;
- N. Interpret company activity, profitability, and liquidity through the selection and application of appropriate financial analysis tool; and
- O. Identify the ethical implications inherent in financial reporting and how to apply strategies for addressing them.

Course Content:

Lecture:

Accounting: the Language of Business

1. Accounting: the Language of Business

1. Use accounting vocabulary
2. Apply accounting concepts and principles
3. Differences between GAAP and IFRS
4. Use the accounting equation

2. Components of Financial Accounting and Reporting

1. Principles of financial accounting
2. Accounting information systems
3. Items that impact accounting information
4. Use the accounting equation
5. Analyze business transactions
6. Flow of accounting data in an accounting system

3. Accrual Accounting and Financial Statements

1. Differences between cash and accrual accounting
2. Identify the elements of the financial statements
3. Distinguish between revenue expenditure and capital expenditure
4. Prepare basic financial statements
5. Evaluate business performance

4. Analyzing and Recording business transactions

1. The account
2. Apply accounting concepts and principles
3. Double entry accounting
4. Record transactions in the journal
5. Post from the journal to the ledger
6. Prepare and use a trial balance

5. Completing the accounting cycle

1. Apply the revenue and matching principles
2. Make adjusting entries and prepare an adjusted trial balance
3. Prepare and use the work sheet to complete the accounting cycle
4. Prepare financial statements
5. How financial statements satisfy needs of creditors, investors and other users
6. Close the revenue, expense, and dividend accounts
7. Using accounting ratios; current ratio and debt ratio

6. Inventory, Receivables and other Current Assets

1. Design internal controls for receivables and collections
2. Use the allowance and direct write off method to estimate uncollectible accounts (bad debts)
3. Accounting for notes receivables and interest receivables
4. Reporting receivables on the balance sheet
5. Use the acid-test, days' sales in receivables and inventory turnover ratio to evaluate frequency of sales and collections

6. Cash equivalents and Short term investments
7. Subsidiary and consolidated financial statements
8. Calculating cost of inventory and cost of goods sold using First in first out (Fifo), Last in first out (Lifo) and Average cost
9. Calculating sales revenue and gross profit
10. End of the period inventory valuation using Lower of cost or market value (LCM)

7. Content and purpose of financial statements

1. Users of financial information
2. components of financial statements
3. Use of footnotes to read explanations of accounting methods
4. Management discussion and analysis
5. Notes to the financial statements
6. Disclosure of accounting rules, methods and use of estimates in financial reporting

8. Internal control, Cash and International Financial Reporting Standards (IFRS)

1. Define internal control and look at fraud
2. Prepare a bank reconciliation and the related journal entries
3. Apply internal controls to cash receipts and cash payments
4. Minimize business risk
5. Identify differences between GAAP and IFRS

9. Current Liabilities

1. Account for current liabilities of known amount
2. Account for current liabilities that must be estimated
3. Report current liabilities on the balance sheet

10. Plant Assets, Depreciation and Intangibles

1. Compute the cost of a plant (long-term) asset
2. Account for and calculate depreciation
3. Select the best depreciation method for tax purposes
4. Account for the disposal of a plant asset
5. Account for natural resources
6. Account for intangible assets

11. Long Term Liabilities and Interest

1. Issuance of bonds
2. Using present value concepts in bond valuation
3. Amortization of bond discount and premium
4. Retirement and conversion of bonds
5. Account for notes payable

12. Corporations

1. Organizing a corporation
2. Issuance of stock and paid in capital

3. Accounting for treasury stock
4. Retained earnings, stock dividends and stock splits
5. Statement of shareholder's equity

13. Statement of Cash Flows

1. Operating, investing and financing activities
2. Indirect and direct method for operating activities
3. Preparation and interpretation of cash flow statements
4. Calculate free cash flow

14. Financial Statement Analysis

1. Interpreting company activity, profitability and liquidity
2. Standards for financial analysis
3. Horizontal and vertical analysis
4. Benchmarking
5. Ratios and other analytical tools in decision-making

15. Ethical Implications related to Financial Reporting

1. Protecting the company name and assets
2. Strategies for addressing ethical issues
3. Sarbanes-Oxley Act (SOX)

Lab Activities:

1. Use transaction analysis worksheet to record and summarize various accounting transactions typical for a service and merchandising business.
2. Use ten column worksheet to: post unadjusted account balances in trial balance columns, record adjustments, calculate adjusted trial balance generate financial statement data in income statement and balance sheet columns
3. Using a set of accounts and their ending balances from adjusted trial balance, prepare: Income Statement, Statement of Owner's Equity, Balance Sheet.
4. Calculate three financial ratios including, Gross Profit Ratio, Debt Ratio and Current Ratio

Methods of Instruction:

1. Lecture - Lectures include reviewing learning objectives and ~~demonstration-of~~ explaining accounting principles
2. ~~Discussion~~ concepts using ~~of~~ many resources and modalities to meet diverse learning styles and student questions
3. ~~Group~~ learning activities
4. ~~Publisher's needs,~~ website like for the activities textbook, white board, power point presentation and assessments external web resources.
5. ~~PowerPoint,~~ Written video Exercises - Reviewing and ~~computer-images completing~~ when relevant appropriate exercises and problems from the text book and other learning material.
6. ~~Outside/internet~~ Classroom research
7. Activity - Interactive exercises and problem -solving. ~~solving~~ Example: For a fixed asset, compute current period depreciation, current book value and gain or loss on the sale of the asset. Working with a neighbor, complete the calculations for stockholder's equity.

Methods of Evaluation

- A. Class Participation
 1. ~~daily~~ Daily
- B. Class Work
 1. ~~daily~~ Daily
- C. Exams/Tests
 1. 2 to 3 exams and a final exam
- D. Home Work
 1. ~~weekly~~ Weekly
- E. Quizzes
 1. ~~weekly~~ Weekly
- F. Instructors will use an array of assessments to promote equitable outcomes.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :
 1. Homework-completing exercises and problems

1. Read the first half of the chapter and complete Starters 1-5, Exercises 9 & 11, and Problem 16. Prepare Adjusting journal entries and closing entries.
 2. At the publisher's website, complete the mid-chapter assessment for chapter 6 and email the results to your instructor.
2. ~~Class exercises~~
1. ~~For a fixed asset, compute current period depreciation, current book value and gain or loss on the sale of the asset.~~
 2. ~~Working with a neighbor, complete the problem on stockholder's equity and answer the questions at the end.~~
- C. Writing:
1. Quizzes
 1. At the publisher's website, complete the end of chapter assessment for chapter 6.
 2. Fill in the blank with the proper accounting term or principle.
 2. Discussion Boards
 1. Weekly discussion topics are assigned, including business ethics, accounting concepts and diversity in the business field
4. ~~Progress exams and final exam~~
1. ~~Enter the trial balance on an accounting work sheet, and complete the work sheet for the month ended January 31 for the current year.~~
 2. ~~Prepare the company's multi-step income statement and statement of owner's equity for the moth ended January 31 of the current year.~~

Textbooks (Typical):

Textbook:

1. William Thomas, Wendy Tietz *Financial Accounting*. ~~13th~~ 14th ed., Pearson, ~~2022~~ 2025 .
2. Robert Libby, Frank Hodge *Financial Accounting*. ~~10th~~ 1th ed., McGraw-Hill, ~~2020~~ 2024 .

3. Carl S Warren, Christine Jonick *Financial Accounting*. 16th ed., Cengage, 2021.

Other Materials Required of Students

1. Basic four function calculator.
2. Computer with Internet access for using publisher homework management system.

Equity Based Curriculum

- [Course Methods](#) [Content of Instruction](#)
- [Methods of Evaluation](#)
- [Typical](#) Assignments

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

Accommodate more students and various learning styles by offering the course in multiple modalities.

Including; Hybrid and Full DE format. This course is a core course for AS-T degree and has robust demand in DE format.

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

Accommodate more students and various learning styles by offering the course in multiple modalities.

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 from instructor to students
- **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: Chapter based class discussion posted in Discussion Board
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly announcements posted by instructor regarding the course, assignment due dates and reminders

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 are required to post replies to other students that are graded

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Weekly chapter quizzes, three exams and a final exam is required
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly chapter introduction videos, and videos for content explanation, and practice problems

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ACCT 110 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000368790

CB03: TOP Code

050200 - Accounting

CIP Code

52.0301 - Accounting.

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



Course Modification: BUSN 1B - Managerial Accounting

Course Modification: BUSN 1B - Managerial Accounting (Launched - Implemented 04-08-2026)

compared with

BUSN 1B - Managerial Accounting (Active - Implemented 08-22-2024)

Admin Outline for Business 1B Managerial Accounting

Effective: Fall

~~2024~~ 2027

Catalog Description:

BUSN 1B - Managerial Accounting 4.00 Units

A study of the use of accounting data for managerial purposes including; planning, directing, and controlling activities. Includes broad coverage of concepts, structures, classifications, and behaviors of costs. Topics include; job costing, process costing, activity based costing, relationship between cost, volume and profitability, relevant range, standard costing, profit planning and budgeting, static and flexible budgeting, responsibility accounting and segment reporting, absorption and variable costing and capital expenditure decisions. ~~4~~ 3 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- BUSN 1A

Total Lecture Hours	~~72~~ <u>54</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~90~~ <u>108</u>
Total Outside of Class Hours	~~144~~ <u>108</u>
Total Student Learning Hours	~~234~~ <u>216</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~analyze~~ Analyze and calculate the impact of changes in business income using cost volume profit analysis and construct contribution margin statements.
- B. ~~identify~~ Identify and categorize different cost classifications for fixed, variable, and mixed costs.
- C. ~~prepare~~ Prepare operating and financial budgets and analyze variances.

Course Objectives:

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

- A. Identify and illustrate primary objectives of managerial accounting and explain the role of the managerial accountant as a member of the management team; compare and contrast financial and managerial accounting
- B. Define and illustrate various cost terms, concepts and behaviors and their relevancy to business decision-making; distinguish between period and product costs, prepare and analyze a Schedule of Cost of Goods Manufactured, Schedule of Cost of Goods Sold and its relationship to Balance Sheet and Income Statement
- C. Prepare traditional and contribution-margin income statements; explain operating leverage, cost volume-profit analysis; how to use Cost Volume Profit (CVP) analysis to calculate breakeven point, operating income and Margin of Safety
- D. Describe product costing systems such as job order costing and process costing; illustrate flow of costs in each method; record transactions and analyze various cost accounts
- E. Discuss the impact of technology on the manufacturing environment and how various activities affect costs and prepare activity-based cost reports
- F. Explain the purpose of financial budgeting and how it relates to planning, directing and control activities; prepare a master budget and related components
- G. Explain the development and use of standard costs and prepare and interpret variance analysis reports and relate them to responsibility accounting and control
- H. Define relevant costs, sunk costs, and opportunity costs and unit costs.
 - I. Analyze effects of business decisions, such as accept or reject a special order, outsource a product or service, and add or drop a service or product and sell or process further
 - J. Explain nature of capital expenditure decisions and use various methods like payback, accounting rate of return and discounted cashflow to evaluate competing projects
 - K. Explain the nature and need of segment reporting and its relationship to cost, revenue, profit and investment centers, prepare and analyze related segment reports
 - L. Prepare flexible budgets using standard costs and product costing
- M. Compare and contrast absorption costing with variable costing; prepare income statements using both methods; and reconcile the results
- N. Identify and explain ethical issues with preparation and use of managerial accounting information, and use strategies for addressing them

Course Content:

Lecture:

1. Managerial Accounting

1. Objectives of managerial accounting
2. Distinguish between financial and managerial accounting
3. Role of management accountant

2. Cost terms and concepts

1. Distinguish between period costs and product costs
2. Classify costs and prepare an income statement for a service, merchandising and manufacturing business
3. Calculating cost of goods manufactured for a manufacturer

3. Cost-Volume-Profit (CVP) analysis

1. Identify how changes in volume affects costs and profitability
2. Use CVP analysis to compute breakeven point
3. Use CVP analysis for profit planning and graph the CVP relations
4. Use CVP methods to perform sensitivity analysis; change in fixed costs, change in variable costs, change in target income and margin of safety
5. Calculate the breakeven point for multiple product lines or services
6. Prepare traditional and contribution margin income statements

4. Job Order and Process Costing

1. Recording materials, labor and overhead used in a job order costing system

2. Preparing materials, labor, overhead, work in process, cost of goods manufactured, finished goods and cost of goods sold accounts
3. Calculating pre-determined manufacturing overhead rate and account for over or under allocation of overhead
4. Calculate unit costs for a service and manufacturing company
5. Differences between job order and process costing
6. Calculating total costs incurred for materials, labor and manufacturing overhead and using equivalent units for conversion cost
7. Assigning costs from different departments to production department
Calculate unit costs for a service and manufacturing company
8. Preparing and analyzing a production cost report

5. Activity Based Costing

1. Develop activity based costing system (ABC)
2. The impact of technology in manufacturing
3. Use activity-based management (ABM) to meet target costs
4. Describe Just-in-time (JIT) production systems, and record its transactions
5. Use four types of quality costs to make decisions, such as; prevention, appraisal, internal failure and external failure costs

6. Master budget and responsibility accounting

1. Explain why managers use budget
2. Components of the master budget
3. Preparing a Sales and Inventory/Purchases/COGS budget
4. Preparing an operating and financial budget

5. Unit and company wide budgets
6. Responsibility accounting performance reports
7. Use of budgets for planning and control

7. Flexible budgets and standard costs

1. Prepare a flexible budget for the income statement
2. Prepare an income statement performance report
3. Identify the benefits of standard costs and learn how to set standards
4. Compute standard costs variances for direct materials, direct labor and manufacturing overhead
5. Record transactions at standard cost

8. Costs and Short-term business analysis

1. Describe and name information relevant to business decisions
2. Explain and calculate relevant costs, sunk costs, and opportunity cost
3. Make special order and pricing decisions
4. Make dropping a product and product mix related decisions
5. Make outsourcing and sell as is or process further decisions

9. Capital investment decisions and the time value of money

1. Describe importance of capital investment and the capital budgeting process
2. Use the payback and accounting rate of return methods to make capital investment decisions
3. Use the time value of money to compute the present value of single sums and annuities

4. Use discounted cash flow models to make capital investment decisions

5. Standard cost accounting systems

10. Segment Reporting and Performance evaluation

1. Explain how companies decentralize

2. Explain why companies use performance evaluation systems

3. Use balance scorecard and identify key performance indicators for each perspective

4. The balanced score card

5. Use performance reports to evaluate cost, revenue and profit centers

6. Use Return on Investment (ROI), Residual Income (RI) and Economic Value Added (EVA) to evaluate investment centers

11. Comparing costing methods

1. Explain and use absorption costing

2. Explain and use variable costing

3. Prepare income statements using both methods

4. Explain the differences between the methods

5. Discuss advantages and disadvantages of each method

12. Ethical issues and the role of Management Accountant

1. Understand and explain Statement of Ethical Profession Practice provided by Institute of Management Accountants (IMA)

2. Explain how to use standards like Competence, Confidentiality, Integrity and Credibility when facing challenging situations

3. Explain and use ethical dilemmas to guide and find solutions for questionable behavior
4. Explain the difference between Unethical and Illegal behavior

Lab Activities:

1. Use a blank statements form to correctly prepare the operating activities section from given data, using a comparative balance sheet and an income statement.
2. Use T accounts to record job costing transactions, and calculate ending account balances of all manufacturing accounts.
3. Using a columnar worksheet and financial estimates for a following year prepare a Sales Budget, Cash Budget and Capital Budget.
4. Calculate three financial ratios including, Earnings per share, PE ratio and Inventory turnover ratio

Methods of Instruction:

1. Classroom Activity - Interactive exercises and problem ~~-solving.~~ solving
2. ~~Discussion~~ Example: Calculating cash collections for a month, quarter and annually, compute over or under allocated Manufacturing Overhead using Job Costing methods, calculate present value of ~~student~~ future ~~questions~~
3. ~~Group activities~~ cashflows.
4. Lecture - Lectures include reviewing learning objectives and ~~demonstration of managerial~~ explaining accounting ~~principles~~ concepts using many resources and modalities to meet diverse learning styles and student learning needs, like the textbook, white board, power point presentation and external web resources.
5. ~~Outside/internet~~ Written ~~research~~ Exercises - Reviewing and completing relevant exercises and problems from the text book and other learning material.
6. Audio-visual Activity - Publishers website for activities and assessments
7. ~~PowerPoint,~~ ~~video~~ like Homework and ~~computer~~ Quizzes
8. Interactive ~~images~~ exercises ~~when and~~ appropriate problem solving

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. 2 to 3 exams and a final exam
- D. Home Work
 1. weekly
- E. Lab Activities
 1. practice class problems on the lab day and provide feedback
- F. Quizzes
 1. at the end of each chapter
- G. Instructors will use an array of assessments to promote equitable outcomes.

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. ~~In-class assigned problems~~

- ~~1. Write journal entries for purchase and use of raw materials using job-costing method. Prepare WIP account for the month.~~
- ~~2. Prepare a cash budget for December, and determine if the business will need to borrow cash by the end of December?~~
- ~~3. Calculate the breakeven point and margin of safety in units and sales dollars.~~

2. Homework assignments

1. Read chapter 13 and complete exercise E21-13, 15, & 16 on working papers.
2. At the publisher's website, complete the mid-chapter assessment for chapter 13.

3. Quizzes

- ~~1. At the publisher's website, complete the end-of-chapter assessment for chapter 13~~
2. Print the chapter end quiz from Black board, and answer all multiple choice questions, and short problems on a separate sheet of paper, and bring it to class for corrections.

4. ~~Progress exams and final exam~~

- ~~1. True or False—a budget is a quantitative expression of a plan that helps managers coordinate and implement the plan~~
- ~~2. Given a certain set of data, prepare a schedule of cost of goods manufactured for the ABC Company for the year ending 12/31/19~~

Textbooks (Typical):

Textbook:

1. J. Williams, S. Hakka, M. Bettner, J. Carcello *Managerial Accounting*. ~~19th~~ 20th ed., McGraw-Hill, ~~2021~~ 2024 .

2. Carl Warren ; ~~James~~ and M William Reeve,~~Jonathan Duchac~~ Taylor *Managerial Accounting*. ~~14th~~ 13th ed., Cengage Learning, ~~2020~~ 2022 .
3. ~~K. Karen Wilken~~ Braun ,~~W. Tietz~~ *Managerial Accounting*. ~~6th~~ 7th ed., Prentice Hall, ~~2021~~ 2023 .

Other Materials Required of Students

1. Basic four function calculator.
2. Computer and Internet access for using publisher homework management system.

Equity Based Curriculum

- Methods of Instruction
- ~~Assignments~~ Methods of Evaluation

Requisite Skills

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

A. BUSN 1A

Required

- Identify the ethical implications inherent in financial reporting and how to apply strategies for addressing them.
- Calculate the operating, investing and financing sections of the Statement of Cash Flows and how it indicates a firm's solvency or liquidity;
- ~~Analyze~~ Interpret company activity, profitability, and ~~record~~ liquidity ~~business through transactions~~ the selection and ~~prepare~~ application of appropriate financial analysis tool; and
- Explain the nature and ~~interpret~~ use the of four current basic assets, measurement and reporting of cash and cash equivalents, receivables, bad debts, inventory and cost of goods sold;
- Distinguish between cash basis and accrual basis accounting, expenses and capital expenditure and its impact on financial statements;
- Identify and illustrate how the principles of internal control are used to manage and protect the firm's resources and minimize risk ;
- ~~Identify and explain current liabilities including estimated liabilities and other contingencies ;~~
- Explain how an accounting system is designed to satisfy the needs of specific businesses and users; how different components affect each other and purpose of journals and ledgers;
- ~~Distinguish between cash basis~~ Identify and ~~accrual~~ explain ~~basis~~ current accounting; ~~liabilities~~ expenses including estimated liabilities and ~~capital~~ other expenditure contingencies;
- Perform activities to complete the accounting cycle and ~~its~~ address ~~impact the on~~ needs of the external community;
- Analyze and record business transactions and prepare and interpret the four basic financial statements;
- ~~Identify the ethical implications inherent in financial reporting and how to apply strategies for addressing them.~~

- Define and use accounting and business terminology, and explain the nature, concept and purpose of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS)
- ~~Interpret company activity, profitability, and liquidity through the selection and application of appropriate financial analysis tool; and~~

Recommended

- ~~Explain issues related to stockholders' equity including stock issuance, repurchase and dividends;~~
- Identify and explain long term liabilities including the valuation, issuance and retirement of debt ;
- ~~Perform activities to complete the accounting cycle and address the needs of the external community ;~~
- Calculate the cost of long-term asset acquisition, the correct depreciation, and the gain or loss from disposal ;
- Explain issues related to stockholders' equity including stock issuance, repurchase and dividends ;
- Explain the content, form and purpose of the basic financial statements (including footnotes) and the annual report, and how they satisfy the information needs of investors, creditors and other users ;
- ~~Explain the nature and use of current assets, measurement and reporting of cash and cash equivalents, receivables, bad debts, inventory and cost of goods sold ;~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

Accommodate more students and various learning styles by offering the course in multiple modalities.

Including; Hybrid and Full DE format. This course is a core course for AS-T degree and has robust demand in DE format.

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

Accommodate more students and various learning styles by offering the course in multiple modalities.

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
- **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: Open for questions, comments or any course related topics.
- **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: Per Chapter
- **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. students are required to respond to other posts and pose their questions.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Three to five quizzes ,[and a final exam](#)
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly chapter introduction videos, and videos for content explanation, and practice problems

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ACCT 120 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000358341

CB03: TOP Code

050200 - Accounting

CIP Code

52.0301 - Accounting.

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



Course Modification: BUSN 51 - Accounting for Small Businesses

Course Modification: BUSN 51 - Accounting for Small Businesses (Launched - Implemented 04-08-2026)

compared with

BUSN 51 - Accounting for Small Businesses (Active - Implemented 08-15-2020)

Admin Outline for Business 51 Accounting for Small Businesses

Effective: Fall

~~2020~~ 2027

Catalog Description:

BUSN 51 - Accounting for Small Businesses

3.00 Units

Basic accounting skills for managers and entrepreneurs that provide a foundation in financial reporting and analysis, payroll taxes, and internal controls. The course includes practical application of accounting theory to the accounting cycles for service and merchandising businesses, including bookkeeping practices, common debit and credit procedures, books of original entry, working papers, adjusting and closing entries, income statement, statement of owner's equity, balance sheet, cash, payroll, and special journals. ~~3~~ 2 Units Lecture 1 [Units Lab](#)

Total Lecture Hours	~~54~~ <u>36</u>
Total Lab Hours	~~18~~ <u>72</u>
Total Inside of Class Hours	~~72~~ <u>108</u>
Total Outside of Class Hours	~~108~~ <u>72</u>
Total Student Learning Hours	180

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Accounting, or Business

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. accurately record business transactions using journal entries.
- B. prepare a basic Income Statement and Balance Sheet for a merchandising company .
- C. Accurately record transactions related to payroll and tax withholding .

Course Objectives:

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

- A. Identify the fundamental accounting equation, and its logical bookkeeping applications;
- B. Explain basic accounting theory and practice as it relates to a service or retail type operation;
- C. Record routine bookkeeping duties (including recording journal entries, updating T-accounts, and preparing trial balances);
- D. Prepare the income statement, balance sheet and statement of owner's equity;
- E. Explain and demonstrate the accounting cycle;
- F. Reconcile bank accounts and cash funds;
- G. Perform basic payroll accounting and determine employee earnings, deductions, employer taxes;
- H. Prepare special journals;
- I. Explain merchandise accounting and prepare financial statements for merchandising firms.

Course Content:

Lecture:

- 1. Concepts and procedures
 - 1. the accounting equation
 - 2. assets, liabilities and equity components
 - 3. the balance sheet
 - 4. revenue, expenses, and withdrawals
 - 5. the income statement
- 2. Debits and credits
 - 1. fundamental definition

2. ledger accounts

3. trial balance

3. The accounting cycle

1. general journal and supporting documentation

2. posting

3. trial balance

4. correcting errors in journalizing and posting

5. adjusting journal entries

6. the income statement

7. the balance sheet

8. the statement of owner's equity

9. worksheet

10. closing entries

11. post closing trial balance

4. Banking procedures and control of cash

1. checking accounts

2. bank reconciliations

3. petty cash

4. cash over and short

5. Payroll

1. employee earnings
2. employee deductions
3. employer taxes
4. payroll register
5. tax reports

6. Special journals

1. subsidiary ledgers
2. sales journal
3. sales tax
4. credit memos
5. cash receipts journal
6. purchases journal
7. returns and allowances
8. cash payments journal

7. Accounting cycle for merchandising

1. journalizing and posting adjusting and closing entries
2. worksheets
3. preparation of financial reports
4. reversing entries

Lab Activities:

- A. Analyze business transactions
- B. Prepare journal entries using the double entry accounting system
- C. Post journal entries to ledger accounts using double entry accounting systems.

Methods of Instruction:

- 1. Lecture - Classroom lectures will cover accounting concepts and fundamental skills to apply the accounting concepts.
- 2. Lab - Lab activities will include additional opportunities for students to practice the application of accounting concepts. For example, students will record journal entries, prepare bank reconciliations, and prepare financial statements.
- 3. Classroom Activity - Classroom activities will provide students with opportunities to practice the application of accounting concepts.
- 4. Discussion - Classroom discussions will relate the accounting concepts covered ~~to~~ include; actual current and past events, including real life business ~~scenarios~~ scenario, business ethics and diversity in the business field.
- 5. ~~Other Demonstration methods - of Demonstrating instruction the may transaction include videos, audios, guest lecturers, simulations, demonstrations, flow and individual effect instruction: on the Financial Statements~~
- 6. Audio-visual Activity - Using powerpoints, excel and Mentee in the classroom

Methods of Evaluation

- A. Class Participation
 - 1. Class participation may be assessed at each meeting.
- B. Class Work
 - 1. Class work may be completed and turned in for assessment at each class meeting.
- C. Exams/Tests
 - 1. There may be 1 or 2 mid-progress examinations and 1 final examination
- D. Home Work
 - 1. Homework assignments may be assigned at the end of each class meeting and due at the following class meeting.
- E. Lab Activities
 - 1. Lab activities may be performed once a week during the class time designated as ~~lab~~ activity.
- F. Quizzes
 - 1. There may be quizzes for each chapter completed.
- G. Instructors will use an array of assessments to promote equitable outcomes.

Typical Outside-of-Class Assignments

- A. Other:
 - 1. Record the transaction by identifying the account affected (asset, liability, capital, revenue, expense, or drawing).
 - 2. Prepare a trial balance, income statement, statement of owner's equity, and balance sheet
 - 3. Journalize the transactions in the general (or special) journal and post the entries to the general ledger account
 - 4. Prepare a bank reconciliation

5. Compute regular pay, overtime pay, gross pay, net pay, and payroll tax expense.

Textbooks (Typical):

Textbook:

1. M. David Haddock, Michael Farina, John Ellis Price *College Accounting*. ~~4~~ 4th ed., Mc-Graw Hill Education, ~~2017~~ 2024.
2. Jeffrey Slater, Michael Deschamps *College Accounting - A Practical Approach*. ~~14~~ 17th ed., Pearson, ~~2018~~ 2024.
3. Cathy Scott *College Accounting*. ~~13~~ 15th ed., Cengage, ~~2017~~ 2023.

Other Materials Required of Students

1. A four function calculator is required..
2. Internet access.

Equity Based Curriculum

- [_ Methods of Instruction](#)
- [_ Methods of Evaluation](#)

Requisite Skills

DE Proposal

Delivery Methods

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

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.

1) Our Program Review includes a goal of creating degrees and certificates which are obtainable 100% online. This course is included in all the degree or certificate programs we are seeking to develop online, either as a required course or an optional course. This course will attract college students considering a career change into accounting. Distance Education provides the convenience of completing the course during non-traditional college hours of operations.

2) The decision to offer this course in a Distance Education mode was discussed and agreed during regular Business Department meetings. The decision was also discussed during our Business Advisory Meetings, and we received overwhelming support for making this course an online option. Accounting is the language of business, and this course assists students seeking various business 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:

Course Objectives:

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. Students will be encouraged to email the instructor or post questions in designated discussion forums about the content, structure, grading, etc. of the course. Replies will be made within a specified time frame established in the course syllabus (for example, within 48 hours or within 3 business days).
- **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 the of the discussions. For example, the instructor may ask students to estimate the useful life for company assets during the weekly discussion on depreciation and provide feedback on the reasonableness of the range.
- **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 on assignments and other assessments. The instructor may use an online homework manager (such as MyAccountingLab, Connect or Cengage) to assist with ongoing feedback. Students will know why they deserved the grade they received and what they can do to improve.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Students will be provided periodic announcements regarding due dates, changes to the syllabus, extra credit opportunities, etc.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Students will be invited to webconferencing to discuss any facet of the course. This will be one option available to students. Other options may include, but are not limited to, face-to-face meetings, telephone meetings, and online discussions.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: The telephone will be used to interact with students individually to answer questions, review student work, etc. This will be one option available to students. Other options may include, but are not

limited to, webconferencing, face-to-face meetings, and online discussions.

- **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 be invited to come to campus during face-to-face office hours to discuss any facet of the course. This will be one option available to students. Other options may include, but are not limited to, webconferencing, telephone meetings, and online 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: Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' posting. An example assignment in the chapter of analyzing financial statements is researching a company and commenting on the largest asset held by the company, why that asset is important to the company, and what that asset tells the investors about that company.

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 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 or ideas, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, case studies, etc. An example assignment in the chapter on internal controls is asking the student to comment on the proper internal controls for handling cash in a retail store.

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: Students will use the Internet to research questions, events, etc. An example internet research assignment is having the students identify the revenue, cost of sales, and gross margin for a publicly traded company.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Tests and exams will include short answer and comprehensive problems that will require higher-order thinking, along with the proper application of key accounting concepts. The questions will be randomized so different students get different questions. A typical exam question is prepare an income statement, statement of owners' equity, and balance sheet based on the following adjusted trial balance.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Mini lectures will be made available to students (either in video and/or written format) in short sections with appropriate links to textbooks (when necessary). For example, a 5-7 minute video can be filmed on the basic accounting equation, assets equals liabilities and owners' equity. PowerPoint presentations converted into videos will last up to 5 minutes in duration, but no longer than 10 minutes. Each module will contain one such presentation that covers the main points of the module. An example presentation will cover the basic rules of journal entries.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Video will be used to demonstrate and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by

seeing and hearing content. All videos will be close captioned.

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*

Frequency: Working individually, or in groups, students will evaluate real world problems, situations, etc. Students will present their cases to the instructor or to other classmates in the discussion board for analysis. An example case study is identifying ways a company can increase net income without sacrificing the quality of its products.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000357999

CB03: TOP Code

050200 - Accounting

CIP Code

52.0301 - Accounting.

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



Course Modification: BUSN 88 - Human Resources Management

Course Modification: BUSN 88 - Human Resources Management (Launched - Implemented 04-08-2026)

compared with

BUSN 88 - Human Resources Management (Active - Implemented 08-15-2018)

Admin Outline for Business 88 Human Resources Management

Effective: Fall

~~2018~~ 2027

Catalog Description:

BUSN 88 - Human Resources Management 3.00 Units

Introduction to the field of human resources with an emphasis on understanding the impact decisions and activities involving employees have on an organization's overall success. Focus on best practices in recruitment and selection, performance management, compensation and benefits, employee relations, workplace health and safety, and risk management strategies. 3 Units Lecture

Recommended Course Preparation:

- BUSN 56

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or Law, or Management

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~analyze~~ Analyze the typical non-exempt compensation strategies.
- B. ~~compare~~ Compare and contrast workplace security options.
- C. ~~describe~~ Describe the process of human resources planning.
- D. ~~discuss~~ Discuss the role of unions in employee relations.

Course Objectives:

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

- A. Compare and contrast the philosophies of human resource planning;
- B. Critique strategies for identifying qualified and diverse staff.
- C. Detail employment discrimination laws and identify best practices for their communication
- D. Articulate the pros and cons of compensation strategies;
- E. Prioritize employer and employee rights and responsibilities;
- F. Identify popular performance evaluation strategies explaining the socio-cultural considerations;
- G. Explain the benefits of workplace security and safety;
- H. Describe the role of unions and collective bargaining in organizations.

Course Content:

- 1. Human resources planning
 - 1. Philosophies
 - 2. Strategies
 - 3. Objectives
- 2. Principles of Recruitment
 - 1. Legal and Ethical Benchmarks
 - 2. Philosophies and Strategic Options
 - 3. Socio-cultural considerations
- 3. Objectives of Compensation
 - 1. Federal v. State v. Industry Legal standards
 - 2. Strategies
 - 3. Benefit program options and objectives
- 4. Performance measurement programs
- 5. Training and Development Decisions
- 6. Safety and security Concerns
 - 1. Legal issues to consider
 - 2. Workplace standards
- 7. Federal and State employer and employee obligations, rights, and responsibilities
- 8. Civil Rights Issues
- 9. Unions and collective bargaining

Methods of Instruction:

1. Lecture - Students are provided detailed notes about the chapter content and case studies
2. Discussion - Discussion topics are assigned from the chapter content and relevant current affairs.
3. Research - Students are provided case studies that require research applicable to a specific topic and write rationale for the findings.
4. Guest Lecturers
5. Case studies ~~-1. Current~~ on current events ~~-2. Best~~ and best practices
6. Group Instructors Discussion-1 will use an array of assessments to promote equitable outcomes . ~~Videos 2. Guest speakers~~

Methods of Evaluation

- A. Class Participation
 1. Student participate in the class by completing Homework, Quizzes, Discussions, and Tests.
- B. Exams/Tests
 1. ~~Group~~ 2 Projects to 3 tests are administered per term
- C. Home Work
 1. Student complete Homework for each chapter and submit it in Canvas
- D. Research Projects
 1. One end of the semester research project that includes researching Human Resources related topics
- E. Instructors will use an array of assessments to promote equitable outcomes.
- F. Instructors will use an array of assessments to promote equitable outcomes.

Typical Outside-of-Class Assignments

- A. Other:
 1. Analysis of current events in human resources from business publications (i.e. Wall Street Journal, Fortune, local business section.)
 1. Typical question:
 1. Why did Ameritech refuse to allow employees to have facial piercing?
 2. On what grounds did the employees dispute the charges?
 3. What happened?
 2. Application of class concepts to personal experience
 1. Typical question:

1. In your most recent job, describe the hiring process from your perspective.
2. Did you see the application of the principles in the text being used?
3. If not, do you think these might make your employer more successful in their hiring?

A. Project:

1. Group project to analyze a company's human resources planning.
 1. Study company information
 2. Read articles and present findings regarding staffing related ethics issues
 3. From the essential functions for a job and an employee case study, write the associated employee evaluation and a performance improvement plan.

Textbooks (Typical):

Textbook:

1. Raymond ~~Noe~~ Stone , ~~John Hollenbeck~~ Anne Cox , ~~Barry~~ Mihajla ~~Gerhart~~ Gavin , ~~Patrick Joseph Wright~~ Carpini *Human Resource Management*. ~~10th~~ 11th ed., ~~McGraw-Hill~~ Wiley , ~~2017~~ 2024 .
2. ~~Raymond~~ Robert ~~Noe~~ , N. Lussier and ~~John Hollenbeck~~ , ~~Barry R.~~ Gerhart , ~~Patrick Wright~~ Hendon *Fundamentals of Human ~~Resources~~ Resource Management : Functions, Applications, and Skill Development* . ~~7th~~ 3rd ed., ~~McGraw~~ SAGE ~~Hill Publications~~ , ~~2018~~ Inc, 2023 .
3. ~~Ricky Griffin~~ , ~~Angelo DeNisi~~ *HR*. ~~4th~~ 6th ed., ~~CENGAGE~~ Cengage Learning , ~~2018~~ 2024 .

Other Materials Required of Students

1. Internet Access.
2. Access to business publications such as the Wall Street Journal, Fortune. .
3. Access to trade publications in student's interest areas..

Equity Based Curriculum

- [Methods of Evaluation](#)

Requisite Skills

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

A. BUSN 56

1. ~~Compare and contrast the primary managerial functions of planning, organizing, leading, and controlling.~~
2. ~~Discuss the importance of management in delivering successful results in today's organizations.~~
3. ~~Describe the skills required and the challenges those different skills present.~~
4. ~~Debate the role of social responsibility and ethics for managers within a business.~~
5. ~~Demonstrate skill in thinking conceptually about management problems and theories.~~
6. ~~Apply decision-making tools and techniques to new multicultural business scenarios.~~
7. ~~Evaluate and critique approaches to business leadership, employee motivation, group work, and organizational communications.~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

BUSN 88 is a requirement for a two BUSN degrees and certificates, as well as a General Education course. In discussion with my colleagues, we discovered that many students were requesting this course to be offered fully online so they complete their academic goals.

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

The decision was made after discussion with colleagues and our supervisor, and hearing from students. We have offered this course in DE format successfully for the last five years. We plan to have this course OEI approved soon.

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
- **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 per 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 a week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum once per week
- **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: Minimum 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 a semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Once a week
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Minimum twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Once a week
- **Written papers:** *Papers will be written on various topics.*
Frequency: Minimum twice per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Minimum twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Minimum three exams/quizzes per semester, Final
- **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: Once a week
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: Twice per semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU ~~—~~Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584376

CB03: TOP Code

050630 - Management Development and Supervision

CIP Code

52.0205 - Operations Management and Supervision.

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



Course Modification: CIS 50 - Introduction to Computing Information Technology

Course Modification: CIS 50 - Introduction to Computing Information Technology (Launched - Implemented 02-18-2026)

compared with

CIS 50 - Introduction to Computing Information Technology (Active - Implemented 08-15-2020)

Admin Outline for Computer Information Systems 50 Introduction to Computing Information Technology

Effective: Fall

~~2020~~ 2027

Catalog Description:

CIS 50 - Introduction to Computing Information Technology 3.00 Units

A comprehensive introduction to the concepts of management and information systems used in business and similar organizations. Covers the role of information systems in business, the need for data and information, how computers are used in business and other organizations to provide information. Focus on information systems, database management system, networking, e-commerce, ethics and security, computer system hardware and software components. Students will interactively solve applied problems utilizing software productivity tools such as: word processors, spreadsheets, databases, presentation, WWW, and programming languages. Introduce the analytical, written and oral communication skills necessary to communicate effectively in a business computing environment. ~~3~~ 2 Units Lecture 1 Units Lab

Total Lecture Hours	~~54~~ <u>36</u>
Total Lab Hours	~~18~~ <u>72</u>
Total Inside of Class Hours	~~72~~ <u>108</u>
Total Outside of Class Hours	~~108~~ <u>72</u>
Total Student Learning Hours	180

Course Grading:

Optional

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. demonstrate Evaluate basic the development and use of information systems in business and analyze issues related to security, ethics, and data management.
- B. Apply appropriate information systems and productivity tools (word processing, spreadsheets, databases, presentations) to solve common business problems.
- C. Demonstrate proficiency in foundational computing literacy skills, by including using hardware, office operating systems, user interfaces, applications, the and Internet use.
- D. Analyze existing and computer-based emerging tutorials technologies (e.g., AI, cloud computing) and evaluate their impact on organizations, society, and the workplace .

Course Objectives:

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

- A. Describe existing and emerging technologies and their impact on organizations and society;
- B. Describe and evaluate the development and use of information systems in business;
- C. Solve common business problems using appropriate Information Technology applications and systems;
- D. Demonstrate familiarity with the computing environment, including the hardware, operating system, the user interface, and applications;
- E. Demonstrate the possible solution(s) for simple business applications by applying productivity tools including, word processing, spreadsheets, databases, and presentation software;
- F. 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
- G. Describe the capabilities, use, and characteristics of programming languages in a computer environment.

Course Content:

Lecture:

1. Information systems concepts

1. Digital Literacy

2. Computing Platforms

2. Communications and network concepts, systems and applications

1. Telecommunications
2. Infrastructure
3. Cellular Network
4. Wireless Data Communication Network
5. LAN, WAN

3. Internet usage; e-business systems

1. Internet Technologies
2. Web Technologies
3. Cloud Computing
4. Web Resources
5. Internet Services
6. Internet Security

4. System infrastructure concepts

1. Hardware: - Processing, Storage, I/O
2. Software: System, Application

5. System and application software programs and concepts

6. Information systems security, crime and ethics

1. Machine Level
2. Network Security
3. Internet Security

7. Types of information systems and their role in business

1. Transaction processing
2. Decision Support
3. Database management
4. Office Information systems

8. Systems development life cycle

1. Planning
2. Analysis
3. Design
4. Implementation
5. Support and Security

9. Organization and management of structured and unstructured data using spreadsheets and database tools

10. Practical exercises in electronic spreadsheet development

11. Practical exercises in using database software

12. Practical exercises in ~~Internet~~ internet technologies

13. Practical exercises in programming

14. Practical exercises using word processing software

Lab Activities:

- A. Research and prepare a written report on new computer hardware component
- B. Email the instructor with an assignment attached

- C. Create a 1–2 page Microsoft Word document with a title, headings, formatted text, and at least one image or table; proofread and submit as a .docx file.
- D. Create a business budget with formula using a spreadsheet program
- E. Create a six slide presentation, include graphics, text and professional design using presentation software

Methods of Instruction:

- 1. Lecture - Lecture and classroom discussion with demonstrations
- 2. Lab - Lab experience: Hands-on lab assignments
- 3. Demonstration - Computer demonstrations with overhead display panel
- 4. Discussion - Discussion boards
- 5. Audio-visual Activity - PowerPoint presentations
- 6. Classroom Activity - Read text and other supplemental sources (example, Internet sites)
- 7. Learning Management System - Canvas Cengage
- 8. Periodic examinations . Assignments and Examinations are designed to promote inclusivity and equitable learning outcomes through flexible, accessible formats and real-world scenarios that allow diverse learners to demonstrate understanding in multiple ways, supported by varied assessment methods.

Methods of Evaluation

- A. Class Participation
 - 1. Active participation
- B. Class Work
 - 1. 1-5 student group work
- C. Exams/Tests
 - 1. chapter exams
- D. Home Work
 - 1. weekly reading
- E. Lab Activities
 - 1. weekly hands-on assignments
- F. Oral Presentation
 - 1. student project, create presentation, record via software for presentation
- G. Quizzes
 - 1. 1- 5 frequent quizzes
- H. Assignments are designed to promote inclusivity and equitable learning outcomes through flexible, accessible formats and real-world scenarios that allow diverse learners to demonstrate understanding in multiple ways, supported by varied assessment methods.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :

1. Reading

1. Assigned reading from the textbook. For example:

1. Read Concepts Chapter 1: Digital Technologies
2. Read Concepts Chapter 2: Hardware

2. Read the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook Web Developer jobs

B. Activity:

1. Hands-on ~~lab-assignment~~ activities , such as:

1. ~~using word processing software to create a memo~~
2. ~~using~~ Using a spreadsheet program to create a budget
3. ~~using~~ Using a database to add, delete, find and edit records
4. ~~using~~ Using a programming language to create a simple program
5. ~~create~~ Create two short papers, one original, one plagiarized, upload and review results from Turnitin.com
6. ~~create~~ Create a webpage and upload to a host site

C. Research ~~,writing project~~

:

1. Purchase of new computer

1. Analysis of wants and needs
2. List of hardware, software, peripherals
3. Comparison shopping

2. Design a cell phone using the following games: <https://edheads.org/>. To complete this project, you will:

1. Analyze user requirements
2. Design a new cell phone
3. Write a user's manual--one pages user manual appropriate for your audience
4. Create a PowerPoint presentation document your cell phone analysis, design, and results
5. Summarize your results in a 3-5 minute video and audio presentation

Textbooks (Typical):

OER:

1. [Lambert, Joan](https://learning-oreilly-com.lpclibrary.idm.oclc.org/library/view/microsoft-office-step/9780137544936/) *Microsoft Office step by step (Office 2021 and Microsoft 365)*. 2022 /e, Redmond : Microsoft Press, 2022. <https://learning-oreilly-com.lpclibrary.idm.oclc.org/library/view/microsoft-office-step/9780137544936/>.

Textbook:

1. June Jamrich Parsons, Dan Oja *New Perspectives on Computer Concepts* 2018, Comprehensive. 20 21 ed., Cengage Learning, 2019 2023 .
2. Misty Vermaat *Discovering Computers* -©2018 : Digital Technology, Data, and Devices. 1st 17 ed., Cengage Learning, 2018 2023 .
3. R Kelly Rainer *Introduction to Information Systems* ,11th Edition . 7th 11th ed., Wiley, 2017 2025 .

Other Materials Required of Students

1. Mobile storage device: USB, cloud.
2. Access to the World Wide Web with any major Web browser.
3. MS Office software: Word, Excel, Access, PowerPoint.

Equity Based Curriculum

- [Methods of Instruction](#)
- [Methods of Evaluation](#)

Requisite Skills

DE Proposal

Delivery Methods

- Fully Online (FO)
- Partially Online

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course has been offered in fully web-based and hybrid modalities for 10 years. These modalities provide increased access for students, promote inclusivity and equitable learning outcomes, and offer greater flexibility.

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

~~This course has been offered in fully web-based and hybrid modalities for 10 years. These modalities provide increased access of our students and provides flexibility~~

The course was offered in Distance Education to increase accessibility and flexibility for students with varying schedules and commitments. It also supports equitable access while maintaining the same learning outcomes and academic standards as in-person instruction.

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: Frequent email contact to answer questions, resolve issues. ~~The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.~~ Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Weekly discussion board relevant to chapter. ~~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
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Announcements Posted will as be-osted to the class regularly needed . ~~Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.~~
- **Other Web conferencing :** The instructor will use web conferencing to interact with students in real time.
Frequency: Zoom Meetings for presentations per instructor discretion.
- **_ Face-to-face meetings -- (partially online courses only):** _ Students can will come to campus during face-to-face sessions (office hours ,etc.) to discuss any facet of the course.
Frequency: _ Weekly Office Hours

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students Per will instructor be-encouraged to email each other to ask questions about the course, including assignments discretion . -
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Students will post to the discussion board in each module, answering questions posed by the instructor. ~~They will also reply to each others' postings.~~

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Questions will be posted for ~~chapters~~ each chapter using the class discussion board. 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, websites, etc.
- **Written papers:** *Papers will be written on various topics.*
Frequency: One or more research papers will be written. Prior to students submitting their work, papers ~~will~~ will be checked by an anti-plagiarism service to ensure that no plagiarism is involved.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: ~~Students At will least use one the per Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved~~ term.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "open-book", but the questions will be randomized - ~~so~~ so different students get different questions.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ITIS ~~-120-~~ - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612110

CB03: TOP Code

070200 - Computer Information Systems

CIP Code

11.0103 - Information 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

C. Course is not transferrable to fulfill general education mathematics or quantitative reasoning at a four-year institution, but fulfills local general education requirements for Analytical Thinking or Mathematics Competency as outlined in Title 5 section 55063

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: CIS 60 - Systems Analysis & Design

Course Modification: CIS 60 - Systems Analysis & Design (Launched - Implemented 03-23-2026)

compared with

CIS 60 - Systems Analysis and Design (Active - Implemented 08-15-2020)

Admin Outline for Computer Information Systems 60 Systems Analysis ~~and~~ & Design

Effective: Fall

~~2020~~ 2027

Catalog Description:

CIS 60 - Systems Analysis ~~and~~ & Design 3.00 Units

~~The~~ This course ~~presents~~ provides a systematic methodology for ~~analyzing~~ transforming a manual business ~~problem~~ processes ~~or into~~ opportunity; ~~automated~~ determining IT solutions through the ~~role~~ Systems which ~~Development~~ computer-based ~~Life~~ technologies ~~Cycle~~ can (SDLC). ~~play~~ Students in ~~will~~ addressing ~~learn to analyze business opportunities,~~ determine the ~~business~~ strategic ~~need~~ role of ~~technology,~~ articulating ~~and~~ business ~~articulate~~ requirements for the ~~solutions~~ technology-solution; specifying-alternative-approaches-to-acquiring-the-technology-capabilities-needed-to-address-the-business requirements, and specifying the requirements for the information-systems solution in particular, ~~including~~ in- house development, ~~development from~~ third-party providers, or ~~purchased commercial-off-the-shelf~~ COTS packages. ~~Provides the~~ The ~~opportunity~~ curriculum examines and compares diverse development approaches—such as Agile, Iterative, and traditional Waterfall models—while emphasizing feasibility studies, Agile user stories, and DFD/UML modeling. Special attention is given to ~~compare~~ UI/UX ~~the systems~~ development life-cycle (SDLC)-processes-like-Waterfall ~~design~~ , Agile ~~accessibility,~~ and Security-by-Design ~~protocols~~ . 3 ~~Through technical writing and hands-on labs, students will produce a professional system proposal that justifies specific technology capabilities to meet organizational needs.~~ 2 Units Lecture 1 Units Lab

Recommended Course Preparation:

- ~~CIS-50~~

Total Lecture Hours	~~54~~ <u>36</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~72~~ <u>90</u>

Total Outside of Class Hours	~~108~~ 72
Total Student Learning Hours	~~180~~ 162

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon Develop completion an of implementation CIS strategy 60 using CI/CD pipelines , the tiered student testing, should and be change able management, to and design post-implementation support for maintenance (corrective, adaptive, perfective) with Security-by-Design principles.~~
- B. Formulate modern system architectures integrating Cloud-based infrastructure, Microservices, and normalized relational or NoSQL database designs.
- C. Design system models using DFDs and UML and create ~~survey accessible questions~~ UI/UX to prototypes identify using client HCI principles and Section 508 standards.
- D. Select appropriate development methodologies, conduct feasibility studies using BPM, and gather and document requirements using traditional methods and Agile user stories with ethical and accessibility considerations .

Course Objectives:

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

- A. ~~Articulate Critically the evaluate types and of select business appropriate needs system that development can be addressed using information technology-based solutions:~~
- B. ~~Initiate lifecycles , specify including Waterfall, Iterative, Agile , and prioritize DevOps, information based systems on projects project scale and to organizational determine various aspects of feasibility of these projects requirements .~~
- C. ~~Clearly Justify define problems, opportunities, or mandates that initiate projects:~~
- D. ~~Use at least one specific methodology for analyzing a the business situation (a problem or opportunity); modeling it using a formal technique, and specifying requirements case for a new information system that by enables performing a comprehensive productive feasibility change analyses in and a modeling way the existing business is processes conducted to identify IT-enabled opportunities .~~
- E. ~~Write clear Elicit and concise document business complex system requirements documents using both traditional methods and convert Agile them User into Stories, technical ensuring all~~

specifications within meet the ethical context and of accessibility the methodologies they learn standards .

- F. Communicate Construct effectively industry-standard with visual various-organizational stakeholders to collect information using a variety of techniques and to convey proposed solution characteristics to them:
- G. Manage information systems projects using formal project management methods:
- H. Articulate various systems acquisition alternatives models, including the Data use Flow of packaged systems Diagrams (such as Enterprise Resource Planning [ERP], Customer Relationship Management [CRM], Supply Chain Management [SCM], etc. DFDs) and outsourced UML design (Use Case and development resources:
- I. Use contemporary Computer-Aided Software Engineering (CASE Class) tools diagrams, for to the communicate use system in-process logic and data modeling:
- J. Compare the acquisition alternatives systematically:
- K. Incorporate principles leading architecture to high levels of security and user experience from the beginning of the systems development process stakeholders .
- L. Design high-level accessible, logical interactive system User characteristics Interface (user UI) interface prototypes design, and design of normalized data and structures information that requirements adhere to Human-Computer Interaction (HCI) principles .
- M. Analyze Recommend and technical articulate architectures—including ethical Cloud , cultural Microservices , and legal Tiered issues environments—that address scalability, security, and their performance feasibilities needs.
- N. Develop among a alternative deployment solutions strategy that integrates Continuous Integration (CI/CD) pipelines, automated testing (Unit, Integration, and System), and organizational change management .

Course Content:

Lecture:

1. Identification Methodologies: of Comparing Structured SDLC, Unified Process/UML, and Agile methods to identify IT-enabled organizational change.
2. Business Case Analysis: Using Business Process Modeling (BPM) and conducting five-fold feasibility studies (Operational, Technical, Schedule, Legal, and Cultural).
3. Financial & Project Management: Evaluating Tangible vs. Intangible ROI and managing projects in a global context using distributed collaboration platforms.
4. Requirements Engineering: Utilizing data collection (JAD, RAD, interviews) and ethical frameworks to structure and communicate system requirements.
5. Structured Modeling: Applying Data Flow Diagrams (DFDs) and Logic Modeling to represent business requirements.
6. Object Modeling: Performing object-oriented analysis through UML diagrams (Use Case, Class, and Sequence).

7. Sourcing Strategies: Evaluating implementation alternatives including in-house development, Enterprise Systems (ERP), and outsourcing.
8. User Interface (UI) Design: Applying Human-Computer Interaction (HCI) principles to design effective UX, navigation, and input/output controls.
9. Data Design: Developing relational database schemas, ensuring Data Normalization, and maintaining data integrity/ethics.
10. System Architecture: Designing network environments (Cloud, Client-Server, Tiered) and implementing Security by Design to mitigate risks.
11. Execution & Quality Assurance: Managing the coding phase and executing tiered testing (Unit, Integration, and System testing).
12. Transition Management: Handling organizational change, system installation, documentation, and user training.
13. Maintenance: Executing Corrective, Adaptive, and Perfective maintenance cycles.
14. Evolution: Managing ongoing security monitoring and identifying future opportunities for IT-enabled organizational **change**
15. **Business-process-management**
16. **Analysis of business requirements**
 1. **Business-Process-Modeling**
 2. **Information-Requirements** growth.
17. **Structuring of IT-based opportunities into projects**
18. **Project specification**
19. **Project prioritization**
20. **Analysis of project feasibility**
 1. **Operational**
 2. **Tangible costs and benefits (financial and other measures such as time savings)**

3. Intangible costs and benefits such as good will, company image
4. Technical
5. Schedule
6. Legal
7. Cultural (organizational and ethnic)

21. Fundamentals of IS project management in the global context

22. Using globally distributed communication and collaboration platforms

23. Analysis and specification of system requirements

1. Data collection methods
2. Methods for structuring and communicating requirements
3. Factors affecting user experience
4. User interface design
5. System data requirements
6. Factors affecting security
7. Ethical considerations in requirements specification

24. Different approaches to implementing information systems to support business requirements

1. Packaged systems; enterprise systems
2. Outsourced development
3. In-house development

25. Specifying implementation alternatives for a specific system

26. ~~Impact of implementation alternatives on system requirements specification~~
27. ~~Methods for comparing systems implementation approaches~~
28. ~~Organizational implementation of a new information system~~
29. ~~Different approaches to systems analysis & design:~~
 1. ~~-structured SDLC,~~
 2. ~~unified process/UML~~
 3. ~~agile methods~~

Lab Activities:

1. ~~using~~ Feasibility ~~appropriate~~ Assessment: ~~software-translate~~ Conduct a comprehensive Technical, Economic, and Operational feasibility study based on a provided business ~~requirement~~ scenario.
2. Financial Modeling: Calculate Return on Investment (ROI) and distinguish between tangible and intangible benefits using spreadsheet modeling tools.
3. Requirements Elicitation: Extract core system requirements from mock-interview transcripts and stakeholder documentation.
4. Agile Documentation: Translate business requirements into an prioritized Entity User Relationship Stories Diagram with specific acceptance criteria.
5. Process Visualization: Construct Data Flow Diagrams (~~ERD~~ DFDs) to map the movement and transformation of data through the system.
6. Object-Oriented Modeling: Create UML Use Case and Class Diagrams to define system boundaries and structural relationships.

Methods of Instruction:

1. Written Exercises - Assignments/Quizes
2. Lecture - Recorded Lessons
3. Demonstration - Screen recording Demos
4. Discussion - Real World Scenarios
5. Lab - Assignments
6. ~~Optional~~ Classroom Activity - User Stories Case studies

7. Audio-visual Activity - Video Case Study: ~~System~~ Students ~~analysis~~ analyze a video case study and ~~design~~ use ~~project~~ a completed discussion in forum ~~teams~~ to share thoughts.
8. Projects - 1. Baseline Project Plan and Feasibility Report. 2. Requirement Specifications Document

Methods of Evaluation

- A. Class Participation
 1. ~~active~~ Active participation through Online Discussion
- B. Class Work
 1. ~~chapter~~ Chapter reading, group discussions
- C. Exams/Tests
 1. ~~chapter~~ Chapter exams /Week
- D. Home Work
 1. weekly chapter assignments
- E. ~~Lab Activities~~ Projects
 1. ~~weekly~~ 1-2 ~~hands-on~~ per ~~labs~~ Semester
- F. Quizzes
 1. ~~1-5~~ Weekly ~~infrequent-quizzes~~ Quizzes
- G. Instructors will promote inclusivity and equitable outcomes by accommodating diverse learners and using multiple assessment approaches
- H. Students will be graded based on their participation in class activities, teamwork, and completion of assigned tasks. Focus will be on their understanding of system analysis concepts and their ability to apply them in practical activities.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :
 1. ~~Homework and lab programming assignments will be given throughout the course, each to be awarded points. At the student's option, a project may be completed in lieu of some small assignments.~~
 2. ~~Homework includes-~~
 1. Reading assignments
- C. Writing:
 1. Technical writing and system design activities. – _ Example:
 1. You work in the circulation department for a magazine. The magazine's IS department prints a monthly report showing the current number of subscribers in each ZIP code. One of your tasks each month is to calculate the total number of users for the current month and enter the total into a worksheet.

1. You then create a line chart showing the increase or decrease in total subscribers for the current year. It currently takes you four hours each month to complete this task.
2. Write a one-page report that defines the problem, identify and describe two possible solutions to the problem, and recommend a solution.

Textbooks (Typical):

Textbook:

1. ~~Kenneth Scott E Tilley~~ Systems ~~Kendall~~ Analysis and Design. 13th ed. , ~~Julie Cengage E~~ , 2025.
2. ~~Kendall &~~ Kendall Systems Analysis and Design. ~~10 11~~ ed., Pearson, ~~2019~~ 2024 .
3. ~~Scott Joseph S Valacich , Jeffrey A. Hoffer~~ ~~Tilley~~ Modern Systems Analysis and Design. ~~12~~ 10th ed., ~~Cengage Pearson~~ , 2020.
4. ~~Alan Dennis, Barbara Wixom~~ Systems Analysis and Design. ~~7th ed., Wiley, 2018~~ 2024 .

Other Materials Required of Students

1. Access to a word processor and any type of office productivity software suite (example: Libre Office, Microsoft Office, etc.).
2. Software that can be used to draw analysis diagrams is invaluable. Libra Draw or Microsoft Visio is ideal. Libra Office or Microsoft Office Suite drawing tools are adequate. :
3. Internet access.

Equity Based Curriculum

- Methods of Evaluation

Requisite Skills

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

A. CIS-50

1. ~~Describe and evaluate the development and use of information systems in business;~~
2. ~~Solve common business problems using appropriate Information Technology applications and systems;~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course has been offered fully online and OFI for the past 10 years. These modalities increase access and provide flexibility for students who are balancing work, school, and personal responsibilities.

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

~~This course has been offered in fully web-based and hybrid modalities for 10 years. These modalities provide increased access of our students and provides flexibility for our students who are often balancing work, school, and personal commitments.~~

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 beginning and every 1–2 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: Discussion board(s) allowing students to pose questions to the instructor, but also available to other students involving them in the topic of discussion(s).
- **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 every written assignment/discussion
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly course announcements including information on reading, testing and project assignments on a weekly basis will be given to increase communication with students.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Instructor office-hours will incorporate the use of web conferencing technologies to assist students.

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: Discussion Boards on a number of applicable subjects such as business ethics, analysis and development strategies, implementation debates and technological deployment topics.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Utilizing discussion boards, email, and/or chat, students will work on projects discuss, debate and ultimately design a full project plan for a proposed computer system for a typical company. These groups would then need to collaborate on the design of each solution and pick a final solution to be presented for a grade. The final solution will include, not only the project plan for the project, but also data requirements design documentation, a database entity/relationship diagram, and a final presentation of the plan for class review.

Student-Content Interaction

- **Class discussion board:** Students will post to the discussion board, answering questions on course content posed by the instructor.
Frequency: Each week, students are given a discussion prompt and are required to participate. They also receive credit for sharing thoughtful and constructive feedback on their peers' posts.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Quizzes given are administered for every each chapter ~~of the text~~, mid-term along with a midterm and final ~~exams exam~~, to understand assess fully students' the understanding student's ability to understand of the course content.

- **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: They get practice quizzes every week.

- **Lecture:** Students will attend or access synchronous or asynchronous lectures on course content.

Frequency: Recorded Lectures Videos

- **Case studies:** Students will evaluate real-world problems, situations, etc.

Frequency: Several Case Studies based on real world scenarios

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612111

CB03: TOP Code

070730 - Computer Systems Analysis

CIP Code

11.0501 - Computer Systems Analysis/Analyst.

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



Course Modification: CIS 62 - Project Management: Navigating the Modern Digital Landscape

Course Modification: CIS 62 - Project Management: Navigating the Modern Digital Landscape (Launched - Implemented 03-23-2026)

compared with

CIS 62 - Project Management (Active - Implemented 08-15-2020)

Admin Outline for Computer Information Systems 62 Project Management : Navigating the Modern Digital Landscape

Effective: Fall

~~2020~~ 2027

Catalog Description:

CIS 62 - Project Management : Navigating the Modern Digital Landscape

3.00 Units

Using Explore the Project Management Institute's (PMI) Guide to the Project Management Body of Knowledge (PMBOK) and the Agile SCRUM framework, learn the basic characteristics of projects and project management, with emphasis on the five PMBOK project process groups of initiating, planning, executing, controlling, and closing and the nine knowledge areas of project integration. This introductory course covers the terminology you will need to know, how all the project management processes are linked together, the key areas of expertise you need to know to manage projects successfully. This course focuses on developing project management skills needed in typical technical and business environments. Objectives essentials of project management in today's fast-paced, digital world. Learn to plan, execute, monitor, and close projects using PMBOK, Agile/Scrum, and hybrid methodologies. Explore digital tools like MS Project, Jira, and develop skills in team collaboration, risk management, budgeting, and stakeholder communication. This course emphasizes real-world projects, remote and hybrid team dynamics, and innovation-driven strategies. Objectives for industry certifications , including Project+, CAPM, and PMP , will are be integrated, reviewed preparing students for successful careers in technology, business, and global project environments .
3 2 Units Lecture 1 Units Lab

Recommended Course Preparation:

- CIS 60

Total Lecture Hours	~~54~~ <u>36</u>
Total Lab Hours	~~18~~ <u>54</u>

Total Inside of Class Hours	~~72~~ 90
Total Outside of Class Hours	~~108~~ 72
Total Student Learning Hours	~~180~~ 162

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- ~~Upon Utilize completion industry of tools CIS while 62 evaluating relevant certifications (PMP , the Agile/Scrum).~~
- ~~Apply student PMI/PMBOK should and be Agile/Scrum able principles.~~
- ~~Develop to and produce manage a comprehensive project plan -to ensure successful delivery .~~
- ~~Execute and stakeholder control satisfaction projects in various team environments .~~

Course Objectives:

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

- Articulate ~~what the role of~~ project management ~~means and~~ and explain how it improves the success of information technology and business projects .
- Apply PMBOK process groups and Agile/Scrum principles to plan and manage projects effectively .
- ~~Produce~~ Develop a project plan ,including scope, schedule, and budget, using Microsoft ~~MS-~~ Project or comparable digital tools to ensure support successful project delivery and stakeholder satisfaction .
- ~~Plan~~ Estimate, schedule, and ~~run~~ sequence projects project tasks with appropriate timelines and resource considerations.
- Identify, analyze, and mitigate project risks using ~~best practices in a 6 industry - step-project~~ management process
- ~~Describe~~ standard risk management techniques ~~-and mitigation strategies~~
- ~~Estimate and schedule task work and duration with confidence .~~
- Implement monitoring ~~tools-~~ and ~~controls~~ control ~~used~~ techniques to track project progress
- ~~Recognize~~ and practice performance.
- Analyze the reasons leadership for project failure and evaluate strategies and skills ~~needed~~ required for successful project execution.
- Demonstrate effective leadership, collaboration, and team management skills, including motivating project teams in remote and hybrid environments.

- L. Apply professional communication and presentation skills to ~~run~~ support a stakeholder motivated engagement team and project success.
- M. Apply the principles of the Project Management Institutes (PMI) and Agile SCRUM processes of project management
- N. Identification and analysis of why projects fail and what skills are required to implement projects successfully
- O. ~~Describe~~ Recognize key concepts and apply objectives the of presentation industry certifications, including Project+, CAPM, and communication PMP, skills as necessary preparation to for be professional an-effective-project-manager advancement.

Course Content:

Lecture:

1. ~~The~~ Foundations of Project Management
 1. Definition Framework
and characteristics of projects
 1. Project ~~Management Context—context in which projects operate—project~~ life cycle and organizational context
 2. PMI standards and PMBOK® Guide overview
 3. Introduction to Agile and Scrum methodologies
2. Project ~~Management~~ Selection Processes and – Initiation
 1. Strategic describe planning how and portfolio management
 2. Project selection and prioritization
 3. Project charter development and approval
 4. Real-world project examples
3. Project Planning and Integration
 1. Development of the various project elements management of plan
 2. Scope PM definition, interrelate requirements collection, and Work Breakdown Structure (WBS).

3. Understand Schedule the development: activity sequencing, duration estimation, Critical Path Method (CPM), Gantt charts
4. Budgeting, cost estimation, and cost control
5. Change control processes
4. Project Execution and Resource Management
 1. Directing and managing project work
 2. Team development and performance management
 3. Resource planning and allocation
 4. Quality planning and assurance
 5. Managing remote and hybrid project teams
5. Project Communication, Stakeholder, and Risk Management
 1. Stakeholder identification, engagement, and communication planning
 2. Risk identification, qualitative and quantitative analysis
 3. Risk response planning and monitoring
 4. Communication strategies for global, virtual, and hybrid teams
6. Project Procurement, Control, and PMI Practices
 1. Procurement planning and contract management
 2. Vendor selection and administration
 3. Performance measurement and reporting
 4. Corrective actions and schedule adjustments

5. Applying PMI best practices to real-world projects

7. Project Closure and Agile Practices

8. Scope validation and project closure procedures

1. Lessons learned and post-project evaluation

2. Agile Scrum: roles, artifacts, ceremonies, planning, and execution

3. Microsoft Project Management applications Institute for (PMI) scheduling, Project budgeting, Management resource Professional allocation

9. Explore Industry { Certifications Options: PMP } ~~Framework~~ and ~~the~~ Agile ~~SCRUM~~ framework

2. ~~The Project Management Knowledge Areas~~

1. ~~Integration Management~~

2. ~~Scope Management~~

3. ~~Schedule Management~~

4. ~~Cost Management~~

5. ~~Quality Management~~

6. ~~Resource Management~~

7. ~~Project Communications Management~~

8. ~~Risk Management~~

9. ~~Procurement Management~~

10. ~~Stakeholder Management~~

3. ~~Agile SCRUM Framework~~

1. Roles
2. Meetings
3. Artifacts
4. Benefits
5. Values and principles /Scrum
4. Project Management Institutes Standards
5. Project Management Tools

1. MS-Project
6. Industry Certifications

1. PMI-PMP
2. Agile SCRUM

Lab Activities:

1. Using the Project Management Professional (PMP) framework, develop a project plan that includes milestones, resources, tasks, identifies responsible parties.
2. Using project management tools, such as Microsoft Project, develop a project Gantt chart.
3. Using the Agile SCRUM framework, create a cycle for the development for a project. Identify the role of SCRUM master and the tasks of each member of the team.

Methods of Instruction:

1. Student Presentations – Critical thinking exercises to integrate students' overall ability to understand the material.
2. Audio-visual Activity – Audio-visual materials including but not limited to video tapes and Internet web casts with handouts for note taking, and small group discussion.
3. Lecture – Lectures utilizing computer based presentations, online content, digital media, handouts, whiteboard and/or Canvas.

4. ~~Projects – Assignments which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.~~
5. Student Presentations - Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.
6. ~~Directed Study – Assigned readings in the textbook, journal articles, newspaper articles and handouts.~~
7. ~~Written Exercises – Written exercises and case studies to evaluate concepts and facts.~~
8. ~~Discussion – In class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class.~~
9. ~~Classroom Activity – Informal lectures and classroom discussion based on student questions related to the material~~
10. Classroom Activity - Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
11. Discussion - Weekly discussions (Group)
12. Projects - Students will complete individual and group projects applying PMI standards, Agile/Scrum practices, and Microsoft Project to plan, execute, and monitor real-world or simulated projects, including remote and hybrid team scenarios.
13. Research - Students will analyze a real-world project to evaluate planning, execution, risk management, and application of PMI standards and Agile practices.

Methods of Evaluation

- A. Class Participation
 1. In-class participation
- B. Exams/Tests
 1. Midterm & Finals
- C. Group Projects
 1. Case Study
- D. Lab Activities
 1. MS-Project plan Project Schedule Plans Project Risk Management Plans
- E. Papers
 1. ~~Two~~ 1-2 Assignments /Week
- F. Quizzes
 1. ~~Three~~ 2 quizzes Quizzes/Week
- G. Research Projects
 1. Real World Case Study
- H. Instructors will promote inclusivity and equitable outcomes by accommodating diverse learners and using multiple assessment approaches.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Project :
 1. ~~Read the corresponding chapter on the~~ Develop project management charters, process WBS, schedules, and budgets using Microsoft Project for ~~defining groups~~ individual or knowledge case-study area projects.

2. Analyze real-world projects and ~~be prepare~~ prepared stakeholder to communication apply plans, ~~the applying~~ concepts PMI ~~in-selecting your project topic-~~
3. ~~Complete-group~~ standards and ~~individual~~ Agile ~~exercises~~ practices.
4. Conduct ~~on simulated~~ the Agile/Scrum ~~following projects,~~ topics:-
 1. ~~Process~~ track groups
 2. ~~Tools~~
 3. ~~Techniques~~
 4. ~~Knowledge~~ progress, ~~areas-~~ report performance, and document lessons learned.
5. ~~Create and present a complete and formal project management plan.~~

Textbooks (Typical):

Textbook:

1. Timothy Kloppenborg, Vittal S. Anantatmula, Kathryn Wells Contemporary Project Management: Plan-Driven and Agile Approaches. 5th Edition ed., Cengage, 2023.
2. Project Management Institute PMI A Guide to the Project Management Body of Knowledge (PMBOK® Guide). 6th 8th ed., PMBOK Guides, 2017 2026 .
3. ~~Kevin Aguanno Layton , Ori Ostermiller Schibi-~~ Agile-Business Analysis: Enabling Continuous Improvement of Requirements/Project Scope/Agile Project. 1st ed. , Dean J. Ross-Publishing, 2019.
4. Timothy Kloppenborg, Vittal S. Anantatmula, Kathryn Wells- Kynaston Comtemporary Agile Project Management for Dummies . 4th ed., Cengage For Dummies , 2019 2025 .

Manual:

1. Chatfield, C., & Johnson, T.. Microsoft Project 2016 Step by Step. Microsoft Press, 2016.

Other Materials Required of Students

1. Computer and printer access.
2. Internet access.
3. ~~USB-Memory Device (Memory Key, Disk Drive, etc.):~~
4. Access to any Office productivity suite such as Libre Office, Open Office or Microsoft Office..
5. Access to any professional drawing program such as Libre Draw or Microsoft Visio.

Equity Based Curriculum

- Methods of Evaluation

Requisite Skills

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

A. CIS 60

1. ~~Articulate the types of business needs that can be addressed using information technology-based solutions:~~
2. ~~Initiate, specify, and prioritize information systems projects and to determine various aspects of feasibility of these projects:~~
3. ~~Clearly define problems, opportunities, or mandates that initiate projects:~~
4. ~~Use at least one specific methodology for analyzing a business situation (a problem or opportunity), modeling it using a formal technique, and specifying requirements for a system that enables a productive change in a way the business is conducted:~~
5. ~~Communicate effectively with various organizational stakeholders to collect information using a variety of techniques and to convey proposed solution characteristics to them:~~
6. ~~Manage information systems projects using formal project management methods:~~
7. ~~Use contemporary Computer-Aided Software Engineering (CASE) tools for the use in process and data modeling:~~
8. ~~Design high-level logical system characteristics (user interface design, design of data and information requirements):~~
9. ~~Analyze and articulate ethical, cultural, and legal issues and their feasibilities among alternative solutions:~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

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

~~Project management is a skill that may be needed by an existing professional who may or may not be able to attend face-to-face lessons. By making the course fully online, we will be able to attract additional students in today's busy professional environment. Working students will also be able to take advantage of a web-based course as they will be able to complete course materials at times that work within their schedules. [Prior note]~~
~~Project management is a skill which may be needed by an existing professional who may or may not be able to attend face to face lessons. By making the course a Web-Hybrid one, we will be able to attract additional students in today's busy professional environment. The full time student will also be able to take advantage of a Web-based course as they will be able to take the lessons when they have time available:~~

Project management is a skill that may be needed by an existing professional who may or may not be able to attend face-to-face lessons. By making the course fully online, we will be able to attract additional students in today's busy professional environment. Working students will also be able to take advantage of a web-based course as they will be able to complete course materials at times that work within their schedules.

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 ~~Many~~ minimum of twice ~~times~~
- **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: ~~2-4~~ Every ~~per second semester~~ 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: Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A Whenever minimum is of required 8 (almost times: every week about the updates)
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: A minimum of 4 times.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: A minimum of twice.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum Every of second 3-4 week, times they'll during be semester awarded points for 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: A minimum of one group project.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: A minimum of one time during the semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Minimum of 3-4 times during the 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: A minimum of once per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: A minimum of 2 written papers.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 2-3 quizzes throughout the semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly lectures.
- **Video:** Video will be used to demonstrate procedures and to help students visualize concepts.
Frequency: Tutorials
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: A minimum of one.

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: 1-2 case studies during the semester.
- **Other:**
Frequency: A minimum of one presentation.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000512767

CB03: TOP Code

070200 - Computer Information Systems

CIP Code

[11.0103 - Information Technology.](#)

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



Course Modification: CIS 71A - Keyboarding (The Alphabet)

Course Modification: CIS 71A - Keyboarding (The Alphabet) (Launched - Implemented 03-10-2026)

compared with

Course Modification: CIS 71A - Keyboarding (The Alphabet) (Draft)

Admin Outline for Computer Information Systems 71A Keyboarding (The Alphabet)

Effective: Fall 2027

Catalog Description:

CIS 71A - Keyboarding (The Alphabet)

1.00 Units

~~Introduction~~ Keyboarding instruction uses AI tools, cloud platforms, and voice-to-text to ~~the~~ improve accessibility and efficiency. This course introduces alphabet ~~letter keys on the computer keyboard for~~ key touch-typing ~~Learn~~ basic ~~with~~ keyboarding ~~a~~ techniques ~~focus~~ for ~~on~~ accuracy, ~~speed~~, and ~~speed~~ ~~proper techniques~~. - This course is the first in a series of sequential courses in keyboarding instruction. ~~Students are advised to take these courses in sequence for best training results. 0 Units Lecture~~ 1 Units Lab

Total Lecture Hours

Total Lab Hours 54

Total Inside of Class Hours 54

Total Student Learning Hours 54

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Upon~~ Achieve ~~successful a completion minimum of CIS-71A, students will demonstrate~~ typing proficiency of 30 words per minute on a 1-minute ~~write~~ timed writing with 1 or fewer errors .
- B. Maintain correct ergonomic keyboarding posture, including proper elbow angle (90–110 degrees) and monitor placement, to support comfort and reduce strain.
- C. Demonstrate touch-typing of all alphanumeric and symbol keys while keeping eyes on the copy, using proper finger placement, spacing, and keyboard techniques .

Course Objectives:

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

- A. ~~Use~~ Maintain correct posture and ergonomic practices, including proper ~~fingering~~ monitor and ~~keystroking~~ material placement, to support comfort and reduce strain for all ~~alphabetic characters~~ on learners.
- B. Achieve a ~~computer keyboard by touch;~~
- C. ~~Maintain proper positioning at the computer to type with greater speed and accuracy;~~
- D. ~~Use correct spacing after punctuation;~~
- E. ~~Demonstrate a proficiency~~ minimum of 20 ~~gwam~~ GWAM on a ~~1-minute~~ timed ~~write~~ typing test with ~~1 opportunities or for fewer multiple errors; attempts and fair assessment options.~~
- F. ~~Apply~~ Use typing cloud techniques platforms and voice-to-text tools to ~~avoid support~~ muscle strain accessibility, eyestrain flexibility, and fatigue inclusive digital learning .

Course Content:

Lecture:

1. The parts and functions of the computer keyboard
2. Alphabetic keys
 1. Home Row
 2. Space Bar
 3. Enter Key
 4. Proper finger for all alphabetic keys and common punctuation marks
3. Correct posture for keyboarding to improve accuracy and reduce fatigue and muscle strain
4. Correct placement of monitor and typing materials to avoid eyestrain

Lab Activities:

1. Demonstrate a proficiency minimum of 20 gwam on a 1-minute timed write with 1 or fewer errors; and

1. Parts and functions of the computer keyboard, including alphabetic keys, Home Row, Space Bar, and Enter key

2. Proper finger placement for alphabetic keys and common punctuation marks

3. Correct posture and ergonomic keyboarding practices to reduce fatigue, muscle strain, and improve accuracy

4. Proper placement of monitor and typing materials to reduce eyestrain

5. Use of cloud platforms and voice-to-text tools to enhance accessibility, efficiency, and digital productivity

6. Touch-typing techniques focused on accuracy, speed, and proper method as part of a foundational keyboarding sequence

Methods of Instruction:

1. Lab - ~~Demonstrate~~ demonstrate a ~~40~~ proficiency gwam
2. Individualized ~~minimum~~ Instruction - One-on-one instructor review of ~~20~~ student gwam keyboarding on a 1-minute timed write with 1 or fewer errors; and techniques
3. ~~Lecture~~ Demonstration - Use Instructor proper demonstration fingering of keyboarding techniques and keystroking correct for all alphabetic characters on a computer keyboard by touch; posture
4. Audio-visual Activity - Keyboarding software with video demonstration of technique and drills for mastery
5. ~~One~~ Learning Management System - ~~on-one~~ instructor review of student keyboarding techniques Canvas
6. ~~Instructor~~ Instruction ~~demonstration will of use~~ keyboarding accessible techniques formats such as demonstrations, guided practice, and correct multimedia, posture along with flexible tools like cloud platforms and voice-to-text to support inclusive and equitable learning.

Methods of Evaluation

- A. ~~Lab~~ Class ~~Activities~~ Work
 1. ~~weekly~~
 - B. ~~Quizzes~~
 1. ~~end~~ Weekly- ~~of semester~~
 - C. Accurate completion of keyboarding lessons including warm-ups, introduction of new keys, skill-builders, textbook keying, and practice timed writings ~~-Technique~~
- Exams/Tests
 1. Twice

- Lab observations Activities
 1. Weekly- (~~positioning; demonstrate touch 40 type~~) ~~Official timed writings with minimum standards for acceptable work~~ gwam
- Papers
 1. Final written project - once
- Include technique observations, timed writings, and varied assessments with flexible formats, multiple attempts, and clear rubrics to support inclusive and equitable student success.

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

1. Hands-on Lessons - example of weekly work
 1. Log into Keyboard software and select Lesson 1. Complete sections A-J. In section J, the timed writing should be completed twice. Complete Lesson 1 Enrichment A, B, and C. Complete Lesson 1 for review by instructor. Student work is stored in keyboarding website and can be reviewed at the keystroke level by instructor and student.
2. Practice Timed Writings
 1. In preparation for your official timed writing, ask the instructor for the CIS 71A Practice 1-Minute Timed Writings Handout or download from LMS. There are two practice timed writings. Each Practice Time Writing should be completed twice. Your goal for the timed writings will be 30 gross words per minute (gwpm) with 3 or less errors.
3. Official Timed Writings
 1. Asked the instructor for the CIS 71A Official Timed Writing 1 handout or download from the CMS. Follow the instructions on the handout for completing the official timings.
 2. After you have completed your two timed writings. To be accepted, at least one of your timings can not have more than 1 error.

Textbooks (Typical):

Textbook:

1. Susie H Vanhuss, Donna L Woo *Keyboarding Course Lessons 1-25*. 20th ed., Cengage Learning, 2017.
2. Scot Ober, Jack Johnson, Arlene Zimmerly *Gregg College Keyboarding & Document Processing*. 11th ed., McGraw Hill Education, 2017.
3. ~~William Audrey Mitchell, Patricia King, Ronald Kapper~~ Roggenkamp *Paradigm Keyboarding: Sessions 1-30 33*. 6th ed., Paradigm Education Solutions, ~~2013~~ 2026 .

Software:

1. Keyboard Mastery .9780997560947, (current/e).
2. Gregg College Keyboarding. McGraw Hill, (11e/e).

Other Materials Required of Students

1. GoPrint card.
2. The print card is needed in face to face versions of this class. .

Equity Based Curriculum

- ~~Catalog Description~~
- ~~- Course Content~~
- ~~- Course Objectives~~
- - Methods of Instruction
- Methods of Evaluation
- ~~- Typical Assignments~~
- ~~- Textbooks/Materials~~
- ~~- Other Materials Required of Students~~
- ~~- DE Course Interaction~~

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

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

~~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. [Prior note] previously approved for DE (2001/02)~~

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.

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:

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 minimum of twice.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Minimum Once of in 1 2 per-semester: 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: Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A 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.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: A minimum of twice.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum Once of in 1 2 time-during-the-semester: Weeks
- **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 1 time during the semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 written paper.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 4 Official Timed Writings.
- **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: 2-4 Practice Timed Writings.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: 1 per lesson.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000382307

CB03: TOP Code

070200 - Computer Information Systems

CIP Code

11.0103 - Information Technology.

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



Course Modification: CIS 71B - Keyboard (Numbers and Symbols)

Course Modification: CIS 71B - Keyboard (Numbers and Symbols) (Launched - Implemented 03-09-2026)

compared with

CIS 71B - Keyboard (Numbers and Symbols) (Active - Implemented 08-15-2018)

Admin Outline for Computer Information Systems 71B Keyboard (Numbers and Symbols)

Effective: Fall

~~2018~~ 2027

Catalog Description:

CIS 71B - Keyboard (Numbers and Symbols)

1.00 Units

Introduction to the ~~numbers~~ numeric and symbol keys on the computer keyboard for touch typing ~~.Review~~ .along with a review of alphabetic keys and common punctuation marks : . Speed with building emphasis on improving typing speed and accuracy ~~improvement~~ . 1 Units Lab

Recommended Course Preparation:

- ~~CIS-71A~~

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Upon~~ Apply completion keyboard shortcuts and modern tools (cloud, AI, voice-to-text) to improve efficiency and accessibility.
- B. Achieve at least 25 GWAM with accuracy in a timed typing assessment.
- C. Demonstrate accurate touch typing of ~~CIS-71B~~ alphabetic , ~~students will be to demonstrate accurate~~ keyboarding input for all keys on the keyboard at the net words-per-minute (adjusted for errors) rate of 22 nwpm or better, apply typing technique to avoid muscle strain or injury numeric , and demonstrate symbol proofreading keys skill using proper technique and ergonomics .

Course Objectives:

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

- A. ~~Type~~ Demonstrate accurate touch typing of all ~~letters~~ alphabetic , ~~numbers~~ numeric (0–9) , and symbols symbol on keys keyboard by touch;
- B. ~~Use~~ using proper fingering ~~and~~ , keystroking on a computer keyboard by touch;
- C. ~~Maintain proper positioning at the computer to type with greater speed~~ techniques, and ~~accuracy;~~
- D. ~~Use~~ correct spacing after punctuation ; ,
- E. Demonstrate ~~a~~ proficiency ~~of~~ in typing speed and accuracy, including achieving at least 25 ~~gwam~~ GWAM on a timed 3-minute ~~timed-write~~ writing with ~~3 or fewer~~ minimal errors ; ~~and~~ ,
- F. Apply typing keyboard techniques shortcuts and productivity tools to ~~avoid~~ enhance muscle efficiency in document creation and other digital tasks.
- G. Utilize ergonomic practices and modern tools such as cloud platforms, AI typing assistants, and voice-to-text to improve accessibility, reduce strain, ~~eyestrain~~ and ~~fatigue~~ support and inclusive ~~reduce repetitive stress injuries~~ learning .

Course Content:

1. ~~Numeric~~ Content covers numeric, symbol, and alphabetic keys (0–9) with touch typing, shortcuts, digital tools, and ergonomics to improve speed and accuracy.
2. ~~Symbol~~ Introduction keys to numeric (0–9), i.e; symbol (!, @, #, \$, %, ^, &, *, (,), <, >), -
3. ~~Review~~ of and alphabetic keys
4. ~~Speed~~ with touch typing practice to improve speed and accuracy , ~~building~~ including proper finger placement and typing techniques.
5. Application of keyboard shortcuts and productivity tools to enhance efficiency.
6. Use of modern tools such as cloud-based platforms, AI typing assistants, and voice-to-text features.
7. Keyboarding ergonomics
 1. ~~Avoiding~~ , including proper posture, hand positioning, hand/wrist exercises, and prevention of repetitive stress injuries
 2. ~~Hand/wrist exercises~~

Methods of Instruction:

1. ~~Keyboarding Lab~~ computer - software
2. One-on-one instructor review of student keyboarding techniques
3. Demonstration - Instructor demonstration of keyboarding techniques and correct posture
4. Audio-visual Activity - Demonstrations Screen-recording Lectures Videos
5. Learning Management System - Canvas
6. Instruction will use multiple accessible formats (demos/guided practice/multimedia resources etc.) along with flexible tools (cloud platforms/AI/voice-to-text) to support inclusive participation and equitable learning for all students.

Methods of Evaluation

- A. ~~Lab Class Activities Performance~~
 1. ~~Papers~~
 2. ~~Accurate completion of keyboarding lessons including warm-ups, introduction of new keys, skill-builders, textbook keying, and practice timed writings~~ Technique observations (positioning, touch type) Official Timed-Writings Minimum of four 3-Minute Timings with 3 or fewer errors Minimum skills level of 25 gwam with three or fewer errors
- B. Class Work
 1. Accurate completion of keyboarding lessons including warm-ups, introduction of new keys, skill-builders, textbook keying, and practice timed writings
- C. Lab Activities
 1. Weekly. Accurate completion of keyboarding lessons including warm-ups, introduction of new keys, skill-builders, textbook keying, and practice timed writings
- D. Evaluation will include flexible, accessible assessments such as labs, quizzes, and projects with multiple submission options and clear rubrics to support inclusive and equitable student success.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Laboratory :
 1. Textbook Lesson Assignment
 1. Observe simulated computer keyboarding demonstrations
 2. Key numeric, symbol, and alphabetic drills from computer software
 3. Key numeric, symbol, and alphabetic drills from the textbook
 4. Complete 3-minute timed writings
 2. Technique Practice
 1. Use the K finger to strike the 8 key; lightly press the 8 key; return the K finger to home position. Practice the 8 key reach until you can do so with confidence and without looking at our hands.
 2. Use the S finger to strike the 2 key; lightly press the 2 key; return the S finger to home position.
 3. Do not space between the dollar sign and the number
 4. Do not space between the parentheses and the text within them.

Textbooks (Typical):

Textbook:

1. Susie Vanhuss, Donna Woo *Keyboarding Course, Lesson 1-25*. 20th ed., Cengage, 2017.
2. William Mitchell, Patricia King, Ronald Kapper *Paradigm Keyboarding: Sessions 1- ~~30~~ 33*. 6th ed., EMC/Paradigm, ~~2013~~ 2026.
3. Scot Ober, Jack Johnson, Arlene Zimmerly *Gregg College Keyboard and Document Processing*. 11th ed., McGraw Hill Higher Education, 2017.

Software:

1. [Keyboard Mastery](https://www.keyboardingonline.com/keyboard-mastery/_(current/e)_). [https://www.keyboardingonline.com/keyboard-mastery/_\(current/e\)_](https://www.keyboardingonline.com/keyboard-mastery/_(current/e)_).
2. [Gregg College Keyboarding](#). McGraw Hill, (11e/e).

Other Materials Required of Students

1. GoPrint card required for in person version of class.

Equity Based Curriculum

- [Course Objectives](#)
- [Methods of Instruction](#)
- [Methods of Evaluation](#)
- [DE Course Interaction](#)

Requisite Skills

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

- A. ~~CIS 71A~~
 1. ~~Use proper fingering and keystroking for all alphabetic characters on a computer keyboard by touch;~~
 2. ~~Use correct spacing after punctuation;~~
 3. ~~Demonstrate a proficiency minimum of 20 gwam on a 1-minute timed write with 1 or fewer errors; and~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

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

This class is offered using web-based software. The students are able to access this software from any Internet-enabled computer. This course has been offered online for almost 20 years and students are able to easily access the software, communicate with the instructor, turn in assignments, etc.

[Prior note]

Students spend most of their time in this class using drill software to master keys and improve accuracy and speed in keyboarding. There is a significant amount of time put in to learning new keys and improving proficiency. The software captures keystroke level detail so student work can be evaluated asynchronously, including recommendations for improvement.

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:

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 minimum of twice.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Minimum Weekly of or 1 once per every semester two 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: Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A 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.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: A minimum of twice.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum of 1 time during the semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: A minimum of one time during the semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Minimum of 1 time during the semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 written paper.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 4 Official Timed Writings.
- **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: 2-4 Practice Timed Writings.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: 1 per lesson.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000372071

CB03: TOP Code

070200 - Computer Information Systems

CIP Code

11.0103 - Information Technology.

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



Course Modification: CIS 88A - Word Processing Essentials: MS Word, Google Docs, AI Tools

Course Modification: CIS 88A - Word Processing Essentials: MS Word, Google Docs, AI Tools
(Launched - Implemented 04-09-2026)

compared with

CIS 88A - Introduction to Microsoft Word (Active - Implemented 01-02-2018)

Admin Outline for Computer Information Systems 88A

Introduction Word to Processing Microsoft Essentials:
MS Word , Google Docs, AI Tools

Effective: Spring Fall

2018 2027

Catalog Description:

CIS 88A - **Introduction Word to Processing**
Microsoft Essentials: MS Word , Google Docs, AI Tools
1 2 . 50 00 Units

Develop This the word processing course is designed to review a student's current word processing skills needed and in build the essential workplace skills to for produce creating, formatting, and managing common business documents ; , Students will gain hands-on experience with widely used tools such as letters; Microsoft resumes, flyers; Word and reports. Google Topics Docs, include learning document how creation to produce clear, well-organized documents that meet modern standards for communication and editing; collaboration. In addition, the course introduces the responsible use of Microsoft AI-powered Word writing features and productivity tools to apply support character and paragraph formatting; creating and formatting tables drafting , enhancing visual appeal by incorporating graphics elements, using the mail merge feature editing , and printing revising documents. Emphasis is placed on understanding when and how these tools can enhance efficiency while maintaining originality. accuracy, and academic integrity. 1 .5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CIS 71A

Total Lecture Hours	~~18~~ <u>27</u>
Total Lab Hours	27
Total Inside of Class Hours	~~45~~ <u>54</u>
Total Outside of Class Hours	~~36~~ <u>54</u>
Total Student Learning Hours	~~81~~ <u>108</u>

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- ~~create~~ Produce professional business documents such as letters , ~~save~~ reports , ~~retrieve~~ newsletters , ~~edit~~ and ~~print~~ brochures using appropriate formatting, visuals, and design elements.
- Apply formatting skills such as text styles, paragraph formatting, tables, and layout tools to create well-structured documents .
- ~~Demonstrate in the correct ability business to formats~~ navigate Microsoft Word and Google Docs interfaces, including screen elements, basic settings, and help features.
- Utilize cloud storage, document sharing, mail merge, and AI tools to enhance document creation, collaboration, and distribution .

Course Objectives:

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

- ~~Create, save, retrieve, edit~~ Identify and ~~print documents;~~
- ~~Format common business documents, including letters, resumes, brochures/newletters, and reports;~~
- ~~Navigate~~ navigate the Microsoft Word ~~window and~~ effectively;
- ~~Incorporate Google graphic Docs interface, including key screen~~ elements ~~to such~~ enhance visual appeal;
- ~~Use as the mail Ribbon. merge tabs. feature scroll to bars. generate views. personalized and documents;~~ zoom settings.
- Apply basic document creation skills, including entering text, using the insertion point, exploring help features, and understanding default settings.
- Create, format, and edit tables ;
- ~~Apply decision-making skills in determining the most efficient way~~ to produce organize and present information effectively.

- I. Enhance document design using multiple columns, column breaks, page breaks, and graphic elements to improve visual presentation.
- J. Produce professional business documents such as letters, reports, newsletters, and brochures using appropriate formatting and layout standards.
- K. Utilize advanced productivity tools, including AI applications (Copilot, Gemini), cloud storage, document sharing, and mail merge for creating and distributing customized documents.

Course Content:

Lecture:

- 1. Introduction to ~~the~~ Microsoft Word , ~~window~~ Google Docs interface
 - 1. Screen elements, including the Ribbon, Tabs, scroll bars, views, and zoom settings
 - 2. Default/initial settings
 - 3. Explore the Help features
- 2. Enter and format
 - 1. The Insertion Point
 - 2. Apply text attributes, change fonts and font sizes, bold, italics, and underline
- 3. Document and Paragraph formatting
 - 1. Margins
 - 2. Indents
 - 3. Set tabs
 - 4. Headers/Footers
- 4. Create, format, and edit tables
- 5. Document production features: find, replace, move/copy text, spell check, and thesaurus
- 6. Effectively produce business documents using correct document formats

1. Letters
2. Reports
3. Newsletters
4. Brochures

7. Arrange text in multiple columns

1. Insert column breaks
2. Insert page breaks

8. Incorporate graphic images and other graphic elements to enhance visual appear

9. AI Tools

1. Incorporate various AI Tools for document creation
2. CoPilot, Gemini

10. Cloud Storage

1. Upload documents to the cloud
2. Share the documents

11. Mail Merge

1. Create a data source
2. Create a main document
3. Use merge to create customized ~~letters~~ letter

Lab Activities:

1. Editing: Inserting, deleting, moving, and copying text.
2. Formatting: Adjusting fonts, sizes, colors, margins, and spacing.
3. Tools: Spell-check, grammar check, and thesaurus.
4. Graphics: Inserting images, tables, and charts.
5. Storage: Saving, retrieving, and organizing documents.

Methods of Instruction:

1. Lecture - Explore versions of MS Word, and Google Docs
2. Lab - Hands-on lab assignments assignments that select and present data
3. Discussion - class discussion
4. Demonstration - Computer demonstrations
5. Class Audio-visual discussion Activity - Screen-recorded tutorials
6. Classroom Activity - Hands-on in-class exercises
7. Learning Management System - Canvas
8. Instructions will include demonstrations, hands-on practice, tutorials, and collaborative activities using Microsoft Word and Google Docs. Multiple formats (Visual slides, screen recordings, and printed instructions etc.) and flexible support will be used to promote inclusivity and equitable learning outcomes for all students.

Methods of Evaluation

- A. Lab Class Activities Participation
 1. Projects Online Discussion Weekly
- B. Quizzes Exams/Tests
 1. Midterms/ Finals
- C. Final Class Performance
 1. Performance mastery projects
- D. Lab Activities
 1. Weekly
- E. Oral Presentation
 1. Present and share their work
- F. Projects
 1. twice every semester
- G. Quizzes

1. Weekly

- H. Evaluation will include labs, quizzes, and document-based projects. Students may demonstrate learning through multiple formats such as written documents, screen recordings, or presentations using clear rubrics and flexible submission options.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading~~

1. Read the chapter on Creating and Editing Business Documents. Complete the Develop Your Skills sections within the chapter.

B. Laboratory:

1. Videos

1. Access the online videos related to the chapter

2. Hands-on Lab assignments

1. Complete Reinforce Your Skills W1-R1 (Create an Informal Letter) on pages 21-22. Print the document or submit it online as directed by instructor.
2. Complete Apply Your Skills W1-A3 (Edit and Format a Letter) on pages 30-31. Print the document or submit it online as directed by instructor.

Textbooks (Typical):

Textbook:

1. ~~Jill Mary Murphy~~ Anne Poatsy Exploring Microsoft 365: Word ~~2016: Comprehensive~~ 2025. 1st ed., Labyrinth Learning Pearson, ~~2017~~ 2025.
2. Jennifer Duffy, Carol Cram *Illustrated Microsoft® ~~Office~~ 365 ~~&~~ ® Word ~~2016~~: ® Comprehensive*. 1st ed., Cengage Learning, ~~2017~~ 2025.
3. Ann Shaffer, Katherine T Pinard *New Perspectives Microsoft® ~~Office~~ 365 ~~&~~ ® Word ~~2016~~: ® Comprehensive*. 1st ed., Cengage Learning, ~~2017~~ 2025.

Other Materials Required of Students

1. Storage media.
2. ~~Go-Print-Card:~~

Equity Based Curriculum

- [_ Methods of Instruction](#)
- [_ Methods of Evaluation](#)

Requisite Skills

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

A. CIS 71A

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

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

~~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. [Prior note] Approved for DE mode 2004/05~~

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.

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 minimum of twice : [per term](#)
- **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~~ [Weekly](#) ~~of or~~ [1 twice](#) ~~per a semester.~~ [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: Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 4 times : [per term](#)
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: A minimum of two times : [per term](#)
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: A minimum of twice : per term
- **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~~ Weekly ~~of or~~ 1 ~~twice~~ time a ~~during the semester.~~ week
- **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.~~ term

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Weekly lectures :
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Chapter quizzes (5-6 per semester), Final quiz :
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly lectures :
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: 2-3 times per semester :
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 2-3 times per semester :
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: A minimum of 2 projects per chapter :

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584360

CB03: TOP Code

070200 - Computer Information Systems

CIP Code

11.0103 - Information Technology.

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



Course Modification: CIS 89A - Desktop Presentation

Course Modification: CIS 89A - Desktop Presentation (Launched - Implemented 04-09-2026)
compared with
CIS 89A - Desktop Presentation (Active - Implemented 01-02-2018)

Admin Outline for Computer Information Systems 89A Desktop Presentation

Effective: ~~Spring~~ Fall
~~2018~~ 2027

Catalog Description:

CIS 89A - Desktop Presentation

1. ~~00~~ 50 Units

~~Desktop~~ This course introduces desktop presentation design techniques and enhancements ~~Application~~ using current ~~desktop~~ presentation software. ~~Hands~~ Students gain hands -on experience creating, editing, saving, ~~printing and presenting~~ slide shows, while incorporating graphics, charts, tables, SmartArt, ~~sounds~~ audio, and video ; Emphasis is placed on enhancing presentations ~~using~~ through effective use of transitions, animations, and ~~animations~~ AI-assisted design tools . ~~0~~ The course also explores collaboration features, cloud-based sharing, and modern presentation delivery methods . ~~5~~ By the end, students will be able to develop polished, professional presentations for academic and business environments. 1 Units Lecture 0.5 Units Lab

Total Lecture Hours	~~9~~ <u>18</u>
Total Lab Hours	~~27~~
Total Inside of Class Hours	~~36~~ <u>45</u>
Total Outside of Class Hours	~~18~~ <u>36</u>
Total Student Learning Hours	~~54~~ <u>81</u>

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Create professional presentations using presentation software with appropriate structure and organization.
- B. Apply design principles to develop visually clear and engaging slides.
- C. Incorporate multimedia elements (images , ~~create~~ audio,video , and ~~view~~ data). ~~slide~~ effectively show into presentations.
- D. Use advanced features and AI tools to enhance presentation quality and efficiency.
- E. Deliver presentations confidently, demonstrating clear communication and collaboration skills .

Course Objectives:

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

- A. ~~Design~~ Operate presentation software, plan presentations , create and organize slides , and ~~view~~ work slide with show text presentation; and placeholders.
- B. ~~Incorporate~~ Apply graphics themes, format text, shapes, tables , charts, ~~tables~~ and incorporate graphics, images, audio , and ~~media such as sound~~ video.
- C. Create and ~~videos to enhance slides;~~
- D. ~~Check~~ customize slide ~~presentation for visual clarity, consistency, and style;~~
- E. ~~Apply design themes;~~ transitions ; and animations ~~to for~~ slides; engaging presentations.
- F. ~~Import~~ Use text features and like ~~graphics from other software programs;~~
- G. ~~Save~~ SmartArt , ~~open, run~~ hyperlinks , and ~~print~~ embedded data, while leveraging AI tools for content generation, design suggestions, and presentation enhancement.
- H. Develop projects, collaborate with peers, share presentations, and develop effective presentation and delivery skills .

Course Content:

Lecture:

1. Introduction to Presentation Tools
 1. Overview of presentation software (PowerPoint, Google Slides, etc.)
 2. Navigating the ~~PowerPoint window~~ interface and ~~common Office~~ basic features
2. ~~Create~~ Presentation a Planning
 1. Organizing ~~basic PowerPoint presentation~~

1. ~~Plan a presentation~~
2. ~~Enter slide text~~ ideas and ~~working~~ content
3. Creating ~~with outlines~~ text and ~~placeholders~~ slide structure

2. ~~Select Slide~~ a Creation ~~design &~~ theme Text Management

1. ~~Add~~ Adding slides and selecting ~~slide~~ layouts
2. ~~Work~~ Working with ~~different presentation views~~
3. ~~Print a presentation~~
4. ~~Save a presentation~~

3. ~~Modify~~ text and ~~format~~ placeholders

3. Design ~~presentations~~ & Themes

1. Applying design themes and templates
 1. Maintaining visual consistency

4. Formatting & Visual Elements

1. ~~Format~~ Formatting text and fonts

5. Working with shapes, e.g. tables, ~~changing~~ and font charts

1. Multimedia ~~attribute~~ Integration
2. ~~Insert~~ Adding images, audio, and video

3. Enhancing slides with visual content

6. Animations & Transitions

1. Applying slide transitions
2. Customizing animations

7. Advanced Features

1. Using SmartArt and ~~WordArt~~ slide masters
2. ~~Work~~ Inserting ~~with shapes~~
 1. ~~Insert~~
 2. ~~Format~~
 3. ~~Duplicate~~
 4. ~~Align, group,~~ hyperlinks and ~~merge~~ action buttons

3. AI in Presentations

1. Using AI tools for content generation
2. AI-based design suggestions and productivity

4. Collaboration & Presentation Skills

1. Sharing and collaborating on presentations
2. Developing effective delivery and communication skills

8. ~~Insert and format tables and chart~~

9. Insert graphics, videos, and sounds
- Enhance presentations
 1. Apply transitions to slides
 2. Apply animations to slide objects
 3. Customize animations
 - Work with multiple slides
 1. Create custom slide layouts
 2. Modify master slides
 3. Apply headers/footers to slides, notes, and handouts
 - Integration of document text, graphics from other software programs
 1. Create slides from Word outlines
 2. Link and embed Excel data into presentations
 - Work with advanced features
 1. Create custom table formats
 2. Customize SmartArt graphics
 3. Insert Hyperlinks
 4. Add Action buttons

Lab Activities:

1. Basic Operations & Slide Management: Create, save, and organize presentations; add slides, apply layouts, and work with text.
2. Design & Formatting: Apply themes, format text, shapes, tables, and charts to create visually appealing slides.
3. Multimedia & Enhancements: Insert and format images, audio, video, and enhance presentations with visuals.
4. Animations, Transitions & Advanced Features: Apply animations and transitions; use tools like SmartArt, hyperlinks, and slide masters.
5. AI, Collaboration & Final Project: Use AI tools for content/design, collaborate with peers, and complete a final presentation project.

Methods of Instruction:

1. Demonstration - Instructor-led demonstrations of presentation tools and features
2. Lecture - Instructor-led sessions demonstrating presentation concepts, tools, and best practices.
3. Discussion - Weekly Discussions
4. **Cases** Classroom Activity - Instructor-led demonstrations of presentation tools and features
5. Audio-visual Activity - Practical exercises and projects completed using presentation software.
6. Projects - Hands-on case studies , projects, and performance -based **mastery-test** tests using the computer .
7. **Hands** Interactive case studies, projects, and computer - ~~on~~ based ~~lab~~ assessments that provide inclusive, equitable learning opportunities for all students.

Methods of Evaluation

- A. Exams/Tests
 1. Students complete capstone projects that tests their understanding of the modules covered in the course.
- B. Lab Activities
 1. Weekly
- C. Oral Presentation
 1. Once or twice in Semester
- D. Projects
 1. Weekly or Bi-Weekly
- E. Quizzes
 1. Weekly
- F. Instructors will promote inclusivity and equitable outcomes by accommodating diverse learners and using multiple assessment approaches.

Typical Outside-of-Class Assignments

A. ~~Other~~ Project :

1. ~~Read~~

1. ~~Read~~ Business Module Pitch Objectives Presentation: on Create PP a 1. 10–12
Read slide presentation pitching a new product or service, including visuals, charts, and
Do a the clear numbered structure.
2. Data-Driven Steps Presentation: in Develop Module a 1 presentation using Excel
data, pages including PP charts 2-17 and analysis to support key points .

B. ~~Hands-on~~ Laboratory:

1. Create ~~lab~~ a assignments

1. Follow 5–7 the slides instructions presentation on pages a PP given 19–
20 topic using design themes and complete- Skills proper Review : formatting
2. Add Submit images, your charts, complete and multimedia elements to an
existing presentation
3. Apply animations and transitions to enhance a slide deck
4. Record and practice a short presentation as for directed submission
5. Use by an your AI instructor:
6. Using tool the to features generate covered presentation in content
Module and 1, refine complete it the Visual for Workshop project clarity
shown and on-PP-24: design

Textbooks (Typical):

- Free digital textbooks are provided on Canvas to ensure all students have equitable and inclusive access to course materials.

Textbook:

1. ~~Alec Fehl~~ Microsoft PowerPoint 2016: Essentials: 1st ed., Labyrinth Learning, 2017.

2. David Beskeen *Illustrated Microsoft Office 365 & PowerPoint 2016* [Powerpoint](#) : Comprehensive. 1st Edition ed., Cengage Learning , 2017 2023 .
3. Susan Doug L-Sebok Lowe Microsoft Office 365 & PowerPoint 2016: [For Comprehensive Dummies](#) . 1st 2 ed., Cengage For Learning Dummies , 2017 2025.
4. James Holler [Microsoft PowerPoint: The Most Updated Crash Course from Beginner to Advanced Learn All the Functions, Macros and Formulas to Become a Pro in 7 Days or Less](#) . PublishDrive ed., James Holler Teaching Group, 2024 .

Other Materials Required of Students

1. Storage media, e.g., USB flash memory drive, external hard drive, cloud storage..
2. Go Print card.

Equity Based Curriculum

- [Methods of Instruction](#)
- [Methods of Evaluation](#)
- [Textbooks/Materials](#)

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

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

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.

[Prior note]

Previously approved for online 2004/04

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 ~~Twice/month~~ minimum at ~~of twice:~~ least
- **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 ~~Once~~ of in ~~1 2~~ per ~~Weeks~~ semester:
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 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.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: A minimum of twice.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: ~~Minimum Every of week 1 to time encourage during interactions. the semester.~~
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: ~~A At minimum least of twice one-time during the 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 of 1 time during the semester.~~ Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Chapter quizzes (5-6 per semester).
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly lectures.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: 2-3 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 2-3 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: A minimum of 2 projects per chapter.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584378

CB03: TOP Code

070210—Software Applications

070200 - Computer Information Systems

CIP Code

11.0899 - Computer Software and Media Applications, 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

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



Course Modification: CNT 52 - Networking Fundamentals

Course Modification: CNT 52 - Networking Fundamentals (Launched - Implemented 04-09-2026)

compared with

CNT 52 - Networking Fundamentals (Historical - Implemented 08-15-2022)

Admin Outline for Computer Networking Technology 52 Networking Fundamentals

Effective: Fall

~~2022~~ 2027

Catalog Description:

CNT 52 - Networking Fundamentals

3.00 Units

(Cross Listed with CIS 66 ~~, CNT-52~~)

This course provides an introduction to computer networking fundamentals skills needed to meet the industry demand for entry-level Network Technicians. Topics include: Ethernet network fundamentals, Local Area Networks (LANs), and Wide Area Networks (WAN) technologies, the Open Systems Interconnection (OSI) model, wiring implementations, network adapters and connectivity devices, IPv4/IPv6 addressing, Voice over IP (VoIP), and wireless standards. Tools to help prevent cyber attacks with IDS (Intrusion Detection Systems), authentication, and encryption are demonstrated. - _ Student labs include: configuration of a SOHO (Small Office/Home Office), a firewall, a virtual private network (VPN), a switch, and a router and documenting a networking using professional drawing software. - _ The responsibilities of an ICT (Information and Communications Technology) professional will be introduced. This course prepares students for the CompTIA Network+ Certification Exam. This professional certification verifies the student has the knowledge equivalent to that of an ICT technician with about 12 months of hands-on experience. - Students ~~who may have receive completed credit for CIS 66~~ or ~~are-enrolled-in~~ CNT 52 , ~~or APIS-52 may~~ but not ~~receive credit both~~ . ~~3~~ 2 Units Lecture 1 Units Lab

Recommended Course Preparation:

- CIS 50

Total Lecture Hours	<u>36</u>
<u>Total Lab Hours</u>	54
Total Inside of Class Hours	~~54~~ <u>90</u>
Total Outside of Class Hours	~~108~~ <u>72</u>

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems, or Computer Service Technology

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon~~ Identify completion and use network transmission media.
- B. Plan and implement a basic SOHO (Small Office/Home Office) network for a given set of CNT requirements.
- C. Demonstrate 52; an students understanding will of be basic to security install,configure, secure, issues and troubleshoot best home practices or in business network networks configurations . .

Course Objectives:

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

- A. List and explain the layers of the OSI model and the TCP/IP Stack and describe the roles of protocol layers in data networks;
- B. Describe and differentiate the devices, protocols, and services used to support communications in data networks and the Internet;
- C. Calculate both IPv4 and IPv6 subnets, and segment a large network into smaller parts;
- D. Evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments;
- E. Design and assemble an Ethernet network and a wireless network, including routers, switches, and cables;
- F. Explain Ethernet topologies, and relevant IEEE hardware and software specifications;
- G. Describe the major functions of LAN hardware protocols such as Ethernet; and WAN protocols such as T-series, DSL, ATM, and Frame Relay;
- H. Build a router and switch topology; and configure the devices to communicate with computers;
- I. Compose CISCO command-line interface (CLI) commands to perform basic router and switch configuration;
- J. Identify the responsibilities of a LAN system administrator;
- K. Draw typical network diagrams, using software tools such as Microsoft Visio;
- L. Monitor the network activity using monitoring tools to view packets and analyze traffic.

Course Content:

Lecture:

1. OSI (Open Systems Interconnection) and TCP/IP (Transmission Control Protocol/Internet Protocol) layered models
2. IP addressing (IPv4 and IPv6)
3. Routing and switching
4. Functions of common networking protocols
5. DNS (Domain Name System)
6. Network troubleshooting methodology
7. Installation and configuration of routers and switches for a given scenario
Installation and configuration of a wireless network for a given scenario
DHCP (Dynamic Host Configuration Protocol)
8. Planning and implementation of a basic SOHO (Small Office/Home Office) network for a given set of requirements
9. Standard media types (for example: Fiber, Copper), associated properties, standard connector types
10. Wireless standards
11. WAN (Wide Area Networks) technology types and properties
Network topologies (for example: Ring, Star, Client-server)
12. LAN (Local Area Networks) technology types and properties
13. Hardware and software tools to troubleshoot connectivity issues
14. Network monitoring resources to analyze traffic
15. Network performance optimization
16. Wireless Security Measures
17. Network Access Security Methods
18. User authentication Methods
19. Common threats, vulnerabilities, and mitigation techniques

20. Installation and configuration of a basic firewall

21. Network Security appliances and methods

Lab Activities:

1. Configure IPv4 and IPv6 addressing on a LAN.
2. Configure multiple interconnected LANs using routers and switches.
3. Troubleshoot network connectivity using common networking protocols
4. Install, configure, and test a DNS (Domain Name System) server.
5. Install, configure, and test a wireless access point.
6. Install, configure, and test a DHCP (Dynamic Host Configuration Protocol) server.
7. Create physical/logical star LANs and point-to-point WANs.
8. Implement wired and wireless security measures.
9. Install and configure a basic firewall using various network appliances and methods.

Methods of Instruction:

1. Audio-visual Activity - This course comes with closed-captioned videos that explain the main topics.
2. Discussion - Group discussions relevant to course topics are encouraged on the school course system Canvas, and in the class room. Current IT news may stimulate students' interest in pursuing careers, and are welcome in the forum and in class.
3. Lab - Students build and configure a wireless network. They identify and configure the settings for correct connectivity using IPv4 and IPv6. Students document a typical network with professional drawing software.
4. Classroom Activity - Student labs include configuration of a network, a firewall, a virtual private network (VPN), a switch, and a router.
5. Demonstration - Tools to help prevent cyber attacks with IDS (Intrusion Detection Systems), authentication, and encryption are demonstrated.
6. Lecture - Weekly lectures reflect the chapter contents.

Methods of Evaluation

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

- C. Group Projects
 - 1. One to two
- D. Lab Activities
 - 1. Weekly
- E. Projects
 - 1. One to two
- F. Quizzes
 - 1. One weekly quiz
- G. Simulation
 - 1. Weekly
- H. A variety of evaluation methods are used to promote equitable outcomes.

Typical Outside-of-Class Assignments

- A. Project:
 - 1. Identify and explain packets using Wireshark network analyzer.
 - 2. Explain the protocols used and the main fields inside the frames.
 - 3. Design a home or small business network using Microsoft Visio drawing software. Build same network on Network Simulator, and test for connectivity between end devices.
 - 4. Using a Wi-Fi access point simulator, or actual hardware device, ensure the security features have been enabled for maximum protection and privacy.

Textbooks (Typical):

Textbook:

- 1. Mike Meyers *CompTIA Network+ Certification All-in-One Exam Guide*, ~~Seventh~~ Eighth Edition (Exam N10-~~007~~ 008), ~~8th Edition~~. ~~7th~~ 8th ed., McGraw-Hill Osborne Media, ~~2018~~ 2022.
- 2. ~~Tamara Jill Dean~~ West *CompTIA Network+ Guide to Networks*. ~~8th~~ 1th ed., Cengage Learning, ~~2018~~ 2025.
- 3. Todd Lammle *CompTIA Network+ Deluxe Study Guide* with Online Labs: Exam N10-~~007~~ 008. ~~4ed.~~, Sybex, ~~2018~~ 2025.

Software:

- 1. LabSim Network Pro, Network+ Certification. LabSim Educational Solutions, (2019/Online Access/e).

Other Materials Required of Students

- 1. Portable storage device: flash drives, or external USB disk.
- 2. Print card.

Equity Based Curriculum

- Methods of ~~Instruction~~
- - ~~Assignments~~
- - ~~Methods of~~ Evaluation
- - ~~Typical Texts~~

Requisite Skills

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

A. CIS 50

1. Solve common business problems using appropriate Information Technology applications and systems;
2. Demonstrate familiarity with the computing environment, including the hardware, operating system, the user interface, and applications;
3. Demonstrate the possible solution(s) for simple business applications by applying productivity tools including, word processing, spreadsheets, databases, and presentation software;
4. 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
5. Describe the capabilities, use, and characteristics of programming languages in a computer environment.

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in 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 provides another avenue for our students -- most of whom work full- or part-time-- to access our courses.

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

Many new learning methods are now available online 24/7. They include text materials, video demonstrations, interactive labs with realistic simulations, and adaptive quizzes that engage students with various learning styles. Distant learners who may not otherwise attend our campus because of the inconvenient commute, or conflicting schedules would readily consider enrolling in this class. The nearby residents who prefer to attend in person also benefit by having access to the course during off hours.

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: ~~Students will be emailed individually at least every two weeks~~ [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 District Online Course System (BlackBoard) contains a class discussion board where student are encourage to exchange relevant information on course topics~~ [Bi-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 will be provided on every quiz and exam.~~
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: ~~1-3 announcements per week will be posted~~ [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: ~~Class discussions will occur online using BlackBoard Online Course System, or similar online learning system~~ Bi-Weekly . ~~An example assignment is "Analyze a prospective network and determine the security configuration needs. Post a 200-300 word description of your findings."~~
- - **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 are encouraged to work together on building a working computer with the correct software configurations. An example project is "Analyze a prospective LAN project for a small business and determine the features needed by the workgroup. Develop a written report summarizing the groups finding and making a recommendation on a configuration that would meet the needs of the business."~~

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: ~~Discussion questions will be posted on specific topics covered in the courses. 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. Example discussion question: You are in the process of defining a password policy for your company. What policies would you put in place to insure that employee passwords are secure?~~
- - **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 work in groups in order to practice team work and social/business soft skills. Example: Group Project—Network Design After much discussion, Webster Community College has now decided to 6-8 computer labs. Each lab will have 30-40 computers and a printer. Cost is an important factor but the network needs to be easy to maintain, add new computers, and troubleshoot. The computers will be located in rooms that are approximately 40' x 30'. Between the rooms that will be used for the two labs, there is a small room that can be used to house the servers and any other equipment that should be secured. Your group should research the network architecture, needed equipment, implementation costs, etc. Prepare a written report that documents your findings on the costs associated with each type of network and develop a report that includes a recommendation for the type of network to be implemented and justification for your recommendation.~~ Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: ~~A minimum of 10 quizzes and exams, and a comprehensive final examination.~~ Weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: ~~A minimum of 10 per semester.~~ Weekly

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID : ITIS 150 - Approved

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.

Credit-by-Military-JST Yes

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.

Individuals holding the NETWORK+ Certification issued by the Computer Technology Industry Association (CompTIA) within the last 10 years will be awarded credit for the APIS 52 or ~~CIS-66 or~~ CNT 52 course.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000367698

CB03: TOP Code

070800 - Computer Infrastructure and Support

CIP Code

[11.1001 - Network and System Administration/Administrator.](#)

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



Course Modification: CNT 7285 - Cloud Computing: CompTIA Cloud+ Certification

Course Modification: CNT 7285 - Cloud Computing: CompTIA Cloud+ Certification (Launched - Implemented 04-09-2026)

compared with

CNT 7285 - Cloud Infrastructure: CompTIA Cloud+ Certification (Active - Implemented 08-15-2019)

Admin Outline for Computer Networking Technology 7285
Cloud **Infrastructure** **Computing**: CompTIA Cloud+
Certification

Effective: Fall

~~2019~~ 2027

Catalog Description:

CNT 7285 - Cloud **Infrastructure** **Computing**: CompTIA Cloud+
Certification
3.00 Units

This course is designed for anyone looking to learn about the hardware and software used in data centers; IT professionals ~~need~~ and system administrators will get updates on the latest infrastructure technologies. The course is structured to understand the concepts and principles required to build cloud infrastructure. This course covers the objectives of cover the CompTIA Cloud+ Certification. The hands-on labs consist of the industry-leading platforms such as Amazon AWS, Microsoft Azure, and ~~Dell/EMC~~ Google Cloud **Infrastructure** Platform (GCP). Labs include: - Learning to navigate AWS services, including EC2, S3, RDS, DNS. - Exploring Microsoft Azure's virtual machines, networking, and ~~Services~~ storage (GIS) solutions. - ~~certification~~ Understanding ~~exams~~ Google Cloud Platform services and tools for computing, storage, machine learning. - Virtualization software used in data centers, such as VMware or Proxmox. Topics include common to major cloud providers: - Cloud Computing Concepts; ~~Models~~ Compliance requirements and strategies for ensuring data security in the cloud; Disk Storage Systems; ~~Storage~~ Networking; Network Infrastructure; ~~Virtualization Components~~; Virtualization and the Cloud; ~~Network Management~~; Performance Tuning; Systems ~~Management~~; Security in the Cloud and Best Practices; Business Continuity and Disaster Recovery; Testing; Automation; . The students may opt to prepare for and ~~Changes~~. The ~~earn~~ EMC certifications cloud from computing reference model includes five fundamental layers (physical ~~CompTIA~~, virtual Amazon AWS, control, Microsoft orchestration Azure, and service) Google and three cross-layer functions Cloud (business continuity, security, and service management GCP): Technologies, components, processes, and mechanisms for each layer and cross-layer function will be covered. The course follows the U.S. National Institute of Standards and Technology as a guide for all definitions of

cloud computing. Upon completing this course, participants will have the knowledge to make informed decisions on technologies, processes, and mechanisms required to build cloud infrastructure. CompTIA certification is normally valid for three years . 2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CNT 8001

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems, or Computer Service Technology

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- identify Understand and differentiate implement various the infrastructure components features of classic cloud services and virtualized their applications in computing and data center deployments.
- Describe and explain the cloud computing model, including its history, vendor perspectives, and industry offerings.
- Configure, deploy, and manage cloud facilities, including simple and complex compute instances, web servers, and web services .

Course Objectives:

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

- Explain the importance and benefits of cloud computing and the need for its rapid adoption
- Explain roadmap for transformation from classic to cloud environment
- Identify and differentiate various infrastructure components of classic and virtualized data center
- Explain virtualization requirements and available tools at each layer of IT infrastructure
- Explain business continuity options in a virtualized environment
- Discuss effective cloud computing deployment models for businesses /IT organizations
- Perform detailed exploration of cloud products and services
- Describe infrastructure framework and service management activities in cloud computing
- Address security concerns commonly found in cloud computing environments

J. Formulate high-level cloud migration strategy and best practices

Course Content:

Lecture:

1. Cloud Computing Concepts, Models, and Terminology

1. Cloud Service Models

1. Infrastructure as a Service (IaaS)
2. Platform as a Service (PaaS)
3. Software as a Service (SaaS)
4. Database as a Service (DBaaS)
5. Communications as a Service (CaaS)
6. Business Process as a Service (BPaaS)
7. Anything as a Service (XaaS)
8. Accountability and Responsibility by Service Model

2. Cloud Deployment Models and Services

1. Private Cloud
2. Public Cloud
3. Hybrid Cloud
4. Community Cloud
5. On-Premises vs. Off-Premises Hosting
6. Orchestration Platforms

3. Cloud Characteristics and Terms

1. Elasticity
2. Demand-Driven Service
3. Pay-as-You-Grow
4. Chargeback
5. Ubiquitous Access
6. Metering
7. Multitenancy
8. Cloud Bursting
9. Baselines
10. Source and Target Hosts
11. Existing Systems
12. Cloud Elements

4. Object Storage Concepts

1. Object ID
2. Metadata
3. Data BLOB
4. Policies
5. Replicas

2. Disk Storage Systems

1. Disk Types and Configurations

1. Rotational Media
2. Solid State Drive (SSD)
3. USB Drive
4. Tape
5. Interface Types
6. Access Speed
7. Redundant Array of Independent Disks (RAID)

2. Tiering

1. Performance Levels of Each Tier
2. Policies

3. File System Types

1. Unix File System
2. Extended File System
3. File Allocation Table File System
4. New Technology File System
5. Resilient File System
6. Virtual Machine File System
7. Z File System

3. Storage Networking

1. Storage Types and Technologies

1. Direct Attached Storage (DAS)
2. Storage Area Network (SAN)
3. Network Attached Storage (NAS)
4. Object Storage
5. Deduplication Technologies
6. Compression Technologies

2. Storage Access Protocols

1. Fibre Channel (FC)
2. Fibre Channel Protocol
3. Fibre Channel over Ethernet (FCoE)
4. Ethernet
5. TCP/IP
6. Internet Fibre Channel Protocol
7. Internet Small Computer System Interface (iSCSI)

3. Storage Provisioning

1. Performance
2. Logical Unit Numbers (LUNs)
3. Network Shares

4. Zoning and LUN Masking

5. Multipathing

6. Provisioning Model

7. Encryption Requirements

8. Tokenization

4. Storage Protection

1. High Availability

2. Storage Replication

4. Network Infrastructure

1. Network Types

1. Intranet

2. Internet

3. Extranet

2. Network Optimization

1. Network Scope

2. Network Topologies

3. Bandwidth and Latency

4. Load Balancing

3. Routing and Switching

1. Network Address Translation (NAT)
2. Port Address Translation (PAT)
3. Subnetting and Supernetting
4. Network Segmentation and Micro-Segmentation
5. Virtual Local Area Network (VLAN)
6. Virtual Extensible LAN (VXLAN)
7. Routing Tables

4. Network Ports and Protocols

1. Hypertext Transfer Protocol (HTTP)
2. Hypertext Transfer Protocol Secure (HTTPS)
3. File Transfer Protocol (FTP)
4. FTP over SSL (FTPS)
5. Secure Shell File Transfer Protocol (SFTP)
6. Domain Name System (DNS)
7. Dynamic Host Configuration Protocol (DHCP)
8. Simple Mail Transfer Protocol (SMTP)
9. Well-Known Ports

5. Virtualization Components

1. Hypervisor

1. Type
2. Proprietary
3. Open Source
4. Consumer vs. Enterprise

2. Virtualization Host

1. Hardware-Assisted Virtualization
2. BIOS
3. UEFI
4. Firmware Configurations
5. CPU and Cores
6. Memory Capacity and Configurations
7. NIC

3. Virtual Machine

1. Virtual Disks
2. vNIC
3. Virtual Switches
4. Memory
5. Storage Virtualization
6. Guest Tools

4. Virtualized Infrastructure Service Elements

1. Certificate Services
2. DNS
3. DHCP
4. Local Agents
5. Antivirus
6. Load Balancing
7. Multifactor Authentication
8. Firewall
9. IDS/IPS

6. Virtualization and the Cloud

1. Benefits of Virtualization in a Cloud Environment

1. Shared Resources
2. Elasticity
3. Network and Application Isolation
4. Infrastructure Consolidation
5. Virtual Data Center Creation

2. Virtual Resource Migrations

1. Virtual Machine Templates

2. Physical to Virtual (PV)
3. Virtual to Virtual (VV)
4. Virtual to Physical (VP)
5. Virtual Machine Cloning
6. Virtual Machine Snapshots
7. Clones vs. Snapshots
8. Storage Migration
9. Host Clustering and HA/DR
10. Cloud Provider Migrations

3. Migration Considerations

1. Requirements Gathering
2. Migration Scheduling
3. Upgrading
4. Testing

7. DevOps

1. Resource Monitoring Techniques

1. Protocols and Methods
2. Baselines and Thresholds
3. Automated Event Responses

2. Remote-Access Tools

1. Remote Hypervisor Access
2. RDP
3. Console Port
4. SSH
5. HTTP

3. Life Cycle Management

1. Application Life Cycle
2. ITIL
3. Application Replacement
4. Application Retirement
5. Application Migration
6. Application Feature Use (Increase/Decrease)
7. Business Needs Change

8. Performance Tuning

1. Host and Guest Resource Allocation

1. Host Resource Allocation
2. Guest Resource Allocation

2. Optimizing Performance

1. Configuration Best Practices
2. Common Issues
3. Scalability
4. Performance Concepts
5. Performance Automation

9. Systems Management

1. Policies and Procedures

1. Standard Operating Procedures
2. Workflow
3. Capacity Management

2. Systems Management Best Practices

1. Documentation
2. Standardization
3. Metrics
4. Planning

3. Systems Maintenance

1. Code Updates

2. Patch Management

3. Maintenance Automation

10. Security in the Cloud

1. Data Security

1. Public Key Infrastructure

2. Encryption Protocols

3. Tunneling Protocols

4. Ciphers

5. Storage Security

6. Protected Backups

2. Network Security

1. Security Systems

2. Security Applications

3. Impact of Security Tools to Systems and Services

3. Access Control

1. Identification

2. Authentication

3. Authorization

4. Federation

5. Access Control Methodologies
6. Multifactor Authentication
7. Single Sign-On

11. Security Best Practices

1. Cloud Security Engineering

1. Host and Guest Computer Hardening
2. Implementing Layered Security
3. Protecting Against Availability Attacks
4. Least Privilege
5. Separation of Duties
6. Security Automation

2. Security Governance and Strategy

1. Developing Company Security Policies
2. Account Management Policies
3. Documenting Security Procedures
4. Assessment and Auditing
5. Leveraging Established Industry Standards and Regulations
6. Applying Platform-Specific Security Standards
7. Data Classification

8. Keeping Employees and Tools Up to Date

9. Roles and Responsibilities

3. Vulnerability Management

1. Testing Methods

2. Vulnerability Scanning

3. Penetration Testing

4. Roles and Responsibilities

12. Business Continuity and Disaster Recovery

1. Business Continuity Methods

1. Business Continuity Plan

2. Contingency

3. Resiliency

4. High Availability

5. Service Level Agreements for BCP and HA

2. Disaster Recovery Methods

1. Corporate Guidelines

2. Replication

3. File Transfer

4. Service Level Agreements for DR

3. Backup and Recovery

1. Backup Types
2. Backup Target
3. Other Backup Considerations
4. Archiving

13. Testing, Automation, and Changes

1. Testing Techniques

1. Baseline Comparisons
2. Performance Testing
3. Configuration Testing
4. Testing in the Cloud Landscape
5. Validating Proper Functionality
6. SLA Comparisons
7. Testing Sizing Changes
8. Testing High Availability
9. Testing Connectivity
10. Verifying Data Integrity
11. Evaluating Replication
12. Testing Load Balancing

2. Automation and Orchestration

1. Event Orchestration
2. Scripting
3. Custom Programming
4. Runbook Management for Single Nodes
5. Orchestration for Multiple Nodes and Runbooks
6. Automation Activities

3. Change and Configuration Management

1. Change Management
2. Configuration Management

14. Troubleshooting

1. Troubleshooting Tools

1. Connectivity Tools
2. Configuration Tools
3. Query Tools
4. Remote Administration Tools

2. Documentation and Analysis

1. Documentation

2. Log Files

3. Troubleshooting Methodology

1. Deployment Issues
2. Capacity Issues
3. Connectivity Issues
4. Automation/Orchestration Issues
5. Security Issues

Lab Activities:

1. Create, configure, maintain, and troubleshoot various cloud-based solutions using various cloud platforms and deployment methods.
2. Implement different disk types and file system solutions.
3. Implement various storage provisioning and protections using various storage types and protocols.
4. Implement and optimize various network types, including routing and switching technologies, and network ports and protocols.
5. Configure various hypervisors, virtual hosts, virtual machines, and other virtualized infrastructure elements.
6. Investigate various DevOps techniques.
7. Configure performance tuning.
8. Work with a variety of systems management tools.
9. Implement security best practices.
10. Configure business continuity solutions and disaster recovery.
11. Business Continuity and Disaster Recovery

12. Test, automate, and troubleshoot various implementations.

Methods of Instruction:

1. ~~Demonstration~~
2. Lecture - Students will be introduced to new content through explanations, demonstrations, and modeling.
3. Lab - Students will apply their learning by doing hands-on lab activities.
4. ~~Directed Discussion Study~~ - Collaborative learning and class discussions will be utilized.

Methods of Evaluation

- A. Exams/Tests
 1. ~~Weekly; one~~ One mid-term and one final exam.
- B. Home Work
 1. Read the chapter assignments. Weekly.
- C. Lab Activities
 1. ~~Do-remote~~ Weekly labs on a virtual network of computers, routers and switches. ~~Weekly.~~
- D. Quizzes
 1. Weekly
- E. A variety of evaluation methods are used to promote equitable outcomes.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Activity :
 1. Log on to the NETLAB+ virtual laboratory. Create and configure a virtual data center using vSphere and vCenter applications.
- B. Reading:
 1. Read the textbook chapter on Virtualized Data Center-Compute. Compare and contrast the hardware resources required to host multiple web sites, including load balancing and redundancy.
 2. ~~Log on to the NETLAB+ virtual laboratory. Create and configure a virtual data center using vSphere and vCenter applications.~~

Textbooks (Typical):

Textbook:

1. ~~Todd Montgomery Ben ; Piper Stephen Olson~~ CompTIA Cloud+ Study Guide ; Exam CV0- 002- 004 .
2 4th ed., Sybex /Wiley , 2018 2025 .
2. ~~Albert Anthony Mastering AWS James Security: Walker Create and Maintain a Secure Cloud Ecosystem. -1 ed., Packt Publishing, 2018.~~

3. ~~Scott Wilson, Eric A. Vanderburg~~ *CompTIA Cloud+ Certification Study Guide CV0-004*. 2 1st ed., McGraw-Hill Independently Education Published (Amazon/James Walker), 2018 2026.
4. William Rothwell Cloud+ CertMaster Learn. V4 ed., CompTIA/CertMaster, 2026.

Other Materials Required of Students

1. ~~Association of Computing Machinery ACM.org student membership.~~
2. Access to Internet for remote labs..

Equity Based Curriculum

- Methods of Evaluation

Requisite Skills

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

A. CNT 8001

1. ~~describe and differentiate the devices and services used to support communications in data networks and the Internet;~~
2. ~~describe the role of protocol layers in data networks;~~
3. ~~evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments;~~
4. ~~design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks;~~
5. ~~explain fundamental Ethernet concepts such as media, services, and operations;~~
6. ~~build a simple Ethernet network using routers and switches;~~
7. ~~compose Cisco command-line interface (CLI) commands to perform basic router and switch configurations;~~
8. ~~experiment with common network utilities to verify small network operations and analyze data traffic.~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

One of the goals in our Program Review is to meet the needs of our students through new, relevant courses, degrees, and certificates offered at a distance. Hybrid and DE instruction meet the needs of the students, as expressed in surveys. Especially important is to provide flexibility for disadvantaged, economically impacted students, veterans, working students, women and re-entry students who have sometimes varying and conflicting responsibilities.

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, relevant courses, degrees, and certificates offered at a distance. Hybrid and DE instruction meet the needs of the students, as expressed in surveys. Especially important is to provide flexibility for disadvantaged, economically impacted students, veterans, working students, women and re-entry students who have sometimes varying and conflicting responsibilities. Advisory board recommendations include the increased availability of DE classes for students.~~

Advisory board recommendations include the increased availability of DE classes for 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: ~~The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.~~ 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 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~~ Bi-weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: ~~Announcements will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.~~
- - **Web conferencing:** - *The instructor will use web conferencing to interact with students in real time.*
Frequency: - ~~The instructor will use Video / Audio webconferencing to interact with students in real-time, over the Internet and with an audio connection. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.~~ Weekly

Student-Student Interaction

- - **Email:** - ~~Students will be encouraged to email each other to ask questions about the course, including assignments.~~
Frequency: - ~~Students will be encouraged to email each other to ask questions about the course, including assignments.~~
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: ~~Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is "Compare and contrast Cisco UCS with Astarisk in terms of feature set"~~
- - **Other:** -
Frequency: - ~~A Social networking site will be set up for the course so everyone can communicate on any topic. Students can share helpful web sites with one another. As an adjunct to the group discussion board, students can use the site to discuss the course, problems, suggestions, and questions.~~ 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: ~~Each 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 assignment is "Analyze a prospective Cloud project work place and determine the features needed by the workgroup"

- - **Written papers:** - *Papers will be written on various topics:*
Frequency: - Papers will be written on various topics. Prior to students submitting their work, papers will be checked by an antiplagiarism service to ensure that no plagiarism is involved. Bi-weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Weekly.
- **Quizzes, tests/exams:** Quizzes will be used to make sure students completed assigned material and understood it.
Frequency: Weekly.
- **Lecture:** *Students will use attend the or Internet access to synchronous research or questions; asynchronous problems, events, lectures etc on course content.*
Frequency: **Prior** to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved Weekly. An example research assignment is "Research the National Institute of Standards and Testing and CIA sites to find recommendations for best security practices in configuring Cloud infrastructure"

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589345

CB03: TOP Code

070800 - Computer Infrastructure and Support

CIP Code

11.0902 - Cloud Computing.

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



Course Modification: CNT 7501 - Ethical Hacking

Course Modification: CNT 7501 - Ethical Hacking (Launched - Implemented 04-09-2026)
compared with
CNT 7501 - Ethical Hacking (Active - Implemented 08-16-2018)

Admin Outline for Computer Networking Technology 7501 Ethical Hacking

Effective: Fall

2018 2027

Catalog Description:

CNT 7501 - Ethical Hacking 3.00 Units

This In this hands-on course, introduces students learn about cybersecurity and the network skills security-specialist necessary to the become various ethical methodologies for attacking a network hackers. Students will be introduced to the concepts, principles, and techniques supplemented by hands-on exercises for attacking and disabling a network and to the counter-measures used by the cybersecurity specialist. By using the tools of the threat actor (Hacker), students learn to identify and exploit vulnerabilities in network infrastructure. This course covers the industry CEH Examination requirements, including: These Understanding methodologies operating system security features and weaknesses Implementing strategies to secure and harden various operating systems Exploring common vulnerabilities in web applications Securing and protecting wireless networks Using industry-standard tools to identify and exploit vulnerabilities ethically Understanding the legal and ethical aspects of ethical hacking Practicing skills that are presented directly within applicable to the context demands of properly-securing the network. The cybersecurity course will emphasize network attack methodologies with the emphasis on student use of network attack techniques and tools and appropriate defenses and industry countermeasures. Students will receive course content information through a variety of methods: lecture and demonstration of hacking tools will be used in addition to an virtual environment. Students will receive a hands-on practical Practical approach in penetration testing measures and ethical hacking Students will have 24/7 access to remote hands-on labs and real-world simulations ensure practical application of theoretical knowledge. 2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CIS 66 or CNT 52

Total Lecture Hours	45
Total Lab Hours	27

Total Inside of Class Hours	72
Total Outside of Class Hours	90
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Upon lidentify, completion describe, and defend against various vulnerabilities and threats that can affect a network or system.
- B. Conduct penetration tests using standard hacking tools in an ethical manner.
- C. Apply core security principles to assess and improve the security of ~~CNT-7501, students will be able to report a network security or analysis-observations system~~.

Course Objectives:

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

- A. Describe and apply the tools and methods a "hacker" uses to break into a computer or network.
- B. Defend a computer and a LAN against a variety of different types of security attacks using a number of hands-on techniques.
- C. Practice and use safe techniques on the World Wide Web.
- D. Analyze a capture of data transmission, using network analyzers (WireShark, nmap, snort)
- E. Interpret data collected by scanning a network with various tools, and identify the legitimate packets.
- F. Secure network equipment (computers, switches and routers) both physically and digitally.
- G. Identify a network attack and remedy it by using hardware and software intrusion detection systems.

Course Content:

Lecture:

1. Ethical Hacking Overview

1. Introduction to Ethical Hacking

1. The Role of Security and Penetration Testers
2. Penetration-Testing Methodologies
3. Certification Programs for Network Security Personnel

2. What You Can Do Legally

1. Laws of the Land
2. Is Port Scanning Legal?
3. Federal Laws

3. What You Cannot Do Legally

1. Get It in Writing
2. Ethical Hacking in a Nutshell

2. TCP/IP Concepts Review

1. Overview of TCP/IP

1. The Application Layer
2. The Transport Layer
3. The Internet Layer

2. IP Addressing

1. Planning IP Address Assignments

2. IPv6 Addressing

3. Overview of Numbering Systems

1. Reviewing the Binary Numbering System
2. Reviewing the Octal Numbering System
3. Reviewing the Hexadecimal Numbering System

3. Network and Computer Attacks

1. Malicious Software (Malware)

1. Viruses
2. Macro Viruses
3. Worms
4. Trojan Programs
5. Spyware, Adware

2. Protecting Against Malware Attacks

1. Educating Your Users

3. Intruder Attacks on Networks and Computers

1. Denial-of-Service Attacks
2. Distributed Denial-of-Service Attacks
3. Buffer Overflow Attacks

4. Ping of Death Attacks

5. Session Hijacking

4. Addressing Physical Security

1. Keyloggers

2. Behind Locked Doors

4. Footprinting and Social Engineering

1. Using Web Tools for Footprinting

1. Conducting Competitive Intelligence

2. Analyzing a Company's Web Site

3. Using Other Footprinting Tools

4. Using E-mail Addresses

5. Using HTTP Basics

6. Other Methods of Gathering Information

2. Using Domain Name System Zone Transfers

3. Introduction to Social Engineering

1. The Art of Shoulder Surfing

2. The Art of Dumpster Diving

3. The Art of Piggybacking

4. Phishing

5. Port Scanning

1. Introduction to Port Scanning

1. Types of Port Scans

2. Using Port-Scanning Tools

1. Nmap

2. Unicornscan

3. Nessus and OpenVAS

3. Conducting Ping Sweeps

1. Fping

2. Hping

3. Crafting IP Packets

4. Understanding Scripting

1. Scripting Basics

6. Enumeration

1. Introduction to Enumeration

2. Enumerating Windows Operating Systems

1. NetBIOS Basics
2. NetBIOS Enumeration Tools
3. Additional Enumeration Tools

3. Enumerating the NetWare Operating System

1. NetWare Enumeration Tools

4. Enumerating the *nix Operating System

1. UNIX Enumeration

7. Programming for Security Professionals

1. Introduction to Computer Programming

1. Programming Fundamentals

2. Learning the C Language

1. Anatomy of a C Program

3. Understanding HTML Basics

1. Creating a Web Page with HTML

4. Understanding Perl

1. Background on Perl
2. Understanding the Basics of Perl
3. Understanding the BLT of Perl

5. Understanding Object-Oriented Programming Concepts

1. Components of Object-Oriented Programming
2. An Overview of Ruby

8. Desktop and Server OS Vulnerabilities

1. Windows OS Vulnerabilities

1. Windows File Systems
2. Remote Procedure Call
3. NetBIOS
4. Server Message Block
5. Common Internet File System
6. Null Sessions
7. Web Services
8. SQL Server
9. Buffer Overflows
10. Passwords and Authentication

2. Tools for Identifying Vulnerabilities in Windows

1. Built-in Windows Tools

3. Best Practices for Hardening Windows Systems

1. Patching Systems

2. Antivirus Solutions

3. Enable Logging and Review Logs Regularly

4. Disable Unused Services and Filtering Ports

5. Other Security Best Practices

4. Linux OS Vulnerabilities

1. Samba

2. Tools for Identifying Linux Vulnerabilities

3. More Countermeasures Against Linux Attacks

9. Embedded Operating Systems: The Hidden Threat

1. Introduction to Embedded Operating Systems

2. Windows and Other Embedded Operating Systems

1. Other Proprietary Embedded OSs

2. *Nix Embedded OSs

3. Vulnerabilities of Embedded OSs

1. Embedded OSs Are Everywhere
2. Embedded OSs Are Networked
3. Embedded OSs Are Difficult to Patch
4. Embedded OSs Are in Networking Devices
5. Embedded OSs Are in Network Peripherals
6. Supervisory Control and Data Acquisition Systems
7. Cell Phones, Smartphones, and PDAs
8. Rootkits
9. Best Practices for Protecting Embedded OSs

10. Hacking Web Servers

1. Understanding Web Applications

1. Web Application Components
2. Using Scripting Languages
3. Connecting to Databases

2. Understanding Web Application Vulnerabilities

1. Application Vulnerabilities and Countermeasures
2. Assessing Web Applications

3. Tools for Web Attackers and Security Testers

1. Web Tools

11. Hacking Wireless Networks

1. Understanding Wireless Technology

1. Components of a Wireless Network

2. Understanding Wireless Network Standards

1. The 802.11 Standard

2. An Overview of Wireless Technologies

3. Additional IEEE 802.11 Projects

3. Understanding Authentication

1. The 802.1X Standard

4. Understanding Wardriving

1. How It Works

5. Understanding Wireless Hacking

1. Tools of the Trade

2. Countermeasures for Wireless Attacks

12. Cryptography

1. Understanding Cryptography Basics

1. History of Cryptography

2. Understanding Symmetric and Asymmetric Algorithms

1. Symmetric Algorithms

2. Asymmetric Algorithms

3. Digital Signatures

4. Sensitive Data Encryption

5. Hashing Algorithms

3. Understanding Public Key Infrastructure

1. Components of PKI

4. Understanding Cryptography Attacks

1. Birthday Attack

2. Mathematical Attacks

3. Brute-Force Attack

4. Man-in-the-Middle Attack

5. Dictionary Attack

6. Replay Attack

7. Understanding Password Cracking

13. Network Protection Systems

1. Understanding Routers

1. Understanding Routing Protocols
2. Understanding Basic Hardware Routers
3. Understanding Access Control Lists

2. Understanding Firewalls

1. Understanding Firewall Technology
2. Implementing a Firewall
3. Understanding the Cisco Adaptive Security Appliance Firewall
4. Using Configuration and Risk Analysis Tools for Firewalls and Routers

3. Understanding Intrusion Detection and Prevention Systems

1. Network-Based and Host-Based IDSs and IPSs
2. Web Filtering
3. Security Incident Response Teams

4. Understanding Honeypots

1. How Honeypots Work

14. LABS

1. Using Active and Passive Techniques to Enumerate Network Hosts
2. Conducting Active and Passive Reconnaissance Against a Target
3. Using the SYSTEM account
4. Poison Ivy – Remote Access Trojan
5. Using the SHARK Remote Administration Tool
6. Utilizing Malware - Dark Comet
7. Breaking Windows Passwords
8. Using John the Ripper to Crack Linux Passwords
9. Using Spear Phishing to Target an Organization
10. Breaking WEP and WPA Encryption
11. Using Metasploit to Attack a Remote System
12. Using Armitage to Attack the Network
13. Exploitation with IPv6
14. Creating MSFPAYLOADS
15. Abusing SYSTEMS
16. SQL Injection
17. Launching a Buffer Overflow
18. Intrusion Detection
19. Using Certificates to Encrypt Email

Lab Activities:

1. [Use Active and Passive Techniques to Enumerate Network Hosts](#)
2. [Conduct Active and Passive Reconnaissance Against a Target](#)

3. [Use the SYSTEM account](#)
4. [Use the SHARK Remote Administration Tool](#)
5. [Utilize Malware - Dark Comet](#)
6. [Break Windows Passwords](#)
7. [Use John the Ripper to Crack Linux Passwords](#)
8. [Use Spear Phishing to Target an Organization](#)
9. [Break WEP and WPA Encryption](#)
10. [Use Metasploit to Attack a Remote System](#)
11. [Use Armitage to Attack the Network](#)
12. [Exploit with IPv6](#)
13. [Create MSFPAYLOADS](#)
14. [Abuse SYSTEMS](#)
15. [Launch a Buffer Overflow](#)
16. [Use Certificates to Encrypt Email](#)

Methods of Instruction:

1. **Demonstration**
2. Lecture - [Students will be introduced to new content through explanations, demonstrations, and modeling.](#)
3. Lab - [Students will apply their learning by doing hands-on lab activities.](#)
4. [Discussion - Collaborative learning and class discussions will be utilized to increase engagement.](#)

Methods of Evaluation

- A. Exams/Tests
 1. [One midterm exam and one final exam](#)
- B. Lab Activities
 1. [Labs accessible online 24/7](#)
- C. Quizzes

1. One quiz per week
- D. A variety of evaluation methods are used to promote equitable outcomes.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading Assignments~~

1. Textbook readings and online supporting webpages to inform the student on the tools and methods a "hacker" uses to break into a computer or network.

B. ~~Projects, Activities,~~ Writing:

1. Worksheets and ~~other Lab Assignments~~ Reports to support the lab assignments and document the results of those lab assignments.

C. Research:

1. Hands-on lab assignments on the shared NETLAB+ remote lab system on how to defend a computer and a LAN against a variety of different types of security attacks.

2. Troubleshooting non expected outcomes.

4. ~~Writing Assignments~~

1. ~~Worksheets and Lab Reports to support the lab assignments and document the results of those lab assignments.~~

Textbooks (Typical):

Textbook:

1. ~~Michael William T Simpson~~ Hands-On Ethical Hacking and Network Defense. 3rd ed., Delmar-Cengage Learning, 2016.
2. ~~Oriano~~ CEH v9: Certified Ethical Hacker Version 9 Study Guide. 3 ed., Sybex, 2016.
3. ~~Matt Walker~~ Panek CEH Certified Ethical Hacker All-in-One v13 Exam Study Guide . 3 1st ed., McGraw-Hill Education Sybex , 2016 2026.
4. CompTIA/Testout Ethical Hacker Pro. Current ed., CompTIA/, 2025.
5. Omar Santos, Michael Gregg CEH Certified Ethical Hacker Cert Guide Premium Edition and Practice Test. 5th ed., Pearson, 2025 .

Other Materials Required of Students

Equity Based Curriculum

- [Methods of Instruction](#)
- [Methods of Evaluation](#)

Requisite Skills

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

A. [CIS 66](#)

B. CNT 52

1. ~~list and explain the layers of the OSI model and the TCP/IP Stack and describe the roles of protocol layers in data networks;~~
2. ~~describe and differentiate the devices, protocols, and services used to support communications in data networks and the Internet;~~
3. ~~calculate both IPv4 and IPv6 subnets, and segment a large network into smaller parts;~~
4. ~~evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments;~~
5. ~~design and assemble an Ethernet network and a wireless network, including routers, switches, and cables;~~
6. ~~explain Ethernet topologies, and relevant IEEE hardware and software specifications;~~
7. ~~describe the major functions of LAN hardware protocols such as Ethernet, and WAN protocols such as T-series, DSL, ATM, and Frame Relay;~~
8. ~~build a router and switch topology, and configure the devices to communicate with computers;~~
9. ~~compose CISCO command-line interface (CLI) commands to perform basic router and switch configuration;~~
10. ~~identify the responsibilities of a LAN system administrator;~~
11. ~~draw typical network diagrams, using software tools such as Microsoft Visio;~~
12. ~~monitor the network activity using monitoring tools to view packets and analyze traffic.~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in 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 provides another avenue for our students, most of them working full- or part-time, to access our courses.

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

After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our degree and certificate programs, and 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: Students will be emailed individually at least every two 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: Feedback will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Weekly.

Student-Student Interaction

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

Frequency: Weekly.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: At least twice during the semester.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Weekly quizzes/exams, and a comprehensive final 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: A minimum of 10 per semester.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: A minimum of 10 per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 164 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000588427

CB03: TOP Code

070800 - Computer Infrastructure and Support

CIP Code

[11.1003 - Computer and Information Systems Security/Auditing/Information Assurance.](#)

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



Course Modification: CS 1 - Computing Fundamentals I

Course Modification: CS 1 - Computing Fundamentals I (Launched - Implemented 04-09-2026)

compared with

CS 1 - Computing Fundamentals I (Active - Implemented 08-15-2020)

Admin Outline for Computer Science 1 Computing Fundamentals I

Effective: Fall

~~2020~~ 2027

Catalog Description:

CS 1 - Computing Fundamentals I 4.00 Units

Introduction to programming and problem-solving using C++. Problem solving techniques and algorithms; program design, development, style, testing and debugging. C++ syntax covered includes: variables; data types; operators and expressions; control structures; library and user-defined functions; basic file input/output; binary file input/output; arrays; vectors; abstract data types including user-defined data structures and enumerated data types. 3 Units Lecture 1 Units Lab

Recommended Course Preparation:

- ~~MATH-107~~
- CS 7

Total Lecture Hours	54
Total Lab Hours	54
Total Inside of Class Hours	108
Total Outside of Class Hours	108
Total Student Learning Hours	216

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Science

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Develop a C++ program that demonstrates fundamental programming syntax and utilizes control structures such as `-` loops, if, and switch statements.
- B. [Design Algorithms to Solve Computational Problems.](#)
- C. [Develop Modular Programs Using Functions](#)

Course Objectives:

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

- A. Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.
- B. Interpret and apply C++ control structures for sequencing, selection and iteration.
- C. Interpret and implement programmer-defined functions in C++.
- D. Create and interpret expressions involving arithmetic and logical operators;
- E. Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
- F. Modify and expand short programs that use standard conditional and iterative control structures and functions.
- G. Choose appropriate conditional and iteration constructs for a given programming task.
- H. Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
- I. Analyze and explain the behavior of simple programs.
- J. Describe, interpret and apply the mechanics of parameter passing.
- K. Discuss and apply the concept of algorithms in problem-solving processes.
- L. Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.
- M. Describe and apply effective debugging strategies.
- N. Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
- O. Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
- P. Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.
- Q. Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.
- R. Develop a complex C++ project comprised of source and header files with multiple compilation steps

Course Content:

Lecture:

1. Tools and Procedures

1. Creation, editing and building programs
2. Compiling and linking C++ on multiple platforms, including working in a Unix/Linux environment with standard tools and multiple file C++ projects
3. Introduction to multiple development environments (Integrated Development Environment [IDE], command line, cloud based IDE) to support varied student access and learning preferences.

2. History and Background

1. History of programming languages
2. Brief survey of programming paradigms, including procedural and object-oriented languages
3. Discussion of diverse contributions to computing and the global impact of programming across communities.

3. Problem Solving and Algorithms

1. Problem-solving strategies
2. The concept and properties of algorithms
3. Implementation strategies for algorithms within problem-solving processes
4. Debugging strategies
5. Use of multiple problem-solving representations (flowcharts, pseudocode, visual tools) to support different learning modalities.

4. Fundamental Programming Concepts

1. Basic syntax of C++
2. Simple I/O in C++
 1. Elementary reading/writing of text files

3. Variables, types, expressions and assignment

1. Concept and rules for types and type-checking
2. Literals and constants
3. C++ arithmetic operators, including precedence rules
4. C++ relational operators
5. C++ logical operators

4. Conditional and iterative control structures

1. Nesting control structures

5. Functions and parameter passing

1. Calling existing functions
2. Function prototypes and definitions
3. Parameter passing -- by-value and by-reference
4. Void vs value-returning functions
5. Structured decomposition
6. Functions using header files and multiple source files

6. One-Dimensional Arrays in C++

1. Declaring and accessing one-dimensional arrays
2. Arrays as function parameters

3. Searching within an array
4. Typical array uses (e.g., summation)

7. Two-Dimensional Arrays in C++

1. Declaring and accessing two-dimensional arrays
2. Two-dimensional arrays as function parameters
3. Typical two-dimensional array uses (e.g., matrix calculations)

8. C++ Strings

1. Operators: concatenation, character access
2. C++ string methods (e.g., find, substr)
3. Comparison with C-style strings

9. Vectors in C++

1. Vectors vs. arrays
2. Declaring and using Vectors
3. Storing structure variables within Vectors
4. Vectors as both function parameters and returns

10. C++ Structs

1. Declaring new struct types
2. Accessing struct components
3. Structs as function parameters

11. C/C++ Enumerated data types

1. Declaring new enumerated data types (EDT)
2. Accessing constants within the EDT
3. Using enumerated data types within a C++ structure

12. Binary File Input/Output

1. Sequential binary file processing
2. Random binary file processing

Lab Activities:

1. Tools and Procedures

1. Hands-on practice creating, compiling, and linking C++ programs is conducted across multiple platforms using standard development tools, including work with multi-file projects in computing environments, while also incorporating flexible lab setup options such as in-person, remote, and hybrid formats to support diverse student access needs and learning contexts.

2. History and Background

1. Practical exploration of programming language history and comparison of procedural and object-oriented paradigms is supported through simple examples, alongside the inclusion of short reflective or discussion-based activities that connect computing concepts to broader societal and cultural contexts.

3. Problem Solving and Algorithms

1. Application of problem-solving and algorithm design techniques to develop, implement, and debug C++ programs.

4. Fundamental Programming Concepts

1. Implementation of basic C++ syntax, data types, control structures, functions, and simple file I/O in structured programs.

5. One-Dimensional Arrays in C++

1. Use of one-dimensional arrays to store, process, and analyze data in C++ programs.

6. Two-Dimensional Arrays in C++

1. Creation and use of two-dimensional arrays for tabular data processing and basic matrix operations.

7. C++ Strings

1. Application of C++ string operations and methods for text manipulation and comparison with C-style strings.

8. Vectors in C++

1. Use of vectors for dynamic data storage and processing, including functions using vectors as parameters and returns.

9. C++ Structs

1. Definition and use of structures to group related data and pass structured data to functions.

10. C/C++ Enumerated Data Types

1. Creation and use of enumerated data types and integration within structures for organized data representation.

11. Binary File Input/Output

1. Implementation of sequential and random binary file processing for reading and writing structured data.

Methods of Instruction:

1. Lecture
2. Demonstration
3. Classroom Activity - Hands-on programming assignments that allow the students to design, write, and troubleshoot programs using C++ to understand data structures and algorithms.
4. Lab
5. Projects

Methods of Evaluation

- A. Class Participation
 1. Participate in class discussions during class, each class taught.
- B. Exams/Tests
 1. Mid-term and Final Exams. Minimum of two per semester
- C. Lab Activities
 1. Working out classroom activities ensuring lecture content retention, each class taught
- D. Projects
 1. Programming Projects testing the students retention of lecture and lab materials. Project(s) will be given at the conclusion of each chapter during class.
- E. Quizzes
 1. Quizzes for each chapter of the text as completed during class.

Typical Outside-of-Class Assignments

- A. ~~Other~~ **Project** :
 1. Create a C++ program that inputs, displays and finds the maximum, minimum and mean values of an array of decimal numbers.
 2. Create a C++ program that reads a file of words, then finds and reports the number of words longer than a given length.
 3. Create a C++ program that allows the user to manage inventory information for a store selling a specified kind of items, including inserting and removing items, editing item properties, and

- recording and querying sales data.
4. Create a C++ program that facilitates the playing of a simple two-player game, enforcing game rules, validating players' input, tracking player turns and scores, and determining whether end-game conditions are met.
 5. Create a multiple file C++ project which includes header and source files containing constants, function prototypes and function definitions

Textbooks (Typical):

Textbook:

1. Bjarne Stroustrup *Programming: Principles and Practice Using C++*. 2nd ed., Addison-Wesley, 2014.
2. Bjarne Stroustrup ~~The~~ A Tour of C++ ~~Programming Language~~. ~~4th~~ Third Edition ed., Addison-Wesley, ~~2013~~ 2022.
3. Tony Gaddis Starting Out with C++: Early Objects. 10th ed., Pearson, 2024.
4. Tony Gaddis *Starting Out with C++: From Control Structures through Objects* - ~~9th ed., Addison-Wesley, 2018:~~
5. ~~Walter Savitch~~ ~~Absolute C++~~. ~~6th~~ 10th ed., Pearson, ~~2017~~ 2021.

Other Materials Required of Students

1. It is strongly recommended that each student have a portable storage device (e.g, USB drive) and/or access to an individual account of a cloud-storage service..

Equity Based Curriculum

- [Course Content](#)

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. ~~Simplify and evaluate variable expressions~~
3. ~~Use the English and metric units of length, area, volume, mass, temperature and time~~
4. ~~Calculate mean, median and mode from a set of data~~
5. ~~Apply the concepts learned to specific real-life applications, such as, simple interest, business and finance, restaurants, bank statements, etc.~~

B. CS 7

1. Design simple algorithms to solve a variety programming problems.
2. Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.
3. Explain what an algorithm is and its importance in computer programming.

4. Design and implement specific program steps and components to achieve desired program behavior.
5. Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

CS1 is an introductory course intended to be accessible to any interested students, regardless of prior experience. In recent years, student demand for this course has increased significantly, and the current academic year has 5 sections of CS1 altogether. As enrollment continues to increase, offering some CS1 sections as DE will both support broad access to the course and maintain the ability to offer sufficient sections within physical space constraints.

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

~~CS1 is an introductory course intended to be accessible to any interested students, regardless of prior experience. In recent years, student demand for this course has increased significantly, and the current academic year has 5 sections of CS1 altogether. As enrollment continues to increase, offering some CS1 sections as DE will both support broad access to the course and maintain the ability to offer sufficient sections within physical space constraints.~~

The department coordinator made the decision after discussing it with remaining Computer Studies colleagues and the division dean.

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 regularly contact students through an all-class email list, and will be readily accessible for questions and help by email 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: When offered in DE format, the course will have an ongoing discussion board as a component of student activities and instructor-student interaction at least once monthly .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: The instructor will post electronic announcements in a consistent location ~~as~~ **needed** weekly .
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will make web conferencing available as a means of participating in online office hours weekly .
- **Other:**
Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course at the discretion of the instructor .

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 expected to engage in active participation on the course discussion board, including providing responses to other students' contributions and providing peer assistance with

questions on content and code debugging ; as on they a are weekly able basis .

- **Other:**

Frequency: Students will be able to post examples of their own work, including code, to the course discussion forum or other online environment at the discretion of the instructor .

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: As appropriate for particular assignments, students will complete programming tasks in small teams, using online tools (e.g., group chats, screensharing, multi-person virtual phone calls) to facilitate their work as needed at the discretion of the instructor .

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Assessments in the course will include assessments that students complete asynchronously and online at least twice per semester .

- **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: Online materials in the course will include structured practice quizzes or other tools that are repeatable and give students immediate feedback at the discretion of the instructor .

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course on a weekly basis .

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Online materials in the course will include websites and other electronic platforms that allow students to write code and see its effect immediately in a specific environment at the discretion of the instructor .

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: COMP 122 - Approved

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.

Credit-by-Military-JST No

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.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612114

CB03: TOP Code

070600 - Computer Science (Transfer)

CIP Code

11.0701 - Computer Science.

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

- C. Course is not transferrable to fulfill general education mathematics or quantitative reasoning at a four-year institution, but fulfills local general education requirements for Analytical Thinking or Mathematics Competency as outlined in Title 5 section 55063

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: CS 2 - Computing Fundamentals II

Course Modification: CS 2 - Computing Fundamentals II (Launched - Implemented 04-09-2026)

compared with

CS 2 - Computing Fundamentals II (Active - Implemented 08-15-2020)

Admin Outline for Computer Science 2 Computing Fundamentals II

Effective: Fall

~~2020~~ 2027

Catalog Description:

CS 2 - Computing Fundamentals II 4.00 Units

Application of software engineering techniques to the design and development of large programs. Object-oriented programming methods and problem-solving strategies applied to intermediate-level problems using C++. Includes pointers and dynamic allocation; classes; encapsulation; inheritance and polymorphism; object and function overloading; recursive algorithms; data abstraction and structures. 3 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- CS 1

Total Lecture Hours	54
Total Lab Hours	54
Total Inside of Class Hours	108
Total Outside of Class Hours	108
Total Student Learning Hours	216

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Science

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~design~~ [Design](#) and implement a programmer-defined class using encapsulation and inheritance in C++.
- B. ~~develop~~ [Develop](#) a C++ program that utilizes programmer-defined overloaded functions, overloaded operators, and friend functions.
- C. [Use Pointers and Dynamic Memory Management](#)

Course Objectives:

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

- A. Write programs that use each a variety of data structures, such as arrays, records (structs), strings, linked lists, stacks, queues, and hash tables.
- B. Implement, test, and debug simple recursive functions and procedures.
- C. Evaluate tradeoffs in lifetime management (reference counting vs. garbage collection)
- D. Explain how abstraction mechanisms support the creation of reusable software components.
- E. Design, implement, test, and debug simple programs in C++.
- F. Compare and contrast object-oriented analysis and design with structured analysis and design.
- G. Describe how the class mechanism supports encapsulation and information hiding.
- H. Design, implement, and test the implementation of "is-a" relationships among objects using a class hierarchy and inheritance.
- I. Apply fundamental types and data structures, including pointers, to the creation of C++ programs.
- J. Explain and apply C++ declarations and types.
- K. Interpret and apply object-oriented programming concepts and syntax to the creation of C++ programs.
- L. Explain memory leaks and how C/C++ programs can produce situations where computer programs, operating systems and data can be damaged by these program errors. The student will also be able to identify and solve memory leaks when present in C/C++ programs

Course Content:

Lecture:

1. Program Design and Development

- 1. Fundamental design concepts and principles
- 2. Design strategies
- 3. [Incorporation of scaffolded design activities, guided examples, and multiple solution approaches to support students with varied prior programming experience](#)
- 4. [Opportunities for collaborative design discussions and peer feedback to promote inclusive participation and diverse problem-solving perspectives](#)

2. Fundamental Types and Data Structures

1. Primitive C++ types
2. Arrays
3. C++ structs (records)
4. Strings and string processing
5. Pointers

1. Definition and initialization
2. Pointer manipulation and dereferencing
3. Array name as a pointer
4. Dynamic allocation and runtime storage management

1. Comparison with garbage collection

5. Memory Leaks and their identification/repair

6. References

1. Syntactic and semantic differences from pointers

7. Data representation in memory
8. Static, stack and heap allocation
9. Introduction to linked structures

1. Implementation strategies for stacks, queues and hash tables

2. Implementation strategies for trees

3. Declarations and types

1. Types as sets of values and sets of operations
2. Declaration models - binding, visibility, scope, lifetime
3. Overview of type-checking

4. Object-Oriented Programming

1. Encapsulation and information-hiding
2. Separation of behavior/interface and implementation
3. Member function design
 1. Syntax and use
 2. Const-ness

4. Constructors and Destructors

5. Access Levels and Scope

1. This pointer
2. Private vs protected vs public

6. Inheritance

1. Classes and subclasses

2. Overriding methods

3. Polymorphism

1. Dynamic dispatch

2. Virtual functions

4. Class hierarchies

7. Friend functions, methods and classes

8. Collection classes and iterators

9. Internal representation of objects, including method tables

5. Abstraction Mechanisms

1. Functions, methods and iterators as abstraction mechanisms

2. Parameterization mechanisms - pass-by-value vs pass-by-reference

3. Activation records and storage management

4. Parameterized types

1. Function templates

2. Class templates

5. Operator overloading

6. Introduction to Recursion

1. The concept of recursion

2. Recursive mathematical functions
3. Simple recursive procedures and divide-and-conquer strategies
4. Recursive backtracking

Lab Activities:

1. Tools and Procedures

1. Hands-on practice creating, compiling, and linking C++ programs is conducted across multiple platforms using standard development tools, including work with multi-file projects in computing environments; including class implementation across multiple files (header and source), use of build systems or IDE project management, and debugging of object-oriented programs with dynamic memory, while also incorporating flexible lab setup options such as in-person, remote, and hybrid formats to support diverse student access needs and learning contexts.

2. History and Background

1. Practical exploration of programming language history and comparison of procedural and object-oriented paradigms is supported through simple examples; including deeper analysis of object-oriented design principles, abstraction, and software engineering practices, alongside the inclusion of short reflective or discussion-based activities that connect computing concepts to broader societal and cultural contexts.

3. Problem Solving and Algorithms

1. Application of problem-solving and algorithm design techniques to develop, implement, and debug C++ programs; including recursive problem solving, algorithm efficiency considerations, and implementation of abstract data types.

4. Dynamic Memory and Pointers

1. Design and implementation of linked lists (singly and/or doubly linked) for dynamic data storage, including traversal, insertion, deletion, and memory management.

5. Linked Data Structures

1. Use of one-dimensional arrays to store, process, and analyze data in C++ programs.

6. Abstract Data Types: Stacks and Queues

1. Implementation and application of stacks and queues using arrays and linked structures, including real-world problem simulations such as undo/redo and scheduling systems.

7. Recursion

1. Development, testing, and debugging of recursive functions, including analysis of base and recursive cases and comparison with iterative solutions.

8. Templates and Generic Programming

1. Introduction to function and class templates to support reusable and type-independent programming components.

9. Advanced Class Design and Inheritance Hierarchies

1. Design and implementation of class hierarchies demonstrating "is-a" relationships, use of base and derived classes, virtual functions, and polymorphic behavior.

10. File I/O and Data Persistence

1. Implementation of file processing for reading and writing structured data; extended to include object serialization concepts, file handling in class-based programs, and integration with dynamic data structures.

Methods of Instruction:

1. Classroom Activity
2. **Discussion** - Hands-on programming assignments that require students to design, implement, and debug C++ programs using object-oriented principles, dynamic memory, and data structures such as linked lists, stacks, and queues.
3. Projects
4. Lab
5. Lecture
6. Demonstration

Methods of Evaluation

- A. Class Participation
 1. Participate in class discussions during and after each chapter presented in class.
- B. Exams/Tests
 1. Mid-term and Final Exams. Minimum of two per semester (mid-term and final exam)
- C. Lab Activities
 1. Working out classroom activities ensuring lecture content retention during and after each chapter is presented during class.
- D. Projects
 1. Programming Projects testing the students retention of lecture and lab materials after each chapter is presented during class.
- E. Quizzes
 1. Quizzes for each chapter of the text after each chapter is completed during classroom instruction.

Typical Outside-of-Class Assignments

- A. **Other Writing** :
 1. Write a C++ class which implements a dynamic array data structure allowing for the storage of objects and pointers to objects and show how that class can be used for multiple types of data.
 2. Write a C++ program that creates a DiceSet class representing a set of dice with a specifiable number and number of sides. Using objects of that class, implement a dice-based game (e.g., Pig, Yahtzee) playable by 2 or more players.
 3. Write a C++ program that creates a Date class representing a calendar date, which implements operator overloading to allow objects of that class to be manipulated with arithmetic-like symbols such as "+" and "-" and to be used with standard stream output using the "<"
 4. Write a C++ program that declares and implements a hierarchy of classes, using inheritance to organize common vs specialized features of four entities: Person, Employee, Manager, and Customer. Using objects from these classes, implement a program to manage creation, deletion and updating of relevant records for a small business.

Textbooks (Typical):

Textbook:

1. Paul Deitel *C++ How to Program: An Objects-Natural Approach.* 11 ed., Pearson, 2024.
2. Bjarne Stroustrup *Programming: Principles and Practice Using C++.* 2nd ed., Addison-Wesley, 2014.

3. Walter Savitch *Absolute C++*. 6th ed., Pearson, ~~2017~~ 2019 .
4. Walter Savitch *Problem Solving with C++* . 9th ed., Addison-Wesley, 2014.
5. Tony Gaddis *Starting Out with C++: From Control Structures through Objects* . ~~9th~~ 10th ed., ~~Addison-~~
~~Wesley~~ Pearson , ~~2018~~ 2022 .

Other Materials Required of Students

1. It is strongly recommended that each student have a portable storage device (e.g, USB drive) and/or access to an individual account of a cloud-storage service.

Equity Based Curriculum

- [_ Course Content](#)

Requisite Skills

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

A. CS 1

Required

- Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.
- Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
- Interpret and implement programmer-defined functions in C++.
- Interpret and apply C++ control structures for sequencing, selection and iteration.
- Create and interpret expressions involving arithmetic and logical operators;
- Modify and expand short programs that use standard conditional and iterative control structures and functions.
- Describe, interpret and apply the mechanics of parameter passing.
- Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
- Choose appropriate conditional and iteration constructs for a given programming task.
- Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
- Analyze and explain the behavior of simple programs.
- Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.

Recommended

- Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
- Discuss and apply the concept of algorithms in problem-solving processes.
- Describe and apply effective debugging strategies.
- Develop a complex C++ project comprised of source and header files with multiple compilation steps

- Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.
- Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.

DE Proposal

Delivery Methods

- Fully Online (FO)
- Partially Online

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

Offering the possibility of full DE and/or hybrid options increases the accessibility of the course to a wide range of students.

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

This course is already approved for DE. Offering the possibility of full DE and/or hybrid options increases the accessibility of the course to a wide range of 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: The instructor will regularly contact students through an all-class email list, and will be readily accessible for questions and help by email at the discretion of the instructor.
- **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: When offered in DE format, the course will have an ongoing discussion board as a component of student activities and instructor-student interaction at least once monthly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: The instructor will post electronic announcements in a consistent location **as on needed a weekly basis**.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will make web conferencing available as a means of participating in online office hours on a weekly basis.
- **Other:**
Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course at the discretion of the instructor.

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 expected to engage in active participation on the course discussion board, including providing responses to other students' contributions and providing peer assistance with questions on content and code debugging, as they are able on 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: Utilizing discussion boards, email, and/or chat, contained within Blackboard, students will engage in groups to discuss, debate and ultimately design an object oriented computer management system for the divisions inside of a large corporation. Such divisions might include Legal, Shipping/Receiving, Sales, Human Resources and others. These groups would then need to collaborate on the protocols needed to integrate all division based solutions into a single design for the entire corporation at the discretion of the instructor.
- **Other:**

Frequency: Students will be able to post examples of their own work, including code, to the course discussion forum or other online environment [at the discretion of the instructor](#) .

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: As appropriate for particular assignments, students will complete programming tasks in small teams, using online tools (e.g., group chats, screensharing, multi-person virtual phone calls) to facilitate their work as needed [at the discretion of the instructor](#) .

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Assessments in the course will include assessments that students complete asynchronously and online [at least twice per semester](#) .

- **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: Online materials in the course will include structured practice quizzes or other tools that are repeatable and give students immediate feedback [at the discretion of the instructor](#) .

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course [on a weekly basis](#) .

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Online materials in the course will include websites and other electronic platforms that allow students to write code and see its effect immediately in a specific environment [at the discretion of the instructor](#) .

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: COMP 132 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000567805

CB03: TOP Code

070600 - Computer Science (Transfer)

CIP Code

11.0701 - Computer Science.

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



Course Modification: CS 7 - Introduction to Computer Programming Concepts

Course Modification: CS 7 - Introduction to Computer Programming Concepts (Launched - Implemented 04-09-2026)

compared with

CS 7 - Introduction to Computer Programming Concepts (Active - Implemented 08-15-2020)

Admin Outline for Computer Science 7 Introduction to Computer Programming Concepts

Effective: Fall

~~2020~~ 2027

Catalog Description:

CS 7 - Introduction to Computer Programming Concepts

3.00 Units

An introductory course in computer programming concepts and fundamental coding skills using object-oriented languages like Python. Material includes problem-solving techniques, design of algorithms, and common programming constructs such as variables, expressions, input/output, decision-making, loops and arrays. 2.5 Units Lecture 0.5 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Science

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. explain and implement programmer-defined functions in Python.
- B. [Design algorithms to solve programming problems](#)
- C. [Analyze, debug, and modify code effectively](#).

Course Objectives:

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

- A. Design simple algorithms to solve a variety programming problems.
- B. Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.
- C. Describe the software development life-cycle.
- D. Describe the principles of structured and object-oriented programming and be able to describe, design, implement, and test structured and object-oriented programs using currently accepted methodology.
- E. Explain what an algorithm is and its importance in computer programming.
- F. Analyze and investigate program behavior to effectively alter or debug existing code.
- G. Design and implement specific program steps and components to achieve desired program behavior.
- H. Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.
- I. Design and implement simple graphical and command line user interfaces implementing the students algorithms.

Course Content:

Lecture:

1. Computer Systems

- 1. System overview
- 2. Distinction between hardware and software

2. Programming Concepts

- 1. History of Computation and programming languages
- 2. Types and purposes of programming languages, including procedural versus object-oriented programming
 - 1. Survey of current languages

3. Program Development

1. Programming design tools and programming environments
2. Documentation
3. Software life-cycle including design, development, styles, documentation, testing and maintenance
4. Principles of testing and designing test data
5. Incorporation of scaffolded learning activities and guided examples to support students with varied programming backgrounds
6. Use of multiple solution approaches and problem-solving strategies to promote flexible and inclusive learning.
7. Opportunities for students to demonstrate understanding through varied forms of program development, testing, and analysis

4. Programming Language Concepts and Syntax

1. Data types, variables and expressions
2. Developing algorithms and program steps for sequential processing
3. Coding conventions
4. Arithmetic expressions
5. Boolean expressions
6. Control structures
 1. Selective structures, such as **if** and **switch**
 2. Repetitive structures (loops)
7. Arrays and lists

1. Declaring, allocating and accessing arrays
 2. Multiple-subscripted (multi-dimensional) arrays
 3. Ordered collection object type: List
 4. Unordered Key-value paired collection object type: Dictionary
 5. Ordered collections of arbitrary objects : Tuple
-
8. Error handling
 9. File I/O, including file streams and sequential access
 10. Modular code using functions/methods

Lab Activities:

1. Tools and Procedures

1. Hands-on practice creating, running, and debugging Python programs using standard development environments (IDEs, Jupyter notebooks, and command line tools). Activities include working with single-file and multi-file programs, managing project files, and using debugging tools. Lab delivery supports in-person, remote, and hybrid formats to accommodate diverse learning needs and access.

2. History and Background

1. Practical exploration of the evolution of programming languages with emphasis on Python's role in modern computing. Activities compare different programming paradigms at a high level, with primary focus on procedural programming through small programs and guided discussions. Labs include reflection on how programming concepts and tools impact society, industry, and diverse communities.

3. Problem Solving and Algorithms

1. Application of problem-solving and algorithm design techniques to develop, implement, and debug Python programs is emphasized throughout the laboratory experience. Activities focus on stepwise problem decomposition, the development and tracing of algorithms, and the translation of algorithmic solutions into executable code. Students engage in identifying and correcting logical and runtime errors, exploring multiple solution approaches to the same problem, and evaluating the effectiveness of different strategies. Introductory consideration of algorithm efficiency is incorporated through simple comparisons, supporting the development of analytical thinking and foundational programming skills.

4. Data Representation and Object Model

1. Hands-on exploration of how Python stores and manipulates data during program execution, focusing on the relationship between variables and the values they reference. Lab activities emphasize the behavior of mutable and immutable data types, basic reference behavior, and how data is passed into functions. Students observe how modifications to variables and data structures affect program outcomes, reinforcing correct use of variables, lists, and functions within Python programs.

Methods of Instruction:

1. Lab
2. Projects
3. **Demonstration**
4. Lecture
5. Discussion
6. Classroom Activity
7. Demonstration - Hands-on programming assignments that require students to design, implement, and debug Python programs using fundamental programming constructs, including variables, data types, control structures, lists and other built-in data collections, functions, file input and output, and basic error handling.

Methods of Evaluation

- A. Class Work
 1. Written and/or interactive exercises during the presentation of each chapter's materials during class
- B. Exams/Tests
 1. Mid-term and Final Exams at least twice per semester (mid-term and end of term)
- C. Projects
 1. Programming Projects testing the students retention of lecture and lab materials after each chapter is completed during class.

D. Quizzes

1. Quizzes for each chapter of the text will be given when that chapter's materials are completed in class.

Typical Outside-of-Class Assignments

A. ~~Other~~ Project :

1. Using a loop and arithmetic expressions, get numerical data from user input and report typical descriptive statistics for that data (e.g., maximum and minimum values, mean, median, frequency of different values).
2. Write a program to simulate the playing of a simple card game, using arrays/lists to represent a card deck and players' hands.
3. Create a program to read sequential data from a text file representing students and associated information about each student, providing the user an interface for querying, inserting and editing records.
4. Create a program to present to the user a simple GUI window asking them for simple input and then, after pressing a button in the UI, manipulate that user input into a measurable result.

Textbooks (Typical):

Textbook:

1. Allen B. Downey *Think Python: How to Think Like a Computer Scientist*. ~~2nd~~ 3rd ed., O'Reilly, ~~2016~~ 2024 .
2. Tony Gaddis *Starting Out in Python*. ~~4th~~ 6th ed., Addison-Wesley, ~~2018~~ 2024 .
3. John Zelle ~~John~~ *Python Programming: An Introduction to Computer Science*. 3rd ed., Franklin, Beedle & Associates Inc., ~~2016~~ 2017 .

Other Materials Required of Students

1. It is recommended that students have a portable data-storage device (i.e. USB drive) or maintain an active cloud-storage account to facilitate saving and transfer of their work..

Equity Based Curriculum

- [Course Content](#)

Requisite Skills

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)
- [Online with the Flexible In-Person Component \(OFI\)](#)
- [Partially Online](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

The existing CS7 course is approved for DE, and has typically been offered as a hybrid.

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

~~The existing CS7 course is approved for DE, and has typically been offered as a hybrid. The primary audience for CS7 includes a mixture of traditionally aged, full-time students and older/continuing students, and offering a DE or hybrid option is important to make the course accessible to as wide a range of students as possible~~

The primary audience for CS7 includes a mixture of traditionally aged, full-time students and older/continuing students, and offering a DE or hybrid option is important to make the course accessible to as wide a range of students as possible.

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 regularly contact students through an all-class email list, and will be readily accessible for questions and help by email at the discretion of the instructor.
- **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: When offered in DE format, the course will have an ongoing discussion board as a component of student activities and instructor-student interaction on a weekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: The instructor will post electronic announcements in a consistent location **as on needed a weekly basis**.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will make web conferencing available as a means of participating in online office hours at the discretion of the instructor.
- **Other:**
Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course at the discretion of the instructor.

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 expected to engage in active participation on the course discussion board, including providing responses to other students' contributions and providing peer assistance with questions on content and code debugging, as they are able at the discretion of the instructor.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: As appropriate for particular assignments, students will complete programming tasks in small teams, using online tools (e.g., group chats, screensharing, multi-person virtual phone calls) to facilitate their work as needed at the discretion of the instructor.
- **Other:**
Frequency: Students will be able to post examples of their own work, including code, to the course discussion forum or other online environment a the discretion of the instructor.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Assessments in the course will include **assessments** quizzes for each chapter and exams that students complete asynchronously and online at least two times per semester.
- **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: Online materials in the course will include structured practice quizzes or other tools that are repeatable and give students immediate feedback [at least two times per semester](#) .

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course [on a weekly basis](#) .

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Online materials in the course will include websites and other electronic platforms that allow students to write code and see its effect immediately in a specific environment [at the discretion of the instructor](#) .

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: COMP 112 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612117

CB03: TOP Code

070600 - Computer Science (Transfer)

CIP Code

[11.0701 - Computer Science.](#)

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



Course Modification: CS 17 - Discrete Mathematical Structures

Course Modification: CS 17 - Discrete Mathematical Structures (Launched - Implemented 04-09-2026)

compared with

CS 17 - Discrete Mathematical Structures (Historical - Implemented 08-15-2019)

Admin Outline for Computer Science 17 Discrete Mathematical Structures

Effective: Fall

~~2019~~ 2027

Catalog Description:

CS 17 - Discrete Mathematical Structures

4.00 Units

(Cross Listed with ~~CS 17~~, MATH 10)

Designed for majors in mathematics and computer science, this course provides an introduction to discrete mathematical structures used in Computer Science and their applications. Course content includes: Propositional and predicate logic; rules of inference; quantifiers; elements of integer number theory; set theory; methods of proof; induction; combinatorics and discrete probability; functions and relations; recursive definitions and recurrence relations; elements of graph theory and trees. Applications include: analysis of algorithms, Boolean algebras and digital logic circuits. Students ~~who may have receive completed, credit or are-enrolled-in, for~~ CS 17 ~~may or~~ MATH 10, but not ~~receive-credit both~~ . 4 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ~~MATH 1~~
- CS 1 , may be taken concurrently
- MATH C2210, may be taken concurrently

Total Lecture Hours	72
Total Inside of Class Hours	72
Total Outside of Class Hours	144
Total Student Learning Hours	216

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics, or Computer Science

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon completion of Math 10, a student should be able to create~~ Create an undirected graph that represents the network of objects in a set and find a minimum - spanning tree for the graph.
- B. ~~Upon completion of Math 10, a student should be able to determine~~ Determine whether a relation is an equivalence relation.
- C. ~~Upon completion of Math 10, a student should be able to use~~ Use mathematical reasoning and counting techniques to correctly enumerate the number of - _ ways in which a specified event can occur.
- D. ~~Upon completion of Math 10, a student should be able to write~~ Write a coherent formal proof using mathematical induction.

Course Objectives:

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

- A. Construct truth tables ;
- B. Simplify and negate propositions and quantified predicates ;
- C. Use rules of inference to determine the validity of a logical argument ;
- D. Apply principles of propositional logic to Boolean algebras and simplification of digital logic circuits ;
- E. Use both direct and indirect proof techniques including proof by cases, proof by contraposition and proof by contradiction ;
- F. Write formal proofs using complete English sentences and principles of logic, rules of inference and quantification ;
- G. Use the Principle of Mathematical Induction to prove statements about sequences, series and algorithms ;
- H. Apply principles and definitions of set theory to find unions, intersections, set complement and prove statements about sets ;
- I. Solve counting problems and determine the probability of an event using elementary counting techniques ;
- J. Write a recurrence relation to model a sequence ;
- K. Represent a relation in both graphical and set forms ;
- L. Find ~~determine~~ the equivalence classes of an equivalence relation
- M. Determine if a relation is an equivalence relation ; ~~find the equivalence classes of an equivalence relation;~~
- N. Prove or disprove that a function is one-to-one or onto ;
- O. find the composition of functions ; ~~find~~
- P. Determine the inverse of function ;
- Q. ~~Demonstrate a knowledge of~~ Use basic graph theory terminology ; ~~apply~~
- R. Apply graph theory to shortest path problems ;

- S. Use properties of trees to solve sorting problems; find minimum spanning trees ;
- T. Apply the binomial theorem to independent events and Bayes' Theorem to dependent events ;
- U. Describe how formal tools of symbolic logic are used to model real-life situations, including those arising in computing contexts such as program correctness, database queries, and algorithms

Course Content:

1. Propositional logic

1. Logical connectives: Conjunction, disjunction, conditional, biconditional
2. Logical equivalences
3. Simplification and negation of propositions
4. Truth Tables
5. Rules of inference, including *Modus Ponens* and *Modus Tollens*
6. Validity

2. Predicate logic

1. Quantifiers, including universal and existential quantification; truth value of quantified predicates
2. Negation
3. Limitations of predicate logic

3. Proof Techniques

1. Notions of implication, converse, inverse, contrapositive, negation and contradiction
2. The structure of mathematical proofs
3. Methods of proof
 1. Direct proof
 2. Proof by cases

3. Proof by contraposition

4. Proof by contradiction

5. Counterexample

4. Induction

1. Principle of mathematical induction

2. Strong mathematical induction

3. Well-ordering principle

4. Recursive definitions

5. Elements of integer number theory

1. Floor and ceiling functions

2. Divisibility

3. Quotient-Remainder Theorem

6. Sets and set operations

1. Construction of sets: union, intersection, set difference, set complements, Cartesian product, power sets

2. Venn diagrams

3. Properties of sets

4. Cardinality

7. Fundamentals of counting and discrete probability

1. Counting arguments
2. Sum and product rules
3. Permutations and combinations
4. Principle of inclusion/exclusion
5. Pigeonhole principle
6. Use of proof techniques in combinatorics
7. Identities, including Pascal's formula
8. Basic definitions and principles of finite probability:

1. Finite probability space, probability measure, events
2. Integer random variables, expectation
3. Law of large numbers
4. Finding the probability of an event
5. The Binomial Theorem
6. The Master Theorem
7. Conditional probability, Bayes' Formula and independent events

8. Relations

1. Representation of relations
 1. Set representation
 2. Graphical representation

2. Closure
3. Properties of relations: reflexive, symmetric, transitive, antisymmetric
4. Equivalence relations and equivalence classes

9. Functions

1. Definition of function
2. One-to-one (injective) and onto (surjective) functions; bijections
3. Composition of functions
4. Inverse functions

10. Recursive definitions and recurrence relations

1. Arithmetic and geometric sequences
2. Fibonacci sequence
3. Recursively defined sequences

11. Graph theory

1. Definitions and representation of undirected and directed graphs
2. Connectivity
3. Euler and Hamilton paths
4. Shortest path problems
5. Planar graphs

12. Trees

1. Definitions and applications
2. Traversal and sorting
3. Minimum spanning trees.

13. Applications

1. Boolean algebras and digital logic circuits
 1. Normal forms (conjunctive and disjunctive)
 2. Simplification of circuits
2. Euclidean algorithm; Division algorithm

Methods of Instruction:

1. Lecture
2. ~~Lab - Problem~~ Lecture solving will laboratory use including a individual variety work of and methods collaborative to learning present activities information for different types of learners .
3. ~~Writing Discussion assignments~~ - Students are encouraged to engage in discussions regarding the material being covered during class
4. Classroom ~~discussion~~ Activity - Collaborative learning and writing assignments where applicable

Methods of Evaluation

- A. Exams/Tests
 1. Recommend two to three in-person exams plus a comprehensive in-person final examination
- B. ~~Group Projects~~
 1. ~~Recommend weekly collaborative learning activities~~
- C. Home Work
 1. Homework for each section covered. Recommend weekly graded homework assignments to monitor student progress and provide feedback .
- D. ~~Lab Activities~~
 1. ~~Recommend weekly laboratory activities~~

E. Oral Presentation

1. Recommend one formal presentation

F. Quizzes

1. Recommend weekly graded quizzes to monitor student progress.

G. Research Projects

1. Recommend minimum of one to two writing assignments.

Typical Outside-of-Class Assignments

A. Reading:

1. Read the section being covered during the lecture ahead of time so you can be more prepared for and engaged with the material during the lecture.

B. Writing:

1. Assigned homework problems are usually from the textbook and include a mix of computational and theoretical work. Homework should take about two hours for each hour in class.
2. Short research papers or expository writing assignments which allow students to delve more deeply into a particular area of interest.
 1. Example: the instructor might provide students with a list of notable pioneers in the field of Discrete Mathematics (e.g., Lady Ada Lovelace, Augustus DeMorgan, Claude Shannon, Alan Turing) and ask each student to prepare a 2-3 page biography of one of the persons on the list. Five minutes could be set aside each class for one student to present a brief synopsis of the life of their chosen person.

Textbooks (Typical):

Textbook:

1. ~~Rosen, Ralph~~ Kenneth P. H. ~~Kenneth-Rosen~~ Grimaldi ~~Discrete Mathematics and Its Combinatorial Applications~~ Mathematics. 8th ~~5th~~ ed., McGraw-Hill Pearson, 2018 ~~2023~~.
2. ~~Richard Johnsonbaugh,~~ Richard Johnsonbaugh *Discrete Mathematics*. 8th ed., Pearson Prentice Hall, 2017 ~~2023~~.
3. ~~David~~ Susanna ~~Hunter~~ S Epp ~~Essentials of~~ *Discrete Mathematics* with Applications. 3rd ~~5th~~ ed., Jones & Bartlett Learning Cengage, 2015 ~~2020~~.

Other Materials Required of Students

1. [A calculator with combinatorial functions..](#)

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

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

- A. ~~MATH 1~~
- B. CS 1

Required

- [Discuss and apply the concept of algorithms in problem-solving processes.](#)
- [Create and interpret expressions involving arithmetic and logical operators;](#)
- [Choose appropriate conditional and iteration constructs for a given programming task.](#)

Not Necessary Skills

- [Develop a complex C++ project comprised of source and header files with multiple compilation steps](#)
- [Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.](#)
- [Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.](#)
- [Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.](#)
- [Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.](#)
- [Describe and apply effective debugging strategies.](#)
- [Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.](#)
- [Describe, interpret and apply the mechanics of parameter passing.](#)
- [Apply the techniques of structured \(functional\) decomposition to break a program into smaller pieces.](#)
- [Analyze and explain the behavior of simple programs.](#)
- [Modify and expand short programs that use standard conditional and iterative control structures and functions.](#)
- [Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.](#)
- [Interpret and implement programmer-defined functions in C++.](#)
- [Interpret and apply C++ control structures for sequencing, selection and iteration.](#)
- [Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.](#)

- C. [MATH C2210](#)

Required

- [Find the equation of a tangent line to the graph of a function.](#)

- Determine the continuity of a function.
- Compute the limit of a function and evaluate indeterminate forms using L'Hôpital's Rule.

Not Necessary Skills

- Evaluate integrals by the method of substitution.
- Apply integration to find areas.
- Use the precise definition of a limit to prove a limit exists.
- Evaluate integrals using the Fundamental Theorem of Calculus.
- Evaluate a definite integral as a limit.
- Utilize Newton's Method.
- Apply the Mean Value Theorem.
- Use differentiation to solve applications such as related rate problems and optimization problems.
- Use implicit differentiation and find derivatives of transcendental functions.
- Use calculus-based methods to analyze functional behavior
- Graph functions using methods of calculus.
- Explain the definitions of velocity and acceleration and use the derivative to find the velocity and acceleration of an object in motion, given the position function for the object.
- Work with differentials and their applications.
- Find the derivative of a function as a limit.
- Compute derivatives using differentiation formulas.
- Find and interpret average and instantaneous rates of change.

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

Reasons include accessibility for students, to have more options than just traditional lecture (face-to-face), and to be included in the OEI. Classroom availability is limited and with the increase of FTEF towards higher-level math courses, we need to have an increased number of sections.

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

After conversations with colleagues, it was decided that the curriculum of this class lends itself well to 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: Minimum weekly email interactions.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At least one per module or chapter.
- **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 all tests, quizzes, lab assignments and homework.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum weekly announcements.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
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: At least one per module or chapter.

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Students will edit each other's assignments at least four times in the semester.

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Weekly collaborative learning activities.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Minimum of one writing assignment per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Weekly quizzes, two to three exams over the semester, plus a final examination.
- **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: One practice test prior to each test.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least two lectures per week.
- **Other Student presentations :** *Students will prepare and present on a topic being studied.*
Frequency: One formal presentation per semester.

General Education/Transfer

General Education/Transfer Request

~~Chabot College~~ GE Cal-GETC

- ~~IB: 2~~ Communications - Mathematical Concepts and ~~Analytical~~ Quantitative Thinking
- ~~MP: Mathematics Proficiency~~

CSU-GE

- ~~B4~~ Reasoning - ~~Mathematics/Quantitative Reasoning~~ Approved

CSU Transfer

- Transfers to CSU - Approved

~~IGETC~~ Las Positas College GE

- ~~2A~~ 2 - ~~Math~~ Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC - Approved

C-ID : COMP 152 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000373484

CB03: TOP Code

170100 - Mathematics, General

CIP Code

[27.0101 - Mathematics, 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

B. Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Modification: CS 21 - Computer Organization and Assembly Language Programming

Course Modification: CS 21 - Computer Organization and Assembly Language Programming
(Launched - Implemented 04-09-2026)

compared with

CS 21 - Computer Organization and Assembly Language Programming (Active - Implemented
08-15-2021)

**Admin Outline for Computer Science 21
Computer Organization and Assembly Language Programming**

Effective: Fall ~~2021~~ 2027

Catalog Description:**CS 21 - Computer Organization and Assembly Language Programming
4.00 Units**

Basics of machine architecture, cpu architecture and design, machine language, assembly language, operating system and higher level language interface. Data representation, instruction representation and execution, addressing techniques and use of macros. Space and time efficiency issues. Input/output including video modes. Procedures including parameter passing and linkage to higher level languages. 3 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- CS 1

Total Lecture Hours	54
Total Lab Hours	54
Total Inside of Class Hours	108
Total Outside of Class Hours	108
Total Student Learning Hours	216

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Science

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~implement~~ Implement the assembly equivalent of while loops, for loops and switch statements.
- B. ~~interpret~~ Interpret and apply the machine representation of integers, characters, strings and floating point (e.g. IEEE format) numbers.
- C. Evaluate Low-Level Program Execution.

Course Objectives:

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

- A. Explain computer and CPU architecture/design and operating system interface
- B. Describe and develop/explain example scenarios of the implementation of cpu based instruction pipelining and how it can be used to increase instruction throughput by performing multiple operations at the same time
- C. Describe and discuss the use of CPU cache and how they are used to reduce both time and energy costs within the CPU and memory
- D. Use virtual machine technology (VM) to develop both windows and linux based assembly solutions and explain how the CPU handles this virtual machine technology
- E. Demonstrate machine addressing techniques
- F. Demonstrate how data is represented in the machine: integers, characters, strings, floating point numbers (in IEEE representation), arrays
- G. Handle integer arithmetic and string manipulations efficiently
- H. Program selection and repetition constructs, macros and procedures in assembly language including parameter passing and linkage to both external assembly language modules and higher level language modules
- I. Program basic keyboard input and text screen output using operating system interrupts and library procedures
- J. Perform output in graphics screen modes
- K. Explain how floating point arithmetic is performed using the co-processor
- L. Program elementary file input/output in assembly language
- M. Program interrupt handlers which interface with both internal and external computing devices

Course Content:

Lecture:

1. Computer architecture

1. The architecture of the central processor
2. Central processor registers
3. Communication with memory
4. Memory cache and its impact on performance
5. Instruction format and execution cycle

2. Addressing techniques

1. Absolute vs relative addressing
2. Indexed addressing
3. Indirect addressing

3. Machine and assembler representation of data

1. Base arithmetic and base conversion
2. Integers of byte and word size and larger
3. Characters, character strings and arrays
4. Floating point numbers in IEEE format

4. Assembly language programming fundamentals

1. Assembly format including labels, operation codes, operands and remarks
2. The assembly process and production/meaning of source, object, listing, map and executable files
3. Pseudo ops
4. Machine format of instructions

5. Use of the registers and moving data to/from memory
6. Integer arithmetic and logical machine instructions
7. Basic input from keyboard and output to screen of integers, characters and strings using DOS interrupts and library routines and prewritten macros
8. Test and compare instructions and use in selection constructs
9. Branch, jump and loop instructions and use in repetition constructs
10. Index register modified instructions and use with arrays
11. Procedures which do not explicitly pass parameters

5. Advanced assembly language topics

1. Procedures including parameter passing using the stack
2. and stack/base pointer registers
3. Writing macros
4. ~~Interrupts~~ Interrupts and ~~Interrupt~~ Interrupt handlers
5. Input and output to files
6. Video modes
7. Floating arithmetic using the co-processor
8. Advanced use of segments and segment registers
9. ~~Instruction~~ Instruction pipelining and increased CPU throughput
10. How an assembler is written

6. Program development

1. Error detection using on line debugging programs

2. Automating the assembly, link, debug cycle
3. Program linkage with externally assembled procedures
4. Program linkage with higher level languages
5. Virtual Machines(VM) and their impact on the CPU
7. Incorporation of scaffolded design activities, guided examples, and multiple solution approaches to support students with varied prior programming experience
8. Opportunities for collaborative design discussions and peer feedback to promote inclusive participation and diverse problem-solving perspectives

-

Lab Activities:

1. Computer architecture
 1. Research and present the architecture of a CPU and the components which make up a computer
2. Addressing techniques
 1. Demonstrate the ability to access memory using absolute, relative, indexed and indirect addressing writing necessary program code
3. Machine and assembler representation of data
 1. Create a program which accomplishes basic arithmetic and base conversion of integers, characters, strings, arrays and floating point numbers
4. Assembly language programming fundamentals
 1. Write a program showing the use of the registers for moving data to/from memory
 2. Write a set of program statements which do basic arithmetic operations like addition, subtraction and multiplication
 3. Write a program which processes input from a user and make decisions based on that user input using compare and jump instructions
5. Advanced assembly language topics
 1. Write a set of program procedures using stack frames and show how you can create local variables using the stack
 2. Write a program which opens and displays the contents of a file and may even rewrite the file encrypted
 3. Using the Floating Point Unit, implement complex arithmetic equations
 4. Describe CPU pipelining and how it can enhance the throughput of a CPU

Methods of Instruction:

1. Lecture
2. Demonstration
3. Projects - Optional: Programming projects completed in teams
4. Lab - Lab Programming Assignments

5. Discussion

Methods of Evaluation

- A. Class Work
 - 1. A minimum of once a week
- B. Exams/Tests
 - 1. A minimum of one mid-term and one final exam per semester
- C. Group Projects
 - 1. Weekly, during class time
- D. Projects
 - 1. Weekly, for each chapter
- E. Quizzes
 - 1. Weekly, for each chapter

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :
 - 1. Write an assembly program to input two integers. Compute and display the sum, difference, and average of the two numbers.
 - 2. Write an assembly program to input a string of characters and display them backwards.
 - 3. Write an assembly program to input a set of numbers from a data file and display the average of the numbers. Be sure to handle the case where there are no numbers in the file. This should be done for a file of integers and for a file of real numbers.

Textbooks (Typical):

Textbook:

- 1. ~~Kip Suzanne R J. Irvine Matthews Assembly Dive Language Into for Intel-based Computers: Systems . 7th First ed., Prentice No Hall Starch Press , 2014 2022.~~
- 2. Robert G. Plantz Introduction to Computer Organization: An Under the Hood Look at Hardware and x86-64 Assembly. 1st Edition ed., No Starch Press, 2022.
- 3. Randall Hyde The Art of 64-Bit Assembly, Volume 1: x86-64 Machine Organization and Programming. 1st ed., No Starch Press, 2021 .
- 4. Muhammad Ali Mazidi ARM Assembly Language Programming & Architecture. 2nd ed., Mazidi & Naimi, 2016.
- 5. Kip R Irvine Assembly Language for Intel-based Computers:. 8th ed., Prentice Hall, 2020.
- 6. Joe Van Hoey *Beginning x64 Assembly Programming: From Novice to AVX Professional*. 1st ed., Apress (Springer Nature) , 2019.

Other Materials Required of Students

- 1. USB Memory Device.
- 2. Virtualization Software for Linux and Windows.

Equity Based Curriculum

- [_ Course Content](#)

Requisite Skills

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

A. CS 1

Required

- ~~Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.~~
- ~~Describe and apply effective debugging strategies.~~
- ~~Analyze and explain the behavior of simple programs.~~
- Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.
- Interpret and apply C++ control structures for sequencing, selection and iteration.
- Interpret and implement programmer-defined functions in C++.
- Create and interpret expressions involving arithmetic and logical operators;
- Interpret and apply arrays and simple programmer-defined data structures ~~in C++.~~
- ~~Describe, interpret and apply the mechanics of parameter passing.~~
- ~~Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.~~
- ~~Interpret and apply arrays and simple programmer-defined data structures~~ and enumerated data types in C++.
- ~~Interpret~~ Modify and ~~apply~~ expand ~~C++~~ short programs that use standard conditional and iterative control structures ~~for and~~ sequencing, functions.
- Choose ~~selection~~ appropriate conditional and iteration constructs for a given programming task.
- ~~Interpret~~ Analyze and ~~implement~~ explain programmer-defined the functions behavior in of C++.
- ~~Create~~ simple and interpret expressions involving arithmetic and logical operators;
- ~~Describe and apply effective debugging strategies~~ programs.
- Describe, interpret and apply the mechanics of parameter passing.
- Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
- ~~Analyze and explain the behavior of simple programs.~~

Recommended

- Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
- ~~Discuss and apply the concept of algorithms in problem-solving processes.~~
- ~~Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.~~
- ~~Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.~~

- ~~Modify and expand short programs that use standard conditional and iterative control structures and functions:~~
 - Design, implement, test, and debug programs using basic computation, simple $\uparrow$ file input / $\ominus$ output, standard conditional and iterative structures, and the definition of functions.
 - ~~Choose~~ Recommended appropriate conditional and iteration constructs for a given programming task.
1. ~~Apply the techniques of structured (functional) decomposition to break a program into smaller pieces:~~
 2. ~~Modify and expand short programs that use standard conditional and iterative control structures and functions:~~
 - Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
 - Discuss and apply the concept of algorithms in problem-solving processes.
 - ~~Explain~~ Judge the correctness and quality of algorithms, ~~interpret~~ identifying necessary properties of good algorithms.
 - Describe and apply ~~elements~~ effective debugging strategies.
 - Summarize the evolution of syntax programming, ~~related variable types, including type-checking, abstraction, type incompatibility languages~~ and ~~type~~ distinguishing safety characteristics of common programming paradigms.
 - Develop a complex C++ project comprised of source and header files with multiple compilation steps
 - ~~Choose appropriate conditional and iteration constructs for a given programming task:~~
 - ~~Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms:~~
 - ~~Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms:~~
 - ~~Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions:~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

CS-21 can be taught effectively as a regular on-campus laboratory or as a hybrid class where a fraction of the lectures and labs are held on campus with remaining labs being done at home using freely available materials provided by the instructor, or as a completely on-line course where synchronous and asynchronous instruction precedes 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 computer architecture and assembly language lecture and laboratory courses to DE was made by the two full-time computer science faculty and 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.
- 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:

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. Email will be returned within 24 hours of student submissions.
- **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: Weekly: Each assignment will be graded and commented on to give the student necessary feedback
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Bi-Weekly (Twice a week)
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Weekly: During office hours and face-to-face instruction

- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*

Frequency: Bi-Weekly (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: Bi-Weekly (Twice per week) or more.

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

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*

Frequency: Daily

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Daily

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

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

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

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Weekly

General Education/Transfer

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

CCC000580892

CB03: TOP Code

070600 - Computer Science (Transfer)

CIP Code

[11.0701 - Computer Science.](#)

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



Course Modification: CS 31 - Java Programming

Course Modification: CS 31 - Java Programming (Launched - Implemented 04-09-2026)
compared with
CS 31 - Java Programming (Active - Implemented 08-15-2020)

Admin Outline for Computer Science 31 Java Programming

Effective: Fall

~~2020~~ 2027

Catalog Description:

CS 31 - Java Programming 4.00 Units

Applications programming using Java for students already familiar with the concepts of programming. Topics will include in Applets, GUI programming and design using Swing, presenting data files over the web, elementary data structures (queues, linked list, stacks) and vectors, searching (linear, binary), sorting algorithms, Database programming using JDBC (Java Data Base Connectivity), Remote Method Invocation (RMI), and Java Beans. The student shall also be exposed to and experience developing Java applications and applets in the Linux/Unix environment(s). 3 Units Lecture 1 Units Lab

Recommended Course Preparation:

- CS 1
- CS 7

Total Lecture Hours	54
Total Lab Hours	54
Total Inside of Class Hours	108
Total Outside of Class Hours	108
Total Student Learning Hours	216

Course Grading:

Optional

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Create and use programmer-defined functions in Java.
- B. [Implement and Use Data Structures](#)
- C. [Develop Graphical User Interfaces \(GUI\)](#)

Course Objectives:

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

- A. Explain and apply basic principles of software engineering.
- B. Design and implement both command line and graphical user interfaces using Java built-in classes.
- C. Design and implement both built-in and complex Java data types and variables.
- D. Implement Java multi-dimensional arrays and vectors.
- E. Design and implement multi-threaded Java applications.
- F. Create java programs that implement standard data structures such as queues, linked lists, stacks, trees and hash tables.
- G. Create Java programs that use one or more sorting algorithms (e.g., bubble, insertion, selection, shell, quick).
- H. Create Java programs that use linear and binary search algorithms.
 - I. Design and implement programs accessing network resources and client/server protocols.
- J. Write, compile, test and debug java programs and applets using both command line and integrated development environments;
- K. Design and implement event-driven programs;
- L. Design and implement Java classes including inheritance within a class hierarchy.
- M. Design and implement Java constructors and other methods within a class.
- N. Apply file input/output within the implementation of a program using both sequential and random data access methodologies.
- O. Create Java programs using JDBC and Relational Database Management Systems (RDBMS) such as MySQL, DB2 and/or Oracle.

Course Content:

Lecture:

1. Language syntax and semantics
 1. variables
 2. I/O capabilities

3. if and switch statements
4. loops
5. string processing and formatting
6. arrays
7. classes
8. inheritance
9. polymorphism

2. Event-driven programming
3. Multi-threading
4. Implementation of data structures (e.g., queues, stacks, trees) in Java
5. Introduction to searching and sorting algorithms
6. Accessing sequential and random files
7. RDBMS and JDBC using CLI and/or Swing with MySQL, DB2 or Oracle.
8. Overview of Remote Method Invocation
9. Java Beans introduction
10. Java network capabilities
11. Cross operating system development and testing (Linux, Windows, OS X, etc.)
12. [Incorporation of scaffolded design activities, guided examples, and multiple solution approaches to support students with varied prior programming experience](#)
13. [Opportunities for collaborative design discussions and peer feedback to promote inclusive participation and diverse problem-solving perspectives](#)

Lab Activities:

1. [Tools and Procedures](#)

1. Hands-on practice creating, compiling, and running Java programs is conducted across multiple platforms using standard development environments (e.g., IntelliJ IDEA, Eclipse, command line tools); including work with multi-file class-based projects, package organization, and debugging of object-oriented Java programs. Lab delivery supports flexible formats such as in-person, remote, and hybrid environments to ensure equitable access and participation.

2. Language Fundamentals and Program Control

1. Application of Java syntax and semantics through implementation of programs using variables, data types, console I/O, conditional statements (if, switch), and iterative control structures (for, while, do-while). Activities include debugging, tracing execution, and validating program correctness.

3. String Processing and Arrays

1. Development of programs that manipulate strings and arrays, including formatting, parsing, searching, and basic data processing tasks. Emphasis is placed on problem-solving strategies using arrays and string methods within real-world contexts.

4. Object-Oriented Programming in Java

1. Design and implementation of classes and objects, including encapsulation, constructors, accessors/mutators, and method design. Exploration of inheritance and polymorphism through class hierarchies and method overriding, with attention to code organization and reuse.

5. Event-Driven Programming and Graphical Interfaces

1. Introduction to event-driven programming using Java libraries (e.g., Swing or JavaFX), including handling user input events, designing simple graphical user interfaces, and implementing interactive applications.

6. Multithreading and Concurrent Programming

1. Implementation of basic multithreaded programs to demonstrate concurrent execution, thread lifecycle, synchronization concepts, and practical use cases such as background processing.

7. Data Structures and Algorithms

1. Implementation and use of fundamental data structures such as stacks, queues, and trees in Java, including both built-in collections and custom implementations. Application of searching and sorting algorithms, with analysis of efficiency and correctness.

8. File I/O and Data Persistence

1. Development of programs that read from and write to sequential and random-access files, including structured data processing and error handling. Introduction to object serialization and persistent storage techniques.

9. Database Connectivity and Applications

1. Implementation of database-driven applications using JDBC, including establishing connections, executing queries, and processing results with relational database systems such as MySQL, DB2, or Oracle. Integration with simple user interfaces where appropriate.

10. Networking and Distributed Concepts

1. Exploration of Java networking capabilities, including client-server communication basics and data exchange over networks. Introduction to Remote Method Invocation (RMI) and distributed application concepts.

11. Component-Based Development

1. Introduction to JavaBeans and reusable software components, including properties, events, and simple component integration within applications.

12. Cross-Platform Development and Testing

1. Development and testing of Java applications across multiple operating systems (Linux, Windows, macOS), emphasizing portability, environment configuration, and consistent program behavior across platforms.

Methods of Instruction:

1. Lecture
2. Demonstration
3. Lab
4. Projects
5. Classroom Activity - Hands-on programming assignments that require students to design, implement, and debug Java programs using object-oriented principles, including classes, inheritance, and polymorphism, as well as event-driven and multi-threaded programming techniques. Students develop and apply data structures such as arrays, stacks, queues, and trees, and implement searching and sorting algorithms. Assignments also include file processing, database connectivity using JDBC, and development of applications that operate across multiple computing environments.

Methods of Evaluation

- A. Class Participation
 1. Students will be encouraged to engage with other students to help each other while learning new skills during lecture and group projects. Each student's participation during each class will be evaluated.
- B. Exams/Tests
 1. A minimum of two exams: Mid-Term (near the middle of the term) and Final Exams (at the end of the term)
- C. Projects
 1. Programming Assignments, evaluated on correctness, completeness, timely submission, documentation and structure. A minimum of one project will be assigned after each chapter's content is presented during class.
- D. Quizzes
 1. At least one quiz, take-home or in-class, per chapter to assure student's are using the course text book to further their knowledge of the subject. These will be given after each chapter's content is presented during class.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Project :
 1. Using Vectors to Create Data Structures
 1. Using a JOptionPane.showInputDialog to enter data
 2. JOptionPane.showMessageDialog to show the output
 3. Create a Linked List with the following capabilities:

1. Add an item to the end of the list;
 2. Add an item to the beginning of the list;
 3. Ask the user where to place the item within the list;
 4. Remove the first item from the list;
 5. Remove the last item from the list;
 6. Remove an item anywhere in the list;
 7. Replace any existing item's value with another value;
 8. Display elements as the list changes (first to last and in reverse order, last to first);
 9. Check for an empty list;
 10. Exit.
4. You would probably wish to store your items in a vector with the following methods:
 1. Vectorname.size() for the number of elements in the vector
 2. Vectorname.firstElement() for the first element in the vector
 3. Vectorname.lastElement() for the last element in the vector
 4. Vectorname.insertElementAt(variable, integerindex);
 5. Vectorname.removeElementAt(variable, integerindex);
 5. Enter a series of string values.
 6. Display the list elements as you add and remove elements.
 7. Display messages if you try to remove nonexistent elements or remove elements from an empty list.
 1. Hint: You might wish to use a switch structure to control the "looping" as the user makes selections.
 2. Write a program that asks a worker's age and years of service and determines whether that worker is eligible for retirement based on the following rule:
 1. All employees are eligible to retire at 65.
 2. All employees are eligible to retire after 35 years' service.
 3. At 60, employees may retire with 25 years service.
 4. At 55, employees may retire with 30 years' service.
 3. Write a program that reads a list of names and bowling scores from a text data file and produces a report. The report will be displayed on the screen and printed to a text output file for printing.
 4. Implement a relational database that defines a small company, departments, employees, and jobs and take your retirement program which processed data from a text file and, instead, process the same data from the RDBMS implementation.

Textbooks (Typical):

Textbook:

1. Deitel *Java How to Program*. ~~10th~~ 12th ed., Prentice Hall, ~~2014~~ 2025.
2. Cay S Horstmann *Core Java Volume I--Fundamentals*. ~~11~~ 14 ed., ~~Bay~~ Oracle ~~State-Book~~ Company Press, ~~2018~~ 2025.
3. Cay S Horstmann *Core Java Volume II-Advanced Features*. ~~11~~ 14 ed., ~~Bay~~ Oracle ~~State-Book~~ Company Press, ~~2018~~ 2025.

Software:

1. Eclipse Integrated Development Environment. Eclipse Foundation, (Luna+/e).
2. WindowsBuilder. Eclipse Foundation, (Most Current/e).

Other Materials Required of Students

1. Standard, current Java System Developer's Kit (SDK) installed on the institution's lab stations. .
2. Current IDE and GUI Java compiler/editor such Eclipse and/or WindowBuilder. .
3. Current version web browsers appropriate for the operating system the student is using .
4. Either a portable thumb-drive/external hard drive or cloud based storage service to save classroom and instructor distributed materials.

Equity Based Curriculum

- [_ Course Content](#)

Requisite Skills

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

A. CS 1

1. Interpret and apply C++ control structures for sequencing, selection and iteration.
2. Interpret and implement programmer-defined functions in C++.
3. Create and interpret expressions involving arithmetic and logical operators;
4. Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
5. Modify and expand short programs that use standard conditional and iterative control structures and functions.
6. Choose appropriate conditional and iteration constructs for a given programming task.
7. Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
8. Analyze and explain the behavior of simple programs.
9. Describe, interpret and apply the mechanics of parameter passing.
10. Discuss and apply the concept of algorithms in problem-solving processes.
11. Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.
12. Describe and apply effective debugging strategies.
13. Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
14. Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
15. Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.
16. Develop a complex C++ project comprised of source and header files with multiple compilation steps

B. CS 7

1. Design simple algorithms to solve a variety programming problems.
2. Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods

and arrays:

3. Describe the software development life-cycle:
4. Explain what an algorithm is and its importance in computer programming:
5. Analyze and investigate program behavior to effectively alter or debug existing code:
6. Design and implement specific program steps and components to achieve desired program behavior:
7. Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts:
8. Design and implement simple graphical and command line user interfaces implementing the students algorithms:

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in 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. Continuing to provide this course in our DE offerings provide another avenue for our students, many of whom work full or part-time, to access our courses. After consulting with our Advisory Board and the full-time faculty in our discipline identified this course as key to our AS degree and agreed that it should be offered as DE.

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. Continuing to provide this course in our DE offerings provide another avenue for our students, many of whom work full or part-time, to access our courses. After consulting with our Advisory Board and the full-time faculty in our discipline identified this course as key to our AS degree and agreed that it should be offered as DE. Our Program Review states that our department needs to further diversify our DE offerings. Maintaining our current number of courses which are available in the DE format, our students will continue to have options in how they want to complete their certificate and degree programs.~~

Our Program Review states that our department needs to further diversify our DE offerings. Maintaining our current number of courses which are available in the DE format, our students will continue to have options in how they want to complete their certificate and degree programs.

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 regularly contact students through an all-class email list, and will be readily accessible for questions and help by email [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: When offered in DE format, the course will have an ongoing discussion board as a component of student activities and instructor-student interaction [at least once 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: 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 [. The instructor will have to do this at least on a bi-monthly basis.](#)

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: The instructor will post electronic announcements in a consistent location as on needed a weekly basis .
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will make web conferencing available as a means of participating in online office hours on a weekly basis .
- **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 during face-to-face office hours to discuss any facet of the course at the discretion of the instructor at least once monthly . (hybrid courses only)
- **Other:**
Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course at the discretion of the instructor .

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 expected to engage in active participation on the course discussion board, including providing responses to other students' contributions and providing peer assistance with questions on content and code debugging ; as on they a are weekly able 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: As appropriate for particular assignments, students will complete programming tasks in small teams, using online tools (e.g., group chats, screensharing, multi-person virtual phone calls) to facilitate their work as needed at the discretion of the instructor .
- **Other:**
Frequency: Students will be able to post examples of their own work, including code, to the course discussion forum or other online environment 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: Each 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 on a weekly basis .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Assessments in the course will include assessments that students complete asynchronously and online at least two times per semester .
- **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: Online materials in the course will include structured practice quizzes or other tools that are repeatable and give students immediate feedback at the discretion of the instructor .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course [on a weekly basis](#) .

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Online materials in the course will include websites and other electronic platforms that allow students to write code and see its effect immediately in a specific environment [at the discretion of the instructor](#) .

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Video will be used to demonstrate procedures and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content [at the discretion of the instructor](#) .

General Education/Transfer

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

CCC000381996

CB03: TOP Code

070710 - Computer Programming

CIP Code

[11.0701 - Computer Science.](#)

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



Course Modification: CS 47 - Capstone Project

Course Modification: CS 47 - Capstone Project (Launched - Implemented 04-09-2026)
compared with
CS 47 - Capstone Project (Active - Implemented 08-15-2020)

Admin Outline for Computer Science 47 Capstone Project

Effective: Fall

~~2020~~ 2027

Catalog Description:

CS 47 - Capstone Project 3.00 Units

This is intended as a culminating experience within a degree or certificate sequence. Working individually or in a small team, you will develop a large-scale work-like project, driven by client needs, and requiring planning, implementation, documentation and presentation of the solution. Based on client requirements, each student or student team will design and implement a solution in a systematic and organized manner, breaking the project into logical sub-components and/or steps. Each student or student team will also prepare relevant written materials and give an oral presentation of the final product. 1 Units Lecture 2 Units Lab

Recommended Course Preparation:

- ~~CS 1 or CS 31~~
- ~~CNT 52~~
- - CIS 43 **or** CNT 43 **or** CS 43
- CIS 60
- CIS 62
- CIS 66 or CNT 52
- CS 1 or CS 31
- CS 45

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Science

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon completion of CS 47, students will be able to develop~~ Develop detailed design specifications for a substantive application, including major subsystems and - _ interfaces _.
- B. Design Modular Software Solutions.
- C. Analyze and define project requirements .

Course Objectives:

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

- A. Identify the requirements and components of a large-scale project.
- B. Select appropriate software, and hardware (if relevant), for designing and developing solutions for a given project.
- C. Identify members' strengths and weaknesses, and determine and assign roles accordingly when working in teams
- D. Decompose the overall solution to a given project into modular components and sequential steps.
- E. Develop an overall timeline and key milestones using the Agile development process for their project.
- F. Evaluate the current state of a project and adjust timelines and goals appropriately.
- G. Perform consistent documentation and testing during the development of a project.
- H. Create appropriate documentation and other reports for a completed project.

Course Content:

Lecture:

- 1. Teams
 - 1. Team Roles
 - 2. Definition of Roles
 - 3. Types of Teams

2. Creation of teams (if appropriate)

1. Identifying members
2. Identifying members strengths and weaknesses

3. Selecting a project

1. Recognizing and defining the problem
2. Define the scope of the project
3. Requirements analysis
4. Software selection
5. Hardware selection

4. Designing the solution

1. Identify the project parts
2. Assigning project parts to members

5. Project implementation

1. Project timeline and milestones
2. Understanding and implementation of the Agile software development process
3. Evaluating the project at each milestone or sprint
4. Milestone documentation and testing

6. Project report and documentation

7. Project presentation

8. Incorporation of scaffolded project milestones, guided checkpoints, and iterative feedback to support diverse student backgrounds, promote equitable participation, and ensure consistent progress across teams
9. Opportunities for collaborative problem-solving, flexible team roles, and multiple formats for demonstrating learning (e.g., code, documentation, presentations), with content and expectations communicated through varied modalities

Lab Activities:

1. Team Formation and Project Planning
 1. Hands-on activities forming teams, assigning roles, identifying member strengths, and selecting and scoping a project with defined requirements.
2. Design and Development
 1. Collaborative design of system architecture and implementation of project components using iterative development practices and Agile methodologies.
3. Testing and Evaluation
 1. Ongoing testing, debugging, and evaluation of project functionality at defined milestones or sprints, including peer and team feedback.
4. Documentation and Presentation
 1. Preparation of project reports, technical documentation, and delivery of a final presentation demonstrating project outcomes.

Methods of Instruction:

1. **Discussion**
2. Individualized Instruction
3. **Demonstration**

4. Research
5. Student Presentations
6. Projects
7. Classroom Activity - Guided workshops on requirements analysis, system design, and milestone evaluation In-class team meetings with structured check-ins, progress reviews, and peer feedback
8. Demonstration - Demonstrations of project management tools, version control, and testing strategies
9. Discussion - Instructor-facilitated discussions on project planning, Agile development practices, and team dynamics

Methods of Evaluation

- A. Oral Presentation
 1. Student will present their designs and project plans during the phases of the development of their project which will occur at least four times during the semester (concept, design, implementation, delivery)
- B. Papers
 1. Documents showing plans, designs, and designs implementation for their overall project ~~and implementation of~~. Each paper will be assigned at an appropriate time to assure the progress of the student during the four phases of concept, design, implementation and delivery. At the discretion of the instructor.
- C. Projects
 1. Programming Projects testing the students retention of lecture and lab materials. The final project itself will give evidence of the student's abilities to complete the course and will be at a minimum once per semester at the end of the semester in lieu of a final exam
- D. Agile Sprints and status reports showing the status and progress of the project and should be given at least once per week during the course.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Project :
 1. Develop a database system to capture needed data on customers, average deposit size, and other key characteristics.
 2. Develop a learning game application for an elementary school, based on specified topics and learning outcomes.
 3. Develop a tool to gather and analyze key data on global warming for the federal government.
 4. Design an appropriate network architecture, including recommended hardware and software procurement and configuration details, for a new business, based on its expected needs and activities.

Textbooks (Typical):

Textbook: _

1. [Jean-Georges Perrin](#) *Architecture Modernization*. First ed., Manning, 2024.
2. [Christie Wilson](#) *Grokking Continuous Delivery*. First ed., Manning, 2022.
3. [David Farley](#) *Modern Software Engineering: Doing What Works to Build Better Software Faster*. 1st ed., Addison-Wesley Professional, 2021.

Other Materials Required of Students

1. It is strongly recommended that each student have a portable storage device (e.g, USB drive) and/or access to an individual account on a cloud-storage service..

Equity Based Curriculum

- [Course Content](#)

Requisite Skills

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

- A. [CIS 43](#)
- B. [CNT 43](#)
- C. [CS 43](#)
- D. [CIS 60](#)
- E. [CIS 62](#)
- F. [CIS 66](#)
- G. [CNT 52](#)
- H. CS 1

1. ~~Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux:~~
2. ~~Interpret and apply C++ control structures for sequencing, selection and iteration:~~
3. ~~Interpret and implement programmer-defined functions in C++:~~
4. ~~Create and interpret expressions involving arithmetic and logical operators;~~
5. ~~Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++:~~
6. ~~Modify and expand short programs that use standard conditional and iterative control structures and functions:~~
7. ~~Choose appropriate conditional and iteration constructs for a given programming task:~~
8. ~~Apply the techniques of structured (functional) decomposition to break a program into smaller pieces:~~
9. ~~Analyze and explain the behavior of simple programs:~~
10. ~~Describe, interpret and apply the mechanics of parameter passing:~~
11. ~~Discuss and apply the concept of algorithms in problem-solving processes:~~
12. ~~Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms:~~

13. Describe and apply effective debugging strategies.
14. Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
15. Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
16. Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.
17. Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.
18. Develop a complex C++ project comprised of source and header files with multiple compilation steps

I. CS 31

1. Explain and apply basic principles of software engineering.
2. Design and implement both command line and graphical user interfaces using Java built-in classes.
3. Design and implement both built-in and complex Java data types and variables.
4. Understand and implement Java multi-dimensional arrays and vectors.
5. Design and implement multi-threaded Java applications.
6. Create java programs that implement standard data structures such as queues, linked lists, stacks, trees and hash tables.
7. Create Java programs that use one or more sorting algorithms (e.g., bubble, insertion, selection, shell, quick).
8. Create Java programs that use linear and binary search algorithms.
9. Write, compile, test and debug java programs and applets using both command line and integrated development environments;
10. Design and implement event-driven programs;
11. Design and implement Java classes including inheritance within a class hierarchy.
12. Design and implement Java constructors and other methods within a class.
13. Apply file input/output within the implementation of a program using both sequential and random data access methodologies.
14. Create Java programs using JDBC and Relational Database Management Systems (RDBMS) such as MySQL, DB2 and/or Oracle.

J. CNT-52

1. List and explain the layers of the OSI model and the TCP/IP Stack and describe the roles of protocol layers in data networks;
2. Describe and differentiate the devices, protocols, and services used to support communications in data networks and the Internet;

K. CIS-43

1. Explain the elements of the communication process;
2. Analyze how word selection and usage affects communications;
3. Solve business communications problems through planning, problem solving, organizing, writing, listening, and presenting techniques;
4. Illustrate sensitivity to audience needs and desire, including cross-cultural situations;
5. Plan, organize, write and revise letters, memos, emails, and reports suitable for a variety of business situations, including quantitative (e.g., accounting and finance) and business legal

contexts;

6. Plan and deliver individual or team oral presentations for business meetings;
7. Identify basic logical fallacy in an oral or written context;
8. Select a proper delivery format, face-to-face, electronic (e.g., email, virtual meeting) and identify strengths of each modality;
9. Examine uses of social media and related Internet writing contexts;
10. Adjust composition, prose, and rhetorical language use for optimal conciseness and clarity;
11. Practice social etiquette and "net-etiquette" applicable in a business environment;
12. Discern and appreciate the difference between primary and secondary sources;
13. Describe the importance of original work, the role of proper citations and references, and the ability to avoid plagiarism of either a deliberate or inadvertent nature.

L. ~~CNT-43~~

1. Explain the elements of the communication process;
2. Analyze how word selection and usage affects communications;
3. Solve business communications problems through planning, problem-solving, organizing, writing, listening, and presenting techniques;
4. Illustrate sensitivity to audience needs and desire, including cross-cultural situations;
5. Plan, organize, write and revise letters, memos, emails, and reports suitable for a variety of business situations, including quantitative (e.g., accounting and finance) and business legal contexts;
6. Plan and deliver individual or team oral presentations for business meetings;
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8. Select a proper delivery format, face-to-face, electronic (e.g., email, virtual meeting) and identify strengths of each modality;
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10. Adjust composition, prose, and rhetorical language use for optimal conciseness and clarity;
11. Practice social etiquette and "net-etiquette" applicable in a business environment;
12. Discern and appreciate the difference between primary and secondary sources;
13. Describe the importance of original work, the role of proper citations and references, and the ability to avoid plagiarism of either a deliberate or inadvertent nature.

M. ~~CS-43~~

1. Explain the elements of the communication process;
2. Analyze how word selection and usage affects communications;
3. Solve business communications problems through planning, problem-solving, organizing, writing, listening, and presenting techniques;
4. Illustrate sensitivity to audience needs and desire, including cross-cultural situations;
5. Plan, organize, write and revise letters, memos, emails, and reports suitable for a variety of business situations, including quantitative (e.g., accounting and finance) and business legal contexts;
6. Plan and deliver individual or team oral presentations for business meetings;
7. Identify basic logical fallacy in an oral or written context;
8. Select a proper delivery format, face-to-face, electronic (e.g., email, virtual meeting) and identify strengths of each modality;
9. Examine uses of social media and related Internet writing contexts;
10. Adjust composition, prose, and rhetorical language use for optimal conciseness and clarity;

11. Practice social etiquette and "net-etiquette" applicable in a business environment;
12. Discern and appreciate the difference between primary and secondary sources;
13. Describe the importance of original work, the role of proper citations and references, and the ability to avoid plagiarism of either a deliberate or inadvertent nature.

N. CIS-60

1. Articulate the types of business needs that can be addressed using information technology-based solutions.
2. Initiate, specify, and prioritize information systems projects and to determine various aspects of feasibility of these projects.
3. Clearly define problems, opportunities, or mandates that initiate projects.
4. Use at least one specific methodology for analyzing a business situation (a problem or opportunity), modeling it using a formal technique, and specifying requirements for a system that enables a productive change in a way the business is conducted.
5. Within the context of the methodologies they learn, write clear and concise business requirements documents and convert them into technical specifications.
6. Communicate effectively with various organizational stakeholders to collect information using a variety of techniques and to convey proposed solution characteristics to them.
7. Manage information systems projects using formal project management methods.
8. Articulate various systems acquisition alternatives, including the use of packaged systems (such as Enterprise Resource Planning [ERP], Customer Relationship Management [CRM], Supply Chain Management [SCM], etc.) and outsourced design and development resources.
9. Use contemporary Computer-Aided Software Engineering (CASE) tools for the use in-process and data modeling.
10. Compare the acquisition alternatives systematically.
11. Incorporate principles leading to high levels of security and user experience from the beginning of the systems development process.
12. Design high-level logical system characteristics (user interface design, design of data and information requirements).
13. Analyze and articulate ethical, cultural, and legal issues and their feasibilities among alternative solutions.

O. CIS-62

1. Articulate what project management means and how it improves the success of information technology projects.
2. Produce a project plan to ensure successful delivery and stakeholder satisfaction
3. Plan and run projects using best practices in a 6-step project management process
4. Describe risk management techniques and mitigation strategies
5. Estimate and schedule task work and duration with confidence
6. Implement monitoring tools and controls used to track project progress
7. Recognize and practice the leadership skills needed to run a motivated team
8. Apply the principles of the Project Management Institutes (PMI) processes of project management
9. Identification and analysis of why projects fail and what skills are required to implement projects successfully
10. Describe and apply the presentation and communication skills necessary to be an effective project manager

1. ~~Explain the use of databases and information systems in the business environment~~
2. ~~Design multiple database systems using hierarchical, network, relational, and object-oriented data models~~
3. ~~Explain database design concepts and the role of database components~~
4. ~~Effectively use the database design process to implement a third normal formed database using industry standard relational database server engines (RDBMS)~~
5. ~~Write, compile, test and debug programs which utilize RDBMS technologies using languages such as Python, Java and C/C++~~
6. ~~Design, program and test user interfaces which utilize RDBMS technologies~~
7. ~~Design and program Structured Query Language (SQL) statements including the SELECT statement, Projection, Joins, Data Definition Language, INSERT, MODIFY, DELETE and Built-in Functions~~
8. ~~Implement database views and stored procedures~~
9. ~~Select debugging and testing methodologies, and develop comprehensive test plans to be executed on previously designed and implemented projects~~

DE Proposal

Delivery Methods

- Fully Online (FO)
- Partially Online

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

The primary audience for this course includes a mixture of traditionally aged, full-time students and older/continuing students, and offering a DE or hybrid option is important to make the course accessible to as wide a range of students as possible.

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

~~The primary audience for this course includes a mixture of traditionally aged, full-time students and older/continuing students, and offering a DE or hybrid option is important to make the course accessible to as wide a range of students as possible.~~

Decision was made by the CS faculty after consultation with their Dean.

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 regularly contact students through an all-class email list, and will be readily accessible for questions and help by email. [At the discretion of the instructor.](#)
- **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: When offered in DE format, the course will have an ongoing discussion board as a component of student activities and instructor-student interaction. [At the discretion of the instructor.](#)
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: The instructor will post electronic announcements in a consistent location as needed.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will make web conferencing available as a means of participating in online office hours. [At the discretion of the instructor.](#)
- **Other:**
Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular

component of activities in the course [. At the discretion of the instructor .](#)

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 expected to engage in active participation on the course discussion board, including providing responses to other students' contributions and providing peer assistance with questions on content and code debugging, as they are able.
- **Other:**
Frequency: Students will be able to post examples of their own work, including code, to the course discussion forum or other online environment [. At the discretion of the instructor .](#)

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: As appropriate for particular assignments, students will complete programming tasks in small teams, using online tools (e.g., group chats, screensharing, multi-person virtual phone calls) to facilitate their work as needed.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Assessments in the course will include assessments that students complete asynchronously and online. [At the discretion of the instructor.](#)
- **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: Online materials in the course will include structured practice quizzes or other tools that are repeatable and give students immediate feedback.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course. [At the discretion of the instructor.](#)
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Online materials in the course will include websites and other electronic platforms that allow students to write code and see its effect immediately in a specific environment. [At the discretion of the instructor.](#)

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612116

CB03: TOP Code

070600 - Computer Science (Transfer)

CIP Code

[11.0701 - Computer Science.](#)

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



Course Modification: ECE 50 - Early Childhood Principles and Practices

Course Modification: ECE 50 - Early Childhood Principles and Practices (Launched - Implemented 04-02-2026)

compared with

ECE 50 - Early Childhood Principles and Practices (Active - Implemented 03-23-2023)

Admin Outline for Early Care and Education 50 Early Childhood Principles and Practices

Effective: Fall

~~2023~~ 2027

Catalog Description:

ECE 50 - Early Childhood Principles and Practices 3.00 Units

Historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children, including how play contributes to children's learning, growth, and development. ~~3~~ 2 Units Lecture 1 Units Lab

Total Lecture Hours	~~54~~ <u>36</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~72~~ <u>90</u>
Total Outside of Class Hours	~~108~~ <u>72</u>
Total Student Learning Hours	~~180~~ <u>162</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
- B. Describe the role of the early childhood educator, including ethical conduct and professional pathways.
- C. Examine a variety of observation, reflection, guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- D. Identify the underlying theoretical perspective in forming a professional philosophy.
- E. Identify quality in early education programs related to environment, curriculum, interactions and teaching strategies.
- F. [Identify examples of developmentally appropriate practice in action in an early education setting.](#)

Course Objectives:

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

- A. Describe historical and current issues and global approaches for early care and education.
- B. Differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.
- C. Identify the roles and responsibilities of an early childhood educator for curriculum, teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
- D. Describe and compare children's developmental stages as it relates to developmentally appropriate practices for children from birth through age eight.
- E. Describe developmentally appropriate practice.
- F. Examine the role and value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children.
- G. Describe guidance and positive communication strategies which promote children's social competence in a caring community.
- H. Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.
- I. Explain the ongoing cycle and relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.
- J. Identify supports for first and multilingual language learners in developing English language and literacy skills, including support for the home language.
- K. Identify strategies to promote communication with multilingual families.
- L. Describe how culture influences early childhood programs and practices.
- M. Develop an initial personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP).
- N. Identify program adaptations which may be needed to support children with diverse abilities.
- O. Document written objective observations based on specific criteria which informs curriculum.
- P. Describe the role and purpose of environmental and interactional rating instruments.

Course Content:

Lecture:

1. Historical and current approaches to group care and educational systems
 1. Theories of development and learning
 2. National and international philosophies of education and care
2. Local, state, and federal programs for all young children
 1. Ages served
 2. Governance, licensing, and regulations
 3. Teacher requirements
3. Developmentally appropriate practice
4. Present status of group care and educational systems for quality and content
5. Introduction to the Profession of Early Childhood Teaching
 1. Teacher's knowledge of:
 1. Child development
 2. Teaching strategies
 3. The academic disciplines they will be teaching (e.g. language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education)
 4. Content standards
 5. Professional and ethical conduct
 6. Anti-bias perspective, cultural diversity, and inclusion

1. Differing cultural perspectives on child-rearing practices
2. Sensitivity and appreciation of personal and cultural differences
3. Maintaining communication with multi-lingual families and children
4. Awareness of children with exceptional needs and program adaptations

2. Teacher's Personal Qualities

1. Flexibility
2. Tolerance and cultural responsiveness
3. Patience
4. Critical thinking
5. Physical ability
6. Mental health
7. Self-reflection
8. Awareness of personal attitudes and bias

3. Teacher's Role

1. Relationships and interactions with children, families, and others
2. Planning and evaluating curriculum
3. Intentional teaching
4. Creating supportive environments
5. Cultural competency

1. Multi-lingual language learners

2. Families

3. Staff

4. Communication strategies and purposes

1. Teacher-child interactions and focused conversations

2. With families as partners

3. Positive guidance

4. Supervision of other adults in the classroom

5. Professional Growth

1. Personal and professional philosophy

2. Professional growth opportunities and development

3. Professional organizations

4. Career pathways

6. Developmental Needs of Various Age Groups (infants, toddlers, preschool, school-age)

1. Physical

2. Cognitive

3. Language

4. Social

5. Emotional

7. Influences on Development

1. Heredity and environment
2. Families
3. Culture
4. Teachers
5. Communities

6. Introduction to Developmentally Appropriate Teaching and Learning Environments

1. Elements of quality environments, interactions, and relationships

1. Indoor and outdoor design and uses of physical space
2. Routines
3. Equipment and materials
4. Emotional climate
5. Relationship to curriculum goals
6. Impacts on behavior
7. Health, safety, and nutrition
8. Family involvement spaces
9. Adjusting for ages, abilities, and interests
10. Staffing/zoning

2. Early Childhood Teaching

1. Introduction to developmentally appropriate teaching and learning environments
2. Interrelationship of observation, planning, implementation, and assessment
 1. Identifying elements of objective observation
 2. Opportunities to practice in the field
 3. Practice completing a thorough, objective, written report
3. Effective pedagogy for young children
4. The importance of relationships and interactions with children, families, and others
5. Play-based teaching and learning
 1. Teacher-guided
 2. Child-initiated
6. Positive guidance and pro-social behavior
7. Typical learning trajectories in different domains of development, and their implications for curriculum design
8. Maintaining and supporting multilingual children and families
9. Adjusting for ages, abilities, and interests

Lab Activities:

1. ~~Visit Lab/activity a assignments local are preschool designed classroom, to home-based provide preschool, practice or elementary-classroom-and-label in the learning skills centers needed and by how early they childhood are-being-used professionals .~~
1. ~~Visit a local preschool classroom, home-based preschool, or elementary classroom and identify~~ Identify examples of developmentally appropriate ~~materials practice and in activities:~~ action in an early education environment

2. Visit Label learning centers in a ~~local preschool classroom, home-based preschool, or elementary~~ classroom and ~~practice~~ identify ~~sitting~~ their purpose.
3. Practice respectful behaviors with ~~, talking with, and reading to~~ children ; ages birth to eight.

Methods of Instruction:

1. Student Presentations
2. Observation
3. Written Exercises
4. Lecture - Lecture, discussion, cooperative learning groups, observations, interviews, reports, hands-on-learning activities to demonstrate and accommodate a variety of teaching/learning styles
5. Guest Lecturers - Community resources/guest speakers
6. Research - Student research of relevant topics
7. Audio-visual Activity - Media such as videos or internet search

Methods of Evaluation

- A. Class Participation
 1. weekly
- B. Exams/Tests
 1. 1 per semester
- C. Home Work
 1. Weekly
- D. Papers
 1. 4 per semester
- E. Portfolios
 1. 1 per semester
- F. Quizzes
 1. 3 per semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :
 1. Reading
 1. Read selections from Developmentally Appropriate Practices and Here They Come, Ready or Not.

1. Compare the basic philosophical underpinnings of each.

2. Read selected handouts about the behaviors of young children and conduct an individual study.

1. Compare the results.

B. Writing ~~and problem-solving~~

:

1. Observe and write evaluations of early childhood settings and/or children.

2. Using observation guidelines provided by the instructor, observe a child and identify the child's strengths, language use, social-emotional development, physical skills, and interests the child displays.

3. Write an essay comparing the results of an individual observation of a child with the theoretical material presented in the class.

Textbooks (Typical):

Textbook:

1. Browne Williams Kathryn, Anne Miles Gordon *Beginnings and Beyond: Foundations in Early Childhood Education*. 11th ed., Cengage Publishing, 2023.
2. Stephanie Feeney, Eva Moravcik, Sherry Nolte *Who Am I in the Lives of Children? An Introduction to Early Childhood Education*. California ed., Pearson Custom Printing, 2019.
3. Sue Bredekamp *Effective Practices in Early Childhood Education: Building a Foundations*. ~~4th~~ 5th ed., ~~Cengage~~ Pearson, ~~2020~~ 2024.
4. Cindy Stephens, Gina Peterson, Sharon Eyrich, Jennifer Paris *Principles and Practices of Teaching Young Children*. 2nd ed., Libretext, 2021.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- ~~Measurable~~ Course Objectives
- Methods of Instruction
- DE Course Interaction

Requisite Skills

DE Proposal

Delivery Methods

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

We have offered this as a DE option for about 7 years. It provides students more flexibility with ways to take this required course.

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

Already DE 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:

Course Objectives:

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: 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: Once per module.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: On every assignment, usually 1 per module.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Once a week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Once a week
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: As needed to respond to student voicemails.

- **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 per week or as requested by the student.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Once per week.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Once per module.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: 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: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 4 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 1 Exam and 3 times quizzes a semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: 3 times a semester.
- **Other:**
Frequency: ~~Once~~ One portfolio per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID: ECE 120 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000355784

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



Course Modification: ECE 67 - Infant and Toddler Development and Caregiving

Course Modification: ECE 67 - Infant and Toddler Development and Caregiving (Launched - Implemented 03-14-2026)

compared with

ECE 67 - Infant and Toddler Development and Caregiving (Active - Implemented 01-01-2019)

Admin Outline for Early Care and Education 67 Infant and Toddler Development and Caregiving

Effective: ~~Spring~~ Fall

~~2019~~ 2027

Catalog Description:

ECE 67 - Infant and Toddler Development and Caregiving

3.00 Units

A study of infants and toddlers from preconception to 36 months including physical, cognitive, language, social and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Examination of best practices, responsive caregiving techniques, environments, infant/toddler learning foundations, health, safety, and licensing requirements. 3 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ~~ECE~~ CDEV ~~56~~ C1000

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. **articulate** Articulate responsive, reciprocal and respectful caregiving.
- B. **intentionally** Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.
- C. **synthesize** Synthesize child development research and theories; apply principles with consideration for children's varying characteristics, needs and the multiple interacting influences on children's development.

Course Objectives:

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

- A. Summarize the developmental milestones, characteristics and growth patterns including language development of children from conception through 36 months
- B. Describe the theories and utilize current research to gain understanding of characteristics and sequences of typical and atypical infant/toddler development with emphasis on best practices and individual, familial and cultural differences
- C. Analyze the multiple contextual influences on infant/toddler development including diverse family practices
- D. Evaluate biological and environmental factors that influence preconception and prenatal health and development
- E. Develop a written plan, using observations and infant/toddler learning foundations, to implement curriculum for child's individual needs to promote observed behaviors to create optimal learning environments
- F. Describe behaviors of caregivers that model respectful communication, pro-social behavior and facilitate the development of empathy in infants and toddlers
- G. Apply the principles of infant/toddler development to create safe and healthy environments which meet licensing requirements and are responsive to the needs of individual children
- H. Describe strategies for maintaining of respectful relationships, communication and interactions with families within **a** all varying cultural **context** contexts
- I. Analyze qualities of team approach, collaboration, communication, professional and ethical behaviors in infant/toddler care environments

Course Content:

1. Developmental milestones and growth patterns birth - 36 months

1. Brain development and critical periods

2. Physical development

3. Cognitive development and information processing
4. Sensorimotor stages
5. Language development

2. Theories, research and principles of infant/toddler development Theories and current research

1. Sequence of development in all developmental domains.
2. Milestones for typically developing children
3. Brain development
4. Signs for atypical development and "at risk" infants/toddlers
5. Theories of attachment and separation
6. Temperament and individual differences
7. Theories of language development
8. Theories of social and emotional development

3. Principles of responsive caregiving

1. Establishing relationships
2. Respect of the infant/toddler as an individual
3. Building trust and attachment
4. Daily routines as a foundation for positive communication
5. Meeting individual needs in group care
6. Continuity of care, primary caregiving, small group size and ratio
7. Early intervention and inclusion of atypically developing infants/toddlers

8. Caregiving practices that reflect cultural perspectives

4. Prenatal development and birth

1. Preconception influences
2. Conception
3. Prenatal development
4. Birth
5. Influences on growth patterns

5. Observation of infants/toddlers

1. Techniques for observations
2. Documenting development
3. Using observation documentation to assess development of infants/toddlers and the environment

6. Infant/toddler learning foundations

1. Learning and development integrated across all domains
2. Using daily routines as an educational experience
3. Facilitating infant/toddler learning through play
4. Preparing the environment
5. Appropriate toys, materials and activities
6. Facilitating language and communication
7. Multi-language learning
8. Encouraging infant's/toddler's natural cognitive curiosity

9. Facilitating development of motor and perceptual skills

10. Identifying challenging behaviors and implementing positive guidance strategies to develop pro-social behavior

7. Components of a safe healthy indoor and outdoor environment for infants/toddlers

1. Policies and procedures that protect health and safety of infants/toddlers and adults which reflect current best practices

2. Nutrition and meals for infants/toddlers

3. Universal precautions, diapering, hand washing, cleaning, sanitizing and emergency procedures

4. Recognizing signs of abuse in the non-verbal child

5. Community Care licensing requirements

8. Family relationships and interactions

1. Family as the primary relationship in the young child's life

2. Understanding similarities and differences in families within a cultural context

3. Maintaining confidential communication

4. Family goals, values and cultural backgrounds

5. Building respectful relationships and communication between families, staff and program

9. Professional development

1. Team approach to meeting the individual needs of infants/toddlers

2. Fostering respectful and collaborative relationships among adults

3. Ongoing professional development

4. Ethical professionalism and conduct

5. Reflective practices

Methods of Instruction:

1. Observation
2. Discussion - Small group discussion and projects
3. Discussion
4. Lecture
5. Media resources

Methods of Evaluation

- A. Class Participation
 1. Frequently
- B. Class Performance
 1. Frequently
- C. Exams/Tests
 1. Once a semester
- D. Group Projects
 1. occasionally , at instructor discretion
- E. Home Work
 1. ~~Occasionally~~ occasionally, at instructor discretion
- F. Oral Presentation
 1. occasionally , at instructor discretion
- G. Papers
 1. 7 or 8 reflection writings on different topics/articles during the semester
- H. Projects
 1. three times a semester
- I. Quizzes
 1. twice a semester
- J. Research Projects
 1. twice a semester
- K. 7 or 8 reflection writings on different topics/articles during the semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :
 1. ~~Reading~~

1. Having read the text, be prepared to describe the three steps to problem solving, and explain how to "teach" problem solving skills to infants and toddlers?

1. How does "caregiving" help facilitate infant problem solving? -

B. Writing ~~and analysis~~

:

1. Observe one child and one caregiver. Other children and other caregivers may be included in the observation.
 1. Using observable objective facts, observe and record how the adult and child react to each other emotionally.
 1. Observe and record the infant's capabilities and demonstrated skills and interests, how the child's needs are being met, and how the child responds to the caregiver.
 2. ~~Using observable objective facts, observe and record how the adult and child react to each other emotionally.~~

Textbooks (Typical):

Textbook:

1. Janet ~~Alan~~ Gonzalez-Mena ~~Infant Fogel~~, ~~Toddlers Daniel~~ and ~~Caregivers~~. ~~11th ed.~~, McGraw-Hill Higher Education, 2017.
2. Donna S Wittmer, Sandra H Petersen ~~Messinger~~ ~~Infant and Toddler~~ Development ~~and Responsive Program Planning~~: - A ~~Relationship-Based Topical~~ Approach. 3rd ed., Pearson ~~Sloan Publishing LLC~~, 2018 2024.
3. Terri Swim Infant and Toddler Caregiving and Responsive Curriculum Development. 10th ed., Cengage, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Course Objectives

Requisite Skills

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

A. ~~ECE~~ CDEV 56 C1000

Required

- ~~Describe typical development milestones of children birth through adolescence~~
- Examine ways in which developmental domains are continuous, sequential and inter-related .
- Examine the impact of the environment, genetics, and culture on the child's development physically, self-esteem, socially, emotionally, language, and cognitive.
- Differentiate characteristics of typical and atypical development.
- Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
- ~~Differentiate characteristics of typical and atypical development at various stages .~~
- Articulate the connection between child development knowledge and appropriate practices .
- ~~Examine~~ Identify the ~~importance~~ typical progression of the development ~~early across years all and domains.~~
- Describe the impact of ~~the multiple interaction factors between on development and well-being, including those related to biology,~~ environment, ~~genetics~~ culture , and ~~culture social on interactions.~~
- Summarize the major theories of child 's development ~~physical, self esteem, socially, emotionally, language, and cognitive .~~

Recommended

- Evaluate the role of play and its relationship to development at various stage.
- Identify the strengths and exceptional needs of the child in the context of his/her family
- ~~Evaluate the role of play and its relationship to development at various stages .~~
- Investigate and describe risk factors that impact child's development and their families ; .

Not Necessary Skills

- ~~Demonstrate~~ Identify ~~objective the techniques teacher's role and skills ethical when responsibilities observing and evaluating behavior in to~~ children ~~of all ages, taking into consideration bias .~~
- Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level .
- ~~Identify~~ Apply the ~~teachers role~~ objective and ethical ~~responsibilities techniques to~~ and skills when observing, describing, and evaluating behavior in children .
- Describe current trends in research about early childhood .

DE Proposal

Delivery Methods

- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This class is traditionally offered in the evening because students work in the day in ECE programs. Recently, we have had low enrollments and know that DE courses enrollment is more robust than our evening face-to-face courses.

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

This is probably the result of low enrollment of face-to-face courses that were the normal format of delivery before COVID. In trying to recoup our enrollment pre COVID, we are wishing to offer this course in a HYBRID 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: _ Emails will be answered within 24–48 hours.
- **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: _ There should be a discussion in every Module
- **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 have the opportunity to request a face-to-face meeting with the instructor as needed by the student.

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: _ There will be a discussion offered every module.

Student-Content Interaction

- **Written papers:** _ Papers will be written on various topics.
Frequency: _ 7 or 8 reflection writings on different topics/articles during the semester
- **Research Assignments:** _ Students will use the Internet and library resources to research questions, problems, events, etc.
Frequency: _ twice a semester

- **Quizzes, tests/exams:** Quizzes will be used to make sure students completed assigned material and understood it.
Frequency: One exam and two quizzes per semester
- **Lecture:** Students will attend or access synchronous or asynchronous lectures on course content.
Frequency: Synchronous meetings will take place once a week via Zoom
- **Projects:** Students will complete projects that demonstrate their mastery of outcomes of the course.
Frequency: three times a semester
- **Student presentations:** Students will prepare and present on a topic being studied.
Frequency: occasionally, at instructor discretion

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000369661

CB03: TOP Code

130500 - Child Development/Early Care and Education

CIP Code

19.0709 - Child Care Provider/Assistant.

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



Course Modification: ECE 80A - Health: Preschool/TK Foundations

Course Modification: ECE 80A - Health: Preschool/TK Foundations (Launched - Implemented 08-16-2026)

compared with

Course Modification: ECE 80A - CA Preschool Foundations: Health (Approved - Implemented 08-15-2026)

Admin Outline for Early Care and Education 80A

CA Health: Preschool **/TK** Foundations **:Health**

Effective: Fall

2026 2027

Catalog Description:

ECE 80A - CA Health: Preschool **/TK** Foundations **:Health**
1.00 Units

Introduction to the health domain of the California Preschool/Transitional Kindergarten Learning Foundations and Frameworks including strands of health habits, safety, and nutrition. Provides practical strategies for implementing the curriculum frameworks. Applicable to required or professional development units for Child Development Permit holders and pre-school, transitional kindergarten, and early-primary teachers. 1 Units
Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).
- B. Plan environments and experiences related to the development of healthy habits, personal safety, and nutrition, based on the observation of children in classroom settings.
- C. Articulate the teacher's role in collaboration with families to support the development of healthy habits in young children.

Course Objectives:

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

- A. Explain the roles of the California Preschool/Transitional Kindergarten Health Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), and content standards for California Public Schools (pre-kindergarten and kindergarten).
- B. Plan environments and experiences related to developing healthy habits, personal safety, and nutrition based on observing children in classroom settings.
- C. Articulate the teacher's role in collaboration with families to support the development of healthy habits inyoung in_young children.

Course Content:

- 1. Introduction to the California Preschool/Transitional Kindergarten (PKTK) Learning Foundations: Health
 - 1. Purpose and use
 - 2. Relationship to Desired Results Development Profile (DRDP) and the Content Standards for California Public Schools (Transitional Kindergarten and Kindergarten)
- 2. Health strands
 - 1. Health Habits
 - 2. Safety
 - 3. Nutrition
- 3. Implementation of the Foundations and Frameworks
 - 1. Planning based on observation of children's interests, skills, and abilities
 - 2. Use of daily experiences and routines as a vehicle to promote children's understanding of good health
 - 3. Objects and materials to promote healthy habits
 - 4. Objects and materials that are relevant and meaningful
 - 5. Integration of health-related routines into all areas of the curriculum
- 4. Supporting English language learners in developing healthy habits as they concurrently acquire English
- 5. Partnership with parents and other caregivers in supporting children's good health.

Methods of Instruction:

- 1. Audio-visual Activity - Powerpoint presentations/lecture

2. Discussion - Class and group discussion about health related topics posted by the instructor
3. Observation - Teacher will post videos for students to observe and discuss.

Methods of Evaluation

- A. Class Participation
 1. 3 Discussions
- B. Exams/Tests
 1. One final exam
- C. Home Work
 1. 6 Readings 1 Observation
- D. Projects
 1. 3 curriculum activities based on observation
- E. Quizzes
 1. 2

Typical Outside-of-Class Assignments

- A. Writing:
 1. Students will be evaluated on their ability to promote healthy habits in young children through written curriculum plans
- B. Other:
 1. Problem Solving Demonstration: Students will be evaluated on the ability to select appropriate health topics and materials based on their observations of individual children
 2. Skill Demonstration: Students will be evaluated on their descriptions of how health routines can be integrated across all areas of the curriculum
 3. Examination: Students will be evaluated in their knowledge of the health strands through multiple choice and/or essay exams as well as through their performance on course assignments

Textbooks (Typical):

Textbook:

1. California Department of Education *California Preschool Learning Foundations, Vol. 2.*, California Department of Education, 2010.
2. California Department of Education *California Preschool/Transitional Kindergarten Learning Foundations: Introduction.*, California Department of Education, 2024.
3. California Department of Education *California Preschool/Transitional Kindergarten Learning Foundations: Health.*, California Department of Education, 2024.
4. Lynn R Marotz *Health, Safety, and Nutrition for the Young Child*. 11th ed., Cengage Learning, 2024.
5. Early Education and Support Division *California Preschool Program Guidelines*. + 1st ed., California Department of Education , 2015.

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

To increase student access

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

- 1) This class will mostly be taken by working teachers and needs to be accessible to them.
- 2) Faculty and Advisory Committee agreed that we need to make this class accessible to working students and to meet the needs of current students/workforce.

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: Each week, there will be a discussion prompt posted, and students will have two weeks to complete the discussion.
- **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: Each week, the instructor will provide feedback so students can have a feel of how they are doing in class.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Announcements - Once a week, the instructor will post announcements as needed so students will be informed of changes, upcoming tests, etc. The instructor will post at least once a week announcements that are academic in nature.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Once a week the instructor will have office hours using webconferencing. This will be done individually, in groups, or possibly for the whole 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: At the discretion of the faculty

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 e-mails each other to ask questions, share ideas and help each other.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Students will post to the discussion board in each module, usually every two weeks, answering questions posted by the instructor. They will then provide feedback on each others responses. For example, instructor will post a short reading about universal precautions and ask students to post a response to the reading and to discuss about at least 3 other students' own responses.
- **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 small groups to complete a project together twice during the semester. Then, each group will share their project to all students for further discussion and feedback. For example, students will be placed in small groups and asked to create a PowerPoint presentation about different topics, such as "Injury Prevention". They will share their final project to the class and be asked to write a comment about at least two other groups' projects. Students will be encouraged to "respond" to comments about their projects.

Student-Content Interaction

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

Frequency: The instructor will post discussions due every other week for each of the modules. Students will discuss health-related topics, posting their opinions, ideas, and experiences related to the topic. As an example, the instructor will post a reading, "Guiding Principles for a Healthy Classroom." After reading, students will choose the 2 most important guiding principles and explain why they've chosen them. Students then will reply to their classmates' posts.

- **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 in the semester, groups will be assigned to work on specific topics and to make a presentation on their findings. For example, each group will be assigned to become experts on Young children's Oral Health, Sun Safety, etc. Each group will post a power point presentation. Classmates will be required to ask questions or provide comments to at least 2 other presentations. Anybody from the group will respond to these questions/comments.

- **Written papers:** *Papers will be written on various topics.*

Frequency: Two of the assignments will include written papers related to Children's health. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. For example, students will read the "Children's Knowledge on Wellness" section and write a reflection paper about it. They will ask to include personal experiences, ideas, and values.

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: ~~Two assignments~~ Two assignments may require student to do an internet search such as, finding information about current children's health in California in Alameda County. Students will then share there graphs to all. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: A quiz will be included for each week in the module and at least one exam per semester.

The quiz may include multiple-choice and short-answer questions. The exam will include essay questions and multiple-choice questions. Example of ~~a~~ an exam question will be: What is the most effective way to prevent communicable disease? Provide 3 examples on how to encourage children to do it.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly, there will be written lecture material divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be posted on the topic of Guiding Principles, 2 principles per lecture, such as P. 1: Health Knowledge is individualized and P 2: Preschool children and their families posses diverse backgrounds and cultural practices.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Once every two weeks, videos related to the topics in this class will be posted by the instructor to enhance students' understanding and application. Instructor will post a question at the beginning so students will know what to look for in the video. Students will be required to write a short paper about the video. It could be a reflection paper or they will be required to compare the videos' content to information from the book. All videos will be close captioned.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Students will complete one capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be submitted either as a written paper, or an online presentation. An example will be to create a power point that includes appropriate health related materials and activities (curriculum) for a group of children previously observed.

- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*

Frequency: To begin a discussion on a controversial issue, twice in the semester, students will be polled to determine their stances. Results will be shared with students in an announcement or in the discussion board prior to the discussion. As an example poll will be: What of the following improves health behaviors in children? 1. Parents that model healthy behaviors 2. Children enrolled in extra curricular sports programs 3. Children enrolled in quality pre-school program 4. Children who stay at home with a parent before Kindergarten.

- **Other:**

Frequency: Once in the semester, students will prepare and present a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is for students to do an individual presentation about Nutrition choices for preschoolers, or maybe Self-regulation of eating.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000615856

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

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

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



Course Modification: ECE 80B - Social and Emotional Development: Preschool/TK Foundations

Course Modification: ECE 80B - Social and Emotional Development: Preschool/TK Foundations
(Launched - Implemented 04-02-2026)

compared with

ECE 80B - CA Preschool Foundations: Social and Emotional (Active - Implemented 01-01-2021)

Admin Outline for Early Care and Education 80B

~~CA Preschool Foundations:~~ Social and
Emotional Development: Preschool/TK Foundations

Effective: ~~Spring~~ Fall

~~2021~~ 2027

Catalog Description:

ECE 80B - ~~CA Preschool Foundations:~~ Social and
Emotional Development: Preschool/TK Foundations
1.00 Units

Introduction to the social and emotional development domain of the California Preschool /Transitional Kindergarten Learning Foundations ~~-and Frameworks~~ including the strands of self, ~~social~~ interactions interaction and relationships with adults, and interactions and relationships with peers. Provides practical strategies for implementing ~~the~~ curriculum ~~-frameworks~~ developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. ECD 50 strongly recommended. 1 Units Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon Describe completion and of ECE 80B, demonstrate~~ the ~~student should be able to explain the roles role of the~~ California Preschool - /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ in the education of young children ~~, and their relationship to the Desired Results Developmental Profile (DRDP) . -~~
- B. ~~Upon completion of ECE 80B, the student should be able to plan~~ Plan environments and experiences ; based on ~~observation~~ observations of children ; to support children's development of self-regulation and social skills.
- C. ~~Upon completion of ECE 80B, the student should be able to describe~~ Describe how teachers can collaborate with - _ parents and other caregivers to support children's social and emotional development.

Course Objectives:

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

- A. Define the roles of the California Preschool /Transitional Learning Foundations ~~and Frameworks~~ in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP).
- B. Use knowledge of the social and emotional strands to select materials and plan meaningful experiences in the classroom to promote children's development of social and emotional awareness and skills.
- C. Describe strategies to support English language learners in social/emotional development as they concurrently acquire English;
- D. Explain the role of partnership with parents and other caregivers in supporting children of diverse abilities and backgrounds in their social and emotional development.
- E. Describe opportunities to include practice of social skills and emotional regulation into daily routines and across all areas of the curriculum.

Course Content:

1. Introduction to the California Preschool /TK Learning Foundations: Social and Emotional Development

1. Purpose and use

2. The relationship to the Desired Results Developmental Profile (DRDP)

2. Social and Emotional Strands

1. Seld

2. ~~Social~~ Interactions ~~interaction~~ and relationships with adults

3. ~~Relationships~~ Interactions and relationships with peers

3. Implementation of the Foundations ~~-and Frameworks~~

1. Planning based on observation of children's interests, skills, and abilities

2. Daily experiences and routines as a vehicle to provide diverse opportunities for children to learn and use social skills

3. Environments and interactions that promote social and emotional development

4. Opportunities to include the practice of social skills and emotional regulation in daily routines and across all areas of the curriculum

4. Supporting English language learners in developing English ~~language~~ literacy skills while ~~currently~~ concurrently developing social skills and emotional regulation

5. Partnering with parents and other caregivers to provide ~~supportive support environments~~ for children of diverse abilities and background in their social and emotional development.

Methods of Instruction:

1. Lecture - Mini lectures will be posted about each strand of the foundation , ~~and~~ including the ~~associated~~ cultural curriculum implications framework for each .

2. Research - Research on the crucial role of healthy social and emotional development will be presented

3. Student Presentations - Students will present scenarios for how to ~~undergird~~ support ~~both~~ children's the learning foundations social and the emotional curriculum frameworks.

4. ~~See the DE Course Interaction for additional methods of instruction~~ development .

Methods of Evaluation

A. Class Participation

1. This will be measured in each module.

B. Home Work

1. 1 per module

C. Papers

1. 2 in the semester

D. Projects

1. 1 per semester

E. Quizzes

1. 1 per module

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. ~~Written assignments~~

1. Students will submit journals on their experiences with implementing the information from the foundations.

2. Students will respond in writing to prompts in discussion assignments

B. ~~Student presentations~~

Other:

1. Students will post visual presentations on strategies ~~to~~ for ~~partner~~ partnering with parents and other caregivers ~~on~~ to ~~creating~~ create supportive environments for children.

Textbooks (Typical):

~~Textbook~~ OER :

1. ~~Christine Child A: Development Schmidt- Developing Social Competency in Young Children: -1st ed: Division , Redleaf Press, 2019:~~
2. ~~Katie Statman-Weil- Trauma-responsive Strategies for Early Childhood: -1st ed., Redleaf Press, 2020:~~

~~Manual:~~ -

1. ~~CA~~ California Department of Education : CA California Preschool /Transitional Kindergarten Learning Foundations : Introduction . 1st /e , Vol. Child _ 1 . Development _ CA Division, California Department of Education, 2008 2024. <https://www.cde.ca.gov/sp/cd/re/documents/ptklfintroduction.pdf> .

Textbook: _

1. ~~CA~~ Child Development Division, California Department of Education _ California Preschool/Transitional Kindergarten Learning Foundations: Social and Emotional Development . CAPreschool 1 _ Curriculum Framework ed. , Vol. Child _ 1 . Development _ CA Division, California Department of Education, 2010 2024 .

Other Materials Required of Students

Equity Based Curriculum

- _ Course Content
- _ Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

[This will make the course more accessible to working adults and student parents.](#)

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

~~1) The State of CA has formulated 9, 1-unit courses meant to be delivered online to reach the maximum number of students. The courses are short and targeted and they supplement important work-based skills development that students may not get in other ECE courses. 2) The ECE Advisory Board voted on Oct. 30th for our program to create these courses. We also wrote in our 2018-19 program review that one of our short-term plans is "Creating and offering 1-unit courses aligned with the state learning foundations established by California Department of Education."~~

[1\) The State of CA has formulated 9, 1-unit courses meant to be delivered online to reach the maximum number of students. The courses are short and targeted and they supplement important work-based skills development that students may not get in other ECE courses. 2\) This was originally approved by the ECE advisory board in 2018.](#)

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.](#)
- [The course is created to be fully online only, so is designed to meet all the requirements of a tractional course.](#)

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: Students will be emailed regularly in response to questions and to share updates.
- **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 class will have weekly discussions aimed at creating class community and shared learning. An example may be: Post your response to the question, "how does culture influence children's emotional expression?" Include 2 sources for your answer and cite them. Respond to two classmates' posts, sharing other ways that your post and theirs are similar.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Students will receive feedback once a week on assignments through the use of grading rubrics, comments from the instructor in discussions, and comments made onto written assignments using the grading tool.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: The Announcements tool will be used to send out relevant articles for extended learning, updates on class, summaries of students' learning, and events happening on campus.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The ConferZoom tool will be used to host office hours, connect with students and share lecture information. Students will also be encouraged to use this tool to meet about projects or to study together.
- **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 be encouraged to meet the instructor face-to-face if coming to campus is accessible to them and they would like to have an in-person conversation.

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 use the email to communicate with one another as an additional way of creating community.
- **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 have weekly discussion assignments to encourage interaction. They will use the discussion tool to post written comments, videos and links to articles as required by the assignment. There will also be open discussions such as the Q&A where students can ask questions of 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: Students will have one group assignment in the class. They will be put into groups and use the discussion tool in their group to create a group paper. A topic of this paper could be, "complete a two-paper on the impact that media exposure is having on children social development during the ages of 2-8. Each person in the group must contribute at least one visual element and one quote toward the development of the paper."
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Students will critique one another's draft final assignment. They will be provided a grading rubric along with information on how to do peer grading. They will be asked to give specific comments on what the person did especially well and 2 areas for improvement.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: The class will have weekly discussions aimed at creating class community and shared learning. An example may be: Post your response to the question, "how does culture influence children's emotional expression?" Include 2 sources for your answer and cite them. Respond to two classmates' posts, sharing other ways that your post and theirs are similar.
- **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 have one group assignment in the class. They will be put into groups and use the discussion tool in their group to create a group paper. A topic of this paper A topic of this paper could be, "complete a two-page paper on the impact that media exposure is having on children's social development during the ages of 2-8. Each person in the group must contribute at least one visual element and one quote toward the development of the paper."
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Students will be asked to do internet research and find 3 reputable articles on how to support the social development of English language learning children in primary school classrooms.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Students will have short, weekly quizzes on the strands of the foundations being covered that week.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: The instructor will post periodic mini-lectures on class content. These lectures may use Screen-cast-o-matic or other tools, may include videos or other visual material.

- **Other Projects :** Students will complete projects that demonstrate their mastery of outcomes of the course.

Frequency: One per semester

- **Student presentations:** Students will prepare and present on a topic being studied.

Frequency: Once per semester, students will post visual presentations on strategies to partner with parents and other caregivers to support children's emotional development.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618275

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

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

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



Course Modification: ECE 80C - Foundational Language Development: Preschool/TK Foundations

Course Modification: ECE 80C - Foundational Language Development: Preschool/TK Foundations (Launched - Implemented 04-02-2026)

compared with

ECE 80C - CA Preschool Foundations: Language and Literacy (Active - Implemented 01-01-2021)

Admin Outline for Early Care and Education 80C

CA Preschool Foundations: Foundational Language and Development: Literacy Preschool/TK Foundations

Effective: Spring Fall

2021 2027

Catalog Description:

ECE 80C - **CA Preschool Foundations: Foundational Language and Development: Literacy Preschool/TK Foundations**

1.00 Units

Introduction to the language and literacy development domain in the California Preschool Transitional Kindergarten Learning Foundations . ~~and It Frameworks-including~~ includes the strands of listening and speaking , foundational literacy skills , reading, and writing. Provides practical considerations for implementing ~~the~~ curriculum ~~frameworks~~ developed for this sub- domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 1 Units Lecture

Recommended Course Preparation:

- ECE 50

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon Describe completion and of ECE 80C, demonstrate~~ the ~~student should be able to explain the roles role of the~~ California Preschool - /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ in the education of young children ~~and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten)~~ . -
- B. ~~Upon completion of ECE 80C, the student should be able to plan~~ Plan environments and experiences, based on - _ observation of children, to support children's foundational language ~~and literacy~~ development. -
- C. ~~Upon completion of ECE 80C, the student should be able to describe~~ Describe how teachers can collaborate with - _ parents and other caregivers to support children's foundational language ~~and literacy~~ development.

Course Objectives:

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

- A. Define the roles of the California Preschool /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ : Language and Literacy Development subdomain Foundational Language Development in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten) : ;
- B. Use knowledge of the foundational language ~~and development~~ literacy strands sub-domain to select materials and plan meaningful experiences in the classroom to promote children's learning and use of language and literacy skills and concepts : ;
- C. Describe opportunities to use listening and speaking, foundational literacy skills, reading, and writing ~~in into~~ daily routines and across all areas of the curriculum : ;
- D. Discuss the ways teachers collaborate with parents and other caregivers to support children of diverse backgrounds and abilities in their development of language, foundational literacy skills, reading and writing ~~-skills~~ .

Course Content:

- 1. Introduction to the California Preschool /Transitional Kindergarten Learning Foundations: Language and Literature
Literacy Development Domain and Foundational Language Development sub-domain

1. Purpose and use
2. Relationship to the California Common Core State Standards for kindergarten and Content Standards for - _ California Public Schools (kindergarten)
3. Relationship to Desired Results Developmental Profile (DRDP)

2. Foundational Language ~~and Literature~~ Development strands

1. ~~Language~~

1. Listening and speaking
2. ~~Language~~ Foundational ~~use~~ literacy ~~and conventions~~ skills
3. ~~Vocabulary~~
4. ~~Grammar~~

2. ~~Literacy~~

1. Reading
2. ~~Concepts about print~~
3. ~~Phonological awareness~~
4. ~~Alphabets and word and/or print recognition~~
5. ~~Literacy interest and response~~

3. Writing

1. ~~Writing strategies~~

- Implementation of the Foundations ~~and Frameworks~~

1. Planning based on observation of children ~~'s~~ interests, skills, and abilities
 2. Daily experiences and routines ~~as~~ are a vehicle to provide diverse opportunities for children to learn and use listening, speaking, reading, and writing ,and foundational literacy skills.
 3. Selection of books, materials, and supplies to provide literacy - rich environments
 4. Integration of language development and literacy opportunities into daily routines and across all areas of the curriculum
- Supporting English language learners in developing English literacy skills
 - Partnering with parents and other caregivers to include meaningful experiences designed to promote language and literacy including in preserving children home of language diverse backgrounds and abilities.

Methods of Instruction:

1. Written Exercises - Students will be evaluated on their ability to plan meaningful and developmentally appropriate language and literacy experiences through written curriculum proposals.
2. Student Presentations - Students will be evaluated on their descriptions of how diverse opportunities for use of language and literacy can be integrated into daily routine and across all areas of the curriculum.
3. Demonstration - Students will be evaluated on the ability to select appropriate language ~~and literacy~~ materials and opportunities based on their observations of individual children.

Methods of Evaluation

- A. Exams/Tests
 1. One Final Exam
- B. ~~Group Projects~~
 1. ~~3-group projects in selected modules~~
- C. Projects
 1. Students will complete a capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be submitted either as a written paper, an online presentation, or a web site. An example project is, based on the child's observation (previous assignment) develop 5 curriculum activities that meet the specific needs of the child while promoting at least 3 pre-reading strategies.
- D. Quizzes
 1. One Quiz for each Module

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

~~A:~~

1. ~~Plan~~ Plan meaningful and developmentally appropriate language and literacy experiences through written curriculum ~~activities~~ proposals

B. Project:

1. Write a newsletter article explaining foundational language development to parents, and giving suggestions on how they can support literacy at home.

C. Other:

1. Select appropriate language and literacy, materials, and opportunities based on ~~children's~~ observations ~~which~~ of ~~reflect the Literacy and Language Preschool Foundations~~
~~B. Write a paper on strategies to encourage family's participation in supporting their child's language and writing development.~~
~~C. Present strategies for promoting individual children 's pre-reading, pre-writing and/or phonemic awareness in preschool classrooms and give rationale .~~

-

Textbooks (Typical):

OER: _

1. Child Development Division, California Department of Education California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development . 1 /e, Child Development Division, California Department of Education, 2024.
<https://www.cde.ca.gov/sp/cd/re/documents/ptklflanuageliteracydev.pdf..>

Textbook:

1. ~~Beverly W. Otto~~ Language Development in Early Education: 5th ed., Pearson, INC, 2018:
2. CA Department of Early Education ~~CA Department of Early Education. CA~~ California Preschool /Transitional Kindergarten Learning Foundations ~~Volume1~~ Introduction . 1st ed., CDE Press, 2010:
3. ~~Michelle Kay Compton, Robin Chappelle Thompson~~ StoryMaking: The Maker Movement Approach to Literacy for Early Learners: 1st ed., Redleaf Press, 2018 2024 .

Other Materials Required of Students

Equity Based Curriculum

- [_ Course Content](#)
- [_ Course Objectives](#)

Requisite Skills

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

- A. [ECE 50](#)

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

[To make the course more accessible for working adults and student parents.](#)

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

1) This class will mostly be taken by working teachers and needs to be accessible to them. 2) Faculty and Advisory Committee agreed that we need to make this class accessible to working students and to meet the needs of current students/workforce.

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.
- **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.
- **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** **got** the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: The telephone will be used to interact with students individually to answer questions, review student work, etc.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Students will come to campus during face-face office hours to discuss any facet of the course. (hybrid courses only)
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: The 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.

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: Each module will contain at least one 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. They will also reply to each others' postings. An example assignment, on Module about Guiding Principles, students will choose at least 3 principles from the list and give at least 2 examples for each principle that they are implementing/or would like to implement in their preschool classrooms. Students then will make a comment, or ask questions to at least one of their classmate entries.
- **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 complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment: students will be assigned to a group and be given a specific topic. After defining terms, they will be asked to show examples of activities that promote related skills in preschool age children. They will need to work together to create and post a PowerPoint presentation so others will ask questions or enter comments in the discussion.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: The 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.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Students will be encouraged to interact in real time with each other to discuss course work. Instructor will be available to help students use webconferencing.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Class Discussion Board - Each 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 assignment, in the Module of "Word/Print Recognition" students will be given a vignette to read. Students will be asked to identify

specific strategies used by the teacher that are recommended in the module. Students will also be asked to respond to at least one of their classmates posts.

- **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 work in 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, students will be assigned to a group and be given a specific topic, such as "Promoting Pre-reading skills". They will need to work together to create and post a powerpoint presentation about the topic, so others will ask questions or enter comments in the discussion.

- **Written papers:** *Papers will be written on various topics.*

Frequency: Papers will be written 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 reflection papers that will ask students to write reflections on their experiences with literacy when they were young children. Students will be required to write a term paper on a topic pertaining to literacy.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: One exam per semester, one quiz per module. Open book quizzes will be used in each module to make sure students completed the assigned reading and understood it. 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. Time limits will be set. A typical exam question is: How do you, or could you, use "recasting" to develop children's language and introduce them to new vocabulary?

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Written lectures will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, three mini-lectures, each with two short paragraphs per page, will be posted on the topic of "The use of Vygotskian principles in the promotion of language". PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each module will contain one such presentation that covers the main points of the module. These will be close-captioned. An example presentation will cover "Strategic scaffolding".

- **Video:** - ~~Video will be used to demonstrate procedures and to help students visualize concepts.~~

~~**Frequency:** - Video will be used to demonstrate procedures and to help students visualize concepts. Instructor will post short videos to use as a springboard to a whole-class discussion; assign multiple short videos and have students identify, compare, and contrast the concepts presented in each; include a short quiz or practice quiz at the end of each video. All videos will be close-captioned.~~

- **- Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Students will complete a capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be submitted either as a written paper, an online presentation, or a web site. An example project is, based on the child's observation (previous assignment) develop 5 curriculum activities that meet the specific needs of the child while promoting at least 3 pre-reading strategies.

- **Other Student presentations :** Students will prepare and present on a topic being studied.

Frequency: Students Once per semester, students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is to make a presentation on a topic chosen from a list given by the instructor, for example "Phonemic Awareness".

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618305

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

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

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



Course Modification: ECE 80D - English Language Development: Preschool/TK Foundations

Course Modification: ECE 80D - English Language Development: Preschool/TK Foundations (Launched - Implemented 04-02-2026)

compared with

ECE 80D - CA Preschool Foundations: English Language Development (Active - Implemented 01-01-2021)

Admin Outline for Early Care and Education 80D

~~CA Preschool Foundations:~~ English Language Development : Preschool/TK Foundations

Effective: ~~Spring~~ Fall

~~2021~~ 2027

Catalog Description:

ECE 80D - ~~CA Preschool Foundations:~~ English Language Development : Preschool/TK Foundations

1.00 Units

Introduction to the English language ~~learners~~ development sub- domain of the language and literacy development domain in the California Preschool /Transitional Kindergarten Learning Foundations . ~~and It~~ ~~Frameworks-including~~ includes the strands of listening ; and speaking, foundational literacy skills, reading , and writing. Provides practical ~~strategies~~ considerations for implementing ~~the-~~ curriculum ~~frameworks~~ developed for this sub- domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 1 Units Lecture

Recommended Course Preparation:

- ECE 50

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon Describe completion and of ECE 80D; demonstrate~~ the ~~student should be able to explain the roles role~~ of ~~the~~ California Preschool - /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ in the education of young children ~~and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten)~~ .
- B. ~~Upon completion of ECE 80D, the student should be able to plan~~ Plan environments and experiences, based ~~on observation~~ onobservation of children, to support children's English language development.
- C. ~~Upon completion of ECE 80D, the student should be able to describe~~ Describe how teachers can collaborate with - _ parents and other caregivers to support children's English language development.

Course Objectives:

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

- A. Define the roles of the CA Preschool /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ in the education of ~~young children~~ youngchildren including their relationship to the DRDP, the California Common Core State Standards ~~for kindergarten~~ forkindergarten and Content Standards for California Public Schools (kindergarten).
- B. Use knowledge of the English language learner ~~strands~~ sub-domain to select materials and plan meaningful experiences to - _ support children's learning and use of language and literacy skills and concepts in English;
- C. Describe opportunities to use listening and speaking, foundational literacy skills, reading, and writing to support English language development :
- D. ~~Share strategies in daily routines~~ and ~~responses for including language supports in~~ across all areas of the curriculum : ;
- E. Discuss the ways teachers collaborate with parents and other caregivers to support children's English _ language development.

Course Content:

1. Introduction to the California Preschool /Transitional Kindergarten Learning Foundations: Language and Literacy Development Domain and English Language ~~Learners~~ Development sub-domain

1. Purpose and use
2. Relationship to the California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten)
3. ~~Relationship to Desired Results~~ Developmental Profile (DRDP) ~~-9/8/16~~

2. English language learner strands

1. Listening and speaking
2. ~~Speaking~~ Foundational literacy skills
3. Reading
4. Writing

3. Implementation of the Preschool/Transitional Kindergarten Foundations ~~and Frameworks~~

1. Planning based on observation of children's interests, skills and abilities
2. Daily experiences and routines as a vehicle to provide diverse opportunities for children to develop skills in the English language
3. Opportunities to use English language skills in daily routines and across all areas of the curriculum
4. Supporting English language learners in developing English literacy skills while concurrently developing skills in their home language
5. Partnering with parents and other caregivers to support ~~dual~~ multiple language learning

Methods of Instruction:

1. Audio-visual Activity - ~~Power~~ Students ~~point~~ can use a variety of technology tools when presenting their information, including PowerPoint presentations ; and Mini ~~Lectures~~ Lecture videos.
2. Discussion - Class and group discussions to share their personal experiences .
3. ~~Projects~~

4. Student Presentations - Students will present strategies to engage families in supporting their child's language development.
5. Observation - Instructor will post videos for students to observe, and at least 1 child observation will be required.

Methods of Evaluation

- A. Class Participation
 1. Participate in 5 discussions.
- B. Exams/Tests
 1. 1 final exam
- C. Home Work
 1. Weekly
- D. Papers
 1. Once per semester. Written evaluations of materials, environments, and/or teaching strategies will be assessed for developmentally appropriate practices.
- E. Projects
 1. Once per semester. Create ~~5~~ curriculum activities to support the English language learner child observed. Student's curriculum plans will be evaluated for their alignment with observed children's needs.
- F. Quizzes
 1. For each Module

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :
 1. Students will plan for English language development concurrent with home language development through written curriculum proposals.
- B. Other:
 1. Students will select and/or develop supportive environments, materials and interactions based on their observations of individual children.
 2. Students will be evaluated on their descriptions of how opportunities for English language development can be integrated into daily routine and across all areas of the curriculum.

Textbooks (Typical):

OER: _

1. Child Development Division, California Department of Education . California Preschool/Transitional Kindergarten Learning Foundations Introduction. 1 /e, Child Development Division, California Department of Education, 2024. <https://www.cde.ca.gov/sp/cd/re/documents/ptklfintroduction.pdf..>

_ Textbook:

1. ~~Linda M Espinosa- *Getting It Right for Young Children from Diverse Backgrounds*. -2 ed., Pearson, 2015.~~
2. CA Department of Early Education Chavez ~~CA~~ *California* *Preschool /Transitional Kindergarten Learning Foundations* : ~~Volume~~ *Language* ~~7~~ *and Literacy Development* . 1 ed., California State Department Early Education, 2010.
3. ~~Alexandra Guilamo- *Coaching Teachers in Bilingual and Dual-Language Classrooms*. -1 ed., Solution Tree Press, 2020.~~
4. ~~Shauna L. Tominey, Elisabeth C. O'Bryon- *45 Strategies that Support Young Dual Language Learners*. -1 ed., Brookes Publishing, 2018~~ *2024* .

Other Materials Required of Students

Equity Based Curriculum

- [Course Content](#)
- [Course Objectives](#)
- [Methods of Instruction](#)

Requisite Skills

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

- A. [ECE 50](#)

DE Proposal

Delivery Methods

- **[Fully Online \(FO\)](#)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

[To increase access to working adults and student parents.](#)

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

1) This class will mostly be taken by working teachers and needs to be accessible to them. 2) Faculty and Advisory Committee agreed that we need to make this class accessible to working students and to meet the needs of current students/workforce.

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.
- **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.
- **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.

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

Frequency: Announcements - ~~Instructor~~ The instructor will post at least ~~once-a-week-announcements~~ that are one academic ~~in announcement~~ nature every two weeks. In addition, the instructor will post announcements as needed so students will be informed of changes, ~~up-coming~~ upcoming tests, etc.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: The instructor will use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*

Frequency: The telephone will be used as requested to interact with students individually to answer questions, review student work, etc.

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Students will come to campus during face-to-face office hours to discuss any facet of the course. (hybrid courses only)

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: The 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.

Student-Student Interaction

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

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

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

Frequency: Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment: instructor will provide current data of children that speak a language different than English at home. After analyzing the data, students will be asked to post answers to questions related to the impact of this data in the ECE field and to compare the data with their own classroom's demographics. Students will then reply to at least one of the entries.

- **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 complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment, students will be assigned to a group and be given a specific topic, such as "Stages of Second-Language Development". They will need to work together to create and post a powerpoint presentation about the topic, so others will ask questions or enter comments in the discussion.

- **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 projects in real time.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Students will be encouraged to interact in real time with each other to discuss course work. Instructor will be available to help students use webconferencing.

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 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 assignment, in the Module of "Listening" students will be given a vignette to read about a newcomer immigrant child. Students will be asked to post their critique about the teachers' actions in the vignette. Students will also be asked to respond to at least one of their classmates posts.

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency: There will be at least one group project during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. An example assignment, students will be assigned to groups and asked to visit a different preschool center to observe teachers' interactions to ELL/Dual Language children. They will then compare their findings and together decide appropriateness of teachers' actions and post their conclusions. They will also need to respond to one of the papers from at least one of the groups.

- **Written papers:** *Papers will be written on various topics.*

Frequency: - At least once per semester. Papers will be written 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 "Environments and Materials for classrooms with young English learners". There will be a term paper on "Guiding principles" where students will be asked to write curriculum ideas for each of the principles.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Open book quizzes will be used in each module to make sure students completed the assigned reading and understood it. Questions will be randomized so different students get different questions. One test per semester. Tests and exams will include multiple choice, short answer ~~7~~, and essay questions that will require higher-order thinking, along with supporting factual knowledge. Time limits will be set. ~~A typical exam question is, Active listening forms the foundation of a child's language development in any language. Their receptive knowledge of the language exceeds their productive, that is why: a. We don't need to speak to infants that are expose to more than one language at home. b. We should use only English to communicate with Dual language learners in the preschool classrooms. c. We should encourage parents to speak English to young children at home. d. Teachers should use body language, gestures and spoken language that is well pronounced when talking to toddlers. Choose the best answer .~~

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Written lectures will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be posted on the topic of "Speaking" PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each module will contain one such presentation that covers the main points of the module. These will be close captioned. An example presentation will cover "Strategies to support Writing Skills for preschool English learners" :
- - **Video:** - ~~Video will be used to demonstrate procedures and to help students visualize concepts.~~
Frequency:- - ~~Video will be used to demonstrate procedures and to help students visualize concepts. Instructor will post short videos to use as a springboard to a whole-class discussion; assign multiple short videos and have students identify, compare, and contrast the concepts presented in each; Include a short quiz or practice quiz at the end of each video; All videos will be close captioned .~~
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Students will complete a capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be submitted either as a written paper, an online presentation, or a web site. An example project is, based on the English language learner child's observation (previous assignment) develop 5 curriculum activities that meet the specific needs of the child.
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency: In order to begin a discussion on a controversial issue, students will be polled to determine their stances. Results will be shared with students in an announcement or in the discussion board prior to the discussion. An example poll will be, how many children in your classroom are dual language learners?
a. None b. 5 to 20% c. 21-30% d. 31-40% e. 41-50% f. More than 50%
- **Other Student presentations :** *Students will prepare and present on a topic being studied.*
Frequency: Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is to make a presentation based on the project assignment (see "Projects") and answer questions/comments from classmates.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618306

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

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

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



Course Modification: ECE 80E - History-Social Science: Preschool/TK Foundations

Course Modification: ECE 80E - History-Social Science: Preschool/TK Foundations (Launched - Implemented 04-02-2026)

compared with

ECE 80E - CA Preschool Foundations: History/Social Science (Active - Implemented 01-01-2021)

Admin Outline for Early Care and Education 80E

~~CA Preschool Foundations:~~ History / ~~–~~ Social Science :
Preschool/TK Foundations

Effective: ~~Spring~~ Fall

~~2021~~ 2027

Catalog Description:

ECE 80E - ~~CA Preschool Foundations:~~ History / ~~–~~ Social Science :
Preschool/TK Foundations

1.00 Units

Introduction to the history and social science domain of the California Preschool /Transitional Kindergarten Learning Foundations ~~–and Frameworks~~ including strands of social inquiry skills; self and ~~society;~~ social civics; systems; history; skills geography; for ecology; democracy and ~~economics~~ being a community member (civics); time, continuity and change; sense of place and environment; and economic systems .

Provides practical strategies for implementing ~~the~~ curriculum ~~–frameworks~~ developed for this domain.

Applicable to required or professional development units for Child Development Permit holders, ~~–~~ pre - school, transitional kindergarten, and early-primary teachers. 1 Units Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon Describe completion and of ECE 80E, demonstrate the student should be able to explain the roles role of the~~ California Preschool - /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ in the education of young children ~~and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten)~~ .
- B. ~~Upon completion of ECE 80E, the student should be able to plan~~ Plan environments and experiences to _ support children's concept development in the areas of history and social science.
- C. ~~Upon completion of ECE 80E, the student should be able to describe~~ Describe how teachers can collaborate with - _ parents and other caregivers to provide meaningful history and social studies learning experiences for - _ young children.

Course Objectives:

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

- A. Define the roles of the California Preschool /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ : History/Social Studies in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools(kindergarten).
- B. Use knowledge of the social studies strands to select materials and plan meaningful experiences for the classroom to promote children's awareness of themselves as members of a society and their place in time.
- C. Integrate history and social studies concepts into daily routines and across all areas of the curriculum.
- D. Discuss the ways teachers collaborate with parents and other caregivers to develop meaningful history and social studies experiences.

Course Content:

1. Introduction to the California Preschool /Transitional Kindergarten Learning Foundations: History and Social Studies
 1. Purpose and use
 2. Relationship to the California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten)
 3. Relationship to Desired Results Developmental Profile (DRDP)

2. History and Social Studies strands

1. Social Inquiry Skills

1. Self and ~~society~~ Social Systems (culture and diversity, relationships, social roles, and occupations)
2. ~~Becoming~~ Skills for Democracy and Being a ~~community~~ Community ~~member~~ Member (civics)
3. Time, Continuity, and Change
4. Sense of ~~time~~ Place (~~history~~)
5. ~~Sense~~ and ~~of place~~ Environment (geography and ecology)
6. ~~Marketplace~~ Economic (~~economics~~) Systems

2. Implementation of the Foundations ~~and Frameworks~~

1. Planning based on observation of children's interests, skills, and abilities
 2. Daily experiences and routines as a vehicle to provide diverse opportunities for children to learn and apply history and social studies concepts
 3. Selection of topics and materials for culturally relevant history and social studies curriculum
 4. History and social studies concepts in daily routines and across all areas of the curriculum
-
3. Supporting English language learners in developing concepts related to history and social science as they concurrently acquire English
 4. Partnering with parents and other caregivers to include the cultural experiences of children's families and communities as they develop concepts related to history and social studies

Methods of Instruction:

-
1. Written Exercises - ~~Students~~ Using a variety of learning modalities, students will be evaluated on their ability to plan meaningful and developmentally appropriate historical and social experiences for children through written curriculum proposals.

2. Demonstration - Students will be evaluated on the ability to select **appropriate** culturally appropriate history and social studies topics, materials, and opportunities based on their observations of individual children.
3. Discussion - Students will be evaluated on their descriptions of how diverse opportunities for exposure to history and social studies concepts can be integrated into daily routine and across all areas of the curriculum.

Methods of Evaluation

A. Exams/Tests

1. One Final Exam

B. Group Projects

1. ~~3~~ 2 group projects in selected modules

C. Projects

1. Students will complete a capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be submitted either as a written paper, an online presentation, or a web site. An example project is, based on the child's observation (previous assignment) develop 5 curriculum activities that meet the specific needs of the child while promoting at least 3 strategies on engaging families and building relationships

D. Quizzes

1. One Quiz for each Module

Typical Outside-of-Class Assignments

A. Writing:

1. Write a paper on strategies to encourage families' participation in supporting their child's self and society.

B. Other:

1. Plan curriculum activities based on children's observations , which reflect the History/Social Science Preschool /Transitional Kindergarten Foundations
2. ~~Write a paper on strategies to encourage family's participation in supporting their child's Self and society .~~
3. Present strategies for promoting children's democratic participation.

Textbooks (Typical):

~~Textbook~~ OER :

1. ~~CA Child Department Development of Early Education -CA Preschool Learning Foundations Volume3: 1st ed.~~ Division , California Department of Education ,2013:

2. ~~Geneva-Gay~~ Culturally California Responsive Preschool/Transitional Teaching Kindergarten Learning Foundations: -Theory; Research; Introduction and-Practice . 3rd 1 /e, Child Development Division, California Department of Education , 2024.
<https://www.cde.ca.gov/sp/cd/re/documents/ptklfintroduction.pdf..>
3. Child Development Division, California Department of Education California Preschool/Transitional Kindergarten Learning Foundations: History-Social Science . 1 /e, 2024, 2024. California Preschool/Transitional Kindergarten Learning Foundations: History-Social Science .

Textbook: _

1. Carol Seefeldt; Sharon D. Castle; Social Studies for the Preschool/Primary Child. 9th ed., ~~Teachers Press~~ Pearson , 2018:
2. ~~Natasha Daniels- Social Skills Activities for Kids:-~~ 1st ed., ~~Rockridge Press, 2019~~ 2022 .

Other Materials Required of Students

Equity Based Curriculum

- _ Course Content
- _ Course Objectives
- _ Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

- Fully Online (FO)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

To enable more working students and student parents to access the course.

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

- 1) This class will mostly be taken by working teachers and needs to be accessible to them.
- 2) Faculty and Advisory Committee agreed that we need to make this class accessible to working students and to meet the needs of current students/workforce.

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.
- **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.

- **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.

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

Frequency: Instructor will post at least once a week announcements that are academic in nature. In addition, instructor will post announcements as needed so students will be informed of changes, upcoming tests, etc.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: The instructor will use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*

Frequency: The telephone will be used to interact with students individually to answer questions, review student work, etc.

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Students will come to campus during face-to-face office hours to discuss any facet of the course. (hybrid courses only)

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: The 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.

Student-Student Interaction

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

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

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

Frequency: Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment, instructor will provide a vignette on how to teachers can help young children appreciate various cultures and languages in the world and then have students discuss/brainstorm ideas on this topic. Then, have students respond to each other's ideas.

- **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 complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment, students will be assigned to a group and be given a specific topic, such as " Social Roles and Occupations". They will need to work together to create and post a powerpoint presentation about the topic, so others will ask questions or enter comments in the discussion.

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: The instructor will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use a chatroom as an opportunity for students to interact with each other.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Students will be encouraged to interact in real time with each other to discuss course work. Instructor will be available to help students use webconferencing.

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 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 assignment, in the Module of "Engaging Families" students will be given a vignette to read. Students will be asked to identify specific strategies used by the teacher that are recommended in the module. Students will also be asked to respond to at least one of their classmates posts.

- **Written papers:** *Papers will be written on various topics.*

Frequency: At least once per semester. Papers will be written 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. For example, students will be asked to write a paper comparing two cultural groups.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: One exam per semester and one quiz per module. Open book quizzes will be used in each module to make sure students completed the assigned reading and understood it. 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. Time limits will be set. A typical exam question would be: "List and discuss strategies that promote an inclusive classroom".

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Written lectures will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each module will contain one such presentation that covers the main points of the module. These will be close-captioned. An example presentation will cover "Self and Society".

- **Video Projects:** *Video Students will be complete used projects to that demonstrate procedures their and mastery to of help outcomes students of visualize the concepts course.*

Frequency: Video Students will complete a capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be used submitted to demonstrate procedures and to help students visualize concepts. Instructor will post short videos to use either as a springboard written to paper, an online presentation, or a whole-class web discussion; site. assign An multiple example short project videos is, based on the child's observation (previous assignment) develop 5 curriculum activities that meet the specific needs of the child while promoting at least 3 strategies on engaging families and have building students identify, compare, and contrast the concepts presented in each; include a short quiz or practice quiz at the end of each video. All videos will be close-captioned: relationships

- **Other Student presentations :** Students will prepare and present on a topic being studied.
Frequency: **Students** Once per semester students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is to make a presentation on a topic chosen from a list given by the instructor, for example "Becoming a Preschool Community Member-Civics".

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618307

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

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

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



Course Modification: ECE 80F - Math: Preschool/TK Foundations

Course Modification: ECE 80F - Math: Preschool/TK Foundations (Launched - Implemented 04-02-2026)

compared with

ECE 80F - CA Preschool Foundations: Math (Active - Implemented 01-01-2021)

Admin Outline for Early Care and Education 80F

CA Math: Preschool /TK Foundations : **Math**

Effective: Spring Fall

2021 2027

Catalog Description:

ECE 80F - **CA Math:** Preschool /TK Foundations : **Math**

1.00 Units

Introduction to the mathematics domain of the California Preschool /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ including the - _ strands of ~~number sense, algebra~~ counting and ~~functions; cardinality; measurement, geometry; operations~~ and ~~mathematical algebraic reasoning~~ thinking; measurement and data; and geometry and spatial thinking. Provides - _ strategies for implementing ~~the~~ curriculum ~~frameworks~~ developed for this domain. Applicable to required or _ professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early - _ primary teachers. 1 Units Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Upon Describe completion and of ECE 80F, demonstrate~~ the ~~student should be able to explain the roles role~~ of ~~the~~ California Preschool - /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ in the education of young children ~~and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten,~~ and Content Standards for California Public Schools (kindergarten).
- B. ~~Upon completion of ECE 80F, the student should be able to plan~~ Plan environments and experiences to ~~_~~ support mathematical learning ; based on ~~the observation~~ observations of children in classroom settings.
- C. ~~Upon completion of ECE 80F, the student should be able to articulate~~ Articulate the teacher's role in collaborating - ~~_~~ with families to support children's mathematical learning.

Course Objectives:

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

- A. Define the roles of the ~~CA~~ California Preschool/Transitional Kindergarten Learning Foundations ~~and Frameworks~~ : Math in the education of young children and their relationship to the Desired - ~~_~~ Results Developmental Profile (DRDP), ~~California and Common Core State Standards for kindergarten and~~ Content Standards for California Public Schools (kindergarten) :
- B. Select and evaluate various materials for mathematics learning
- C. Suggest multiple ways to provide a mathematically rich environment.
- D. Describe how the ~~five~~ math domains can be implemented into daily routine, classroom experiences, ~~and in and in~~ multiple places in the environment.
- E. Demonstrate how to use the CA Preschool/Transitional Kindergarten Foundations ~~and Frameworks~~ to plan curriculum experiences for - ~~_~~ various interests and abilities of children
- F. Describe strategies to support English language learners in developing mathematical knowledge as they concurrently acquire English.
- G. Explain the role of partnership with parents and other caregivers in supporting children ~~'s~~ of diverse abilities and backgrounds learning of - ~~_~~ mathematics.

Course Content:

1. Introduction to the California Preschool /Transitional Learning Foundations: Mathematics

1. Purpose and use
2. Relationship to the California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten)
3. Relationship to Desired Results Developmental Profile (DRDP)

2. Math strands

1. ~~Number sense~~
2. ~~Algebra~~ Counting and ~~functions~~ Cardinality
3. Operations and Algebraic Thinking
4. Measurement and Data
5. Geometry and Spatial Thinking
6. ~~Mathematical reasoning~~

- Implementation of the Foundations ~~and Frameworks~~

1. Recognizing and building on preschool children's natural interest in mathematics

1. Teachable moments
2. Language of math

2. Intentionally planned experiences

1. Planning based on observation of children's interests, skills, and abilities
2. Use of inquiry and exploration to foster problem - solving and mathematical reasoning
3. Use of daily experiences and routines as a vehicle to promote children's mathematical knowledge
4. Hands-on opportunities to explore math concepts

- Mathematically rich environments

1. Objects and materials to promote mathematical thinking
 2. Objects and materials that are relevant and meaningful to the children in your group
 3. Integration of math-related materials into all areas of the classroom
- Supporting English language learners in developing mathematical knowledge as they concurrently acquire English
 - Partnering with parents and other caregivers in supporting children ~~'s'~~ of diverse abilities and backgrounds in learning - _ of mathematics

Methods of Instruction:

1. Audio-visual Activity - Use a variety of technologies to accommodate students' learning styles (PowerPoint presentations, Mini ~~Lectures~~ Lecture videos).
2. Discussion - Class and group discussions where students share their diverse personal and professional experiences .
3. ~~Projects~~
4. ~~Student Presentations~~
5. Observation - Instructor will post videos for students to observe, and at least 1 child observation will be required.

Methods of Evaluation

- A. Class Participation
 1. Participate in 5 discussions.
- B. Exams/Tests
 1. One final exam.
- C. Home Work
 1. Observations, readings, complete quizzes, discussions, presentations, exam
- D. Papers
 1. ~~Students~~ At least once per semestertudents' written evaluations of materials, - _ environments, and/or teaching strategies will be - _ assessed for developmentally appropriate practices.
- E. Quizzes
 1. ~~For~~ One in each Module
- F. Research Projects
 1. One per semester. Create ~~-5~~ curriculum activities to support ~~math learning of~~ the child observed 's math learning . ~~Student~~ Students ' ~~s~~ curriculum plans will be evaluated for - _ their alignment with observed children's needs.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :

1. ~~Plan math curriculum activities based on children's observations which reflect the Preschool Foundations.~~
2. Write a paper on strategies to encourage ~~family~~ families ' ~~s~~ participation in supporting their child's math development.

B. Other:

1. Plan a variety of math curriculum activities based on observations of children, which reflect the Preschool/Transitional Kindergarten Learning Foundations.
2. Present strategies for promoting children's math skills in preschool classrooms and give a rationale.

Textbooks (Typical):

OER: _

1. Child Development Division, California Department of Education alifornia Preschool/Transitional Kindergarten Learning Foundations: Introduction. 1 /e, Child Development Division, California Department of Education, 2024. <https://www.cde.ca.gov/sp/cd/re/documents/ptklfintroduction.pdf..>
2. Child Development Division, California Department of Education California Preschool/Transitional Kindergarten Learning Foundations: Math. 1 /e, Child Development Division, California Department of Education, 2024. California Department of Education <https://www.cde.ca.gov/sp/cd/re/documents/ptklfmathdomain.pdf..>

_ Textbook:

1. ~~Mary Cate Hynes-Berry, Laura Grandau Heroman~~ ~~Where's the Math? Books, games, Making and routines Tinkering. to with spark STEM: children's Solving. thinking.. Design 1 Challenges~~ ~~ed., The National Association of Education of with~~ ~~Young Children, 2019:~~
2. ~~CA Second Department of Early Education- CA Preschool Learning Foundations Volume1: -1 ed., California State Department Early Education, 2010:~~
3. ~~MaryAnn F Kohl, Cindy Gainer- Exploring Math Through Art. -2 ed., Chicago Review Press, 2019:~~
4. ~~Juanita V Copley- The Young Child and Mathematics Edition . 2 ed., The National Association of Education of Young Children, 2010~~ 2026 .

Other Materials Required of Students

Equity Based Curriculum

- _ Course Content
- _ Course Objectives

- [Methods of Instruction](#)

Requisite Skills

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

[To enable more working adults and student parents to access the course.](#)

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

1) This class will mostly be taken by working teachers and needs to be accessible to them. 2) Faculty and Advisory Committee agreed that we need to make this class accessible to working students and to meet the needs of current students/workforce.

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.
- **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.
- **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.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Announcements - Instructor will post at least once a week announcements that are academic in nature. In addition, instructor will post announcements as needed so students will be informed of changes, up-coming tests, etc.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: The telephone will be used to interact with students individually to answer questions, review student work, etc.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Students will **come** be able to come to campus during face-to-face office hours to discuss any facet of the course. (hybrid courses only)
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: The 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.

Student-Student Interaction

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

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

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

Frequency: Class Discussion Board - Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each ~~others~~ **other**'s postings using the methods that work best for the students' preferred learning modality. An example assignment, on Module about Guiding Principles, students will choose at least 3 principles from the list and give at least 2 examples for each principle that they are implementing/or would like to implement in their preschool classrooms. Students then will make a comment, or ask questions to at least one of their classmate entries.

- **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 complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment, students will be assigned to a group and be given a specific topic, such as "Algebra and Functions (Classification and Patterning)". After defining terms they will be asked to show examples of activities that promote classification and patterning skills in preschool age children. They will need to work together to create and post a powerpoint presentation so others will ask questions or enter comments in the discussion.

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: The 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.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Students will be encouraged to interact in real time with each other to discuss course work. Instructor will be available to help students use webconferencing.

Student-Content Interaction

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

Frequency: Class Discussion Board - Each 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 assignment, in the Module of "Understanding Number and quantity" students will be given a vignette to read. Students will be asked to identify specific strategies used by the teacher that are recommended in the module. Students will also be asked to respond to at least one of their classmates posts.

- **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 work in 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, students will be assigned to a group and be given a specific topic, such as "Number Sense". They will need to work together to create and post a powerpoint presentation about the topic, so others will ask questions or enter comments in the discussion.

- **Written papers:** *Papers will be written on various topics.*

Frequency: ~~Papers~~ At least once per semester, papers will be written 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 reflection papers that will ask students to write reflections on their experiences with math when they were young children. There will be a term paper on "Strategies to promote Toddlers learning math at home and in the classrooms"

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Open book quizzes will be used in each module to make sure students completed the assigned reading and understood it. 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. Time limits will be set. A typical exam question is, How do you, or could you, use classification and patterning experiences to develop children's language and introduce them to new vocabulary?

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Written lectures will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, three mini-lectures, each with two short paragraphs per page, will be posted on the topic of "Measurement". PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each module will contain one such presentation that covers the main points of the module. These will be close-captioned. An example presentation will cover "Strategies to support preschool children, build measurements concepts and skills".

- ~~**Video:** - Video will be used to demonstrate procedures and to help students visualize concepts.~~

~~**Frequency:** - Video will be used to demonstrate procedures and to help students visualize concepts. Instructor will post short videos to use as a springboard to a whole-class discussion; assign multiple short videos and have students identify, compare, and contrast the concepts presented in each; include a short quiz or practice quiz at the end of each video. All videos will be close-captioned.~~

- ~~**Projects:** Students will complete projects that demonstrate their mastery of outcomes of the course.~~

Frequency: Students will complete a capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be submitted either as a written paper, an online presentation, or a web site. An example project is, based on the child's observation (previous assignment) develop 5 curriculum activities that meet the specific needs of the child while promoting at least 3 mathematical skills.

- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*

Frequency: Polling/Surveys - In order to begin a discussion on a controversial issue, students will be polled to determine their stances. Results will be shared with students in an announcement or in the discussion board prior to the discussion. An example poll will be, Choose the name for the following _ shapes (2 and 3 D). Instructor will display one shape at a time and provide 4 choices of names for each. Example, show a cylinder with these names to be chosen: sphere, cylinder, circle, stick. After checking correct answer students will be asked how did they do on the survey and to reflect on their accuracy.

- ~~**Other**~~ **Student presentations :** Students will prepare and present on a topic being studied.

Frequency: Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is to make a presentation on a topic chosen from a list given by the instructor, for example " Positions in Space"

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618308

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

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

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



Course Modification: ECE 80G - Science: CA Preschool/TK Foundations

Course Modification: ECE 80G - Science: CA Preschool/TK Foundations (Launched - Implemented 04-02-2026)

compared with

ECE 80G - CA Preschool Foundations: Science (Active - Implemented 01-01-2021)

Admin Outline for Early Care and Education 80G

Science: CA Preschool /TK Foundations: **Science**

Effective: **Spring** Fall

~~2021~~ 2027

Catalog Description:

ECE 80G - Science: CA Preschool /TK Foundations: **Science**

1.00 Units

Introduces the science domain of the California Preschool /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ including the strands of **scientific** Science inquiry and Engineering Practices; Physical Science; Life Science; Earth and Space Science; and Engineering , ~~physical, life~~ Technology , and ~~earth Applications sciences of and Science. provides~~ Provides practical strategies for implementing ~~the~~ curriculum ~~frameworks~~ developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 1 Units
Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Explain~~ Describe and demonstrate the ~~roles~~ role of ~~the~~ California Preschool /Transitional Kindergarten Learning Foundations ~~-and Frameworks~~ in the education of young children ~~-and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten)~~ . -
- B. Plan environments and experiences ; based on ~~observation~~ observations of children ; to support children's development of scientific concepts.
- C. Describe how teachers can collaborate with parents and other caregivers to support diverse children's understanding of scientific concepts.

Course Objectives:

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

- A. Define the roles of the California Preschool /Transitional Kindergarten Learning Foundations ~~-and Frameworks~~ : Science in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California ~~-Public Schools (kindergarten)-~~
- B. Use knowledge of the science strands to select materials and plan meaningful experiences in the classroom to promote children's learning and use of scientific language and concepts.
- C. Describe opportunities to include scientific inquiry in daily routines and across all areas of the curriculum.
- D. Discuss the ways teachers collaborate with parents and other caregivers to support children of diverse abilities and backgrounds in their development of scientific concepts.

Course Content:

1. Introduction to the California Preschool /Transitional Kindergarten Learning Foundations: Science
 1. Purpose and use
 2. The relationship to the California Common Core State Standards for kindergarten and Content Standards for California public schools (Kindergarten)
 3. Relationship to the Desired Results Developmental Profile (DRDP)
2. Science strands
 1. Scientific ~~inquiry~~ and engineering practices
 2. Physical science

3. Life science
4. Earth ~~sciences~~ and space science
5. Engineering, Technology, and Applications of Science

3. Implementation of the Foundations and Curriculum Frameworks

1. Planning based on observation of children's ~~interest~~ interests , skills, and abilities
 2. Daily experiences and routines as a vehicle to provide diverse opportunities for children to learn scientific concepts
 3. Selection of diverse books, materials, supplies to provide science-rich environments
 4. Integration of scientific inquiry into daily routines and across all areas of the curriculum
4. Supporting English language learners in developing English literacy skills ~~walk~~ while ~~and~~ ~~currently~~ concurrently learning about science
 5. Partnering with parents and other caregivers to include meaningful experiences designed to support scientific understanding

Methods of Instruction:

1. Discussion - Complete weekly discussion on topics given by the instructor , using methods that support the student's learning style .
2. Lecture - Mini lectures will be posted about each strand of the foundation and the associated curriculum framework.
3. Research - Research on the role of scientific inquiry and experiences on both learning and children's development, will be presented to undergird both the learning foundations and the curriculum frameworks :
4. ~~See the DE Interactions section for additional methods of instruction .~~

Methods of Evaluation

A. Class Participation

1. Student participation will be measured through frequency of logging into the class, participation in discussions and submitting assignments.

B. Class Work

1. Students will be evaluated on their descriptions of how scientific inquiry can be integrated into daily routine and across all areas. Assignments addressing this in each module

C. Group Projects

1. 1 per class

D. Quizzes

1. Students will be evaluated on their knowledge of the science strands through multiple choice and/or essay exams in each module

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. Writing Plan assignments developmentally appropriate science experiences through written curriculum proposals using the Preschool Learning Foundations.
 1. ~~Discussion~~ Select assignments and develop appropriate materials and activities for science learning based on observations of individual children.
 2. ~~Reflection~~ Research papers
 3. ~~Short and~~ research write briefs
 4. ~~Curriculum a~~ plans paper describing how scientific inquiry can be integrated into daily routine and across all areas of classroom.

B. ~~Presentations~~

Project:

Students will present sample curricular ideas for a STEM-based activity for children ages 3-5 years old.

3. ~~Quizzes~~

Textbooks (Typical):

~~Textbook~~ OER :

1. ~~Julie Child~~ Smart Development Division , PhD- *Inspiring Young Minds: Scientific Inquiry in the Early Years*: -1st ed., Redleaf Press, 2017:
2. ~~Rosemary Althouse~~ *Investigating Science with Young Children*: -1st ed., Teacher's College Press, 2019:
3. ~~William Straits~~ *A Head Start on Life Science: Encouraging a Sense of Wonder*: -1st ed., National Science Teaching Association, 2018:

~~Manual:~~ -

1. ~~CA~~ California Department of Education : CA California Preschool /Transitional Kindergarten Learning Foundations ; Introduction. 1 /e . Vol. Child 3 . Development -CA Division, California Department of Education, 2012 2024. <https://www.cde.ca.gov/sp/cd/re/documents/ptklfintroduction.pdf> .

2. [CA Child Development Division, California Department of Education - CA - California Preschool /Transitional Curriculum Kindergarten Framework Learning Foundations: Science 1 /e](#) ,
[Vol: Child 3 : Development CA Division, California Department of Education](#) , ~~2013~~ [2024](#).
<https://www.cde.ca.gov/sp/cd/re/documents/ptklfsciencedomain.pdf>.

Textbook: _

1. [Rebecca Howard; Rosalind Charlesworth Math and Science for Young Children. 9th ed., Cengage Learning, 2024](#) .

Other Materials Required of Students

Equity Based Curriculum

- [_ Course Content](#)
- [_ Course Objectives](#)

Requisite Skills

DE Proposal

Delivery Methods

- **[Fully Online \(FO\)](#)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

[To enable greater access for working adults and student parents.](#)

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

1) The State of CA has formulated 9, 1-unit courses meant to be delivered online to reach the maximum number of students. The course are short and targeted and they supplement important work-based skills development that students may not get in other ECE courses.

2) The ECE Advisory Board voted on Oct. 30th for our program to create these courses. We also wrote in our 2018-19 program review that one of our short-term plans is "Creating and offering 1-unit courses aligned with the state learning foundations established by California Department of 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: Students will be emailed regularly in response to questions and to share updates.
- **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 class will have weekly discussions aimed at creating class community and shared learning. An example may be: Post your response to the question, "how do young children demonstrate early scientific learning?" Include 2 sources for your answer and cite them. Respond to two classmates' posts, sharing other ways that your post and theirs are similar. The instructor will periodically make comments into the discussion stream.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: ➤ Students will receive feedback once a week on assignments through the use of grading rubrics, comments from the instructor in discussions, and comments made ~~onto~~ on written assignments using the grading tool.

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

Frequency: The Announcements tool will be used to send out relevant articles for extended learning, updates on class, summaries of students' learning, and events happening on campus.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: The ConferZoom tool will be used to host office hours, connect with students and share lecture information. Students will also be encouraged to use this tool to meet about projects or to study together.

- **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 be encouraged to meet the instructor face-to-face if coming to campus is accessible to them and they would like to have an in-person conversation.

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 use the email to communicate with one another as an additional way of creating community.

- **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 have weekly discussion assignments to encourage interaction. They will use the discussion tool to post written comments, videos and links to articles as required by the assignment. There will also be open discussions such as the Q&A where students can ask questions of 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: Students will have one group assignment in the class. They will be put into groups ~~and to~~ encourage diverse perspectives and use the discussion tool in their group to create a group paper. A topic of this paper could be, " - complete a two-paper on resources for teachers to include scientific inquiry in each of the following age groups: 3-5, 5-6, 7-8. Each person in the group must contribute at least one visual element and one quote toward the development of the paper."

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: Students will critique one another's draft final assignment. They will be provided a grading rubric along with information on how to do peer grading. They will be asked to give specific comments on what the person did especially well and 2 areas for improvement.

Student-Content Interaction

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

Frequency: The class will have weekly discussions aimed at creating class community and shared learning. An example may be: Post your response to the question, "how do young children demonstrate early scientific learning?" Include 2 sources for your answer and cite them. Respond to two classmates' posts, sharing other ways that your post and theirs are similar.

- **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 have one group assignment in the class. They will be put into groups [to encourage diverse perspectives](#) and use the discussion tool in their group to create a group paper. A topic of this paper could be, "complete a two-paper on resources for teachers to include scientific inquiry in each of the following age groups: 3-5, 5-6, 7-8. Each person in the group must contribute at least one visual element and one quote toward the development of the paper."

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: [Students](#) [Once per semester, students](#) will be asked to do internet research and find 3 reputable articles on how to integrate literacy, mathematics and science in activities for young children.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Students will have short, weekly quizzes on the strands of the foundations being covered that week.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: The instructor will post periodic mini-lectures on class content. These lectures may use Screen-cast-o-matic or other tools, may include videos or other visual material.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618309

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

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

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



Course Modification: ECE 80H - Visual Arts: Preschool/TK Foundations

Course Modification: ECE 80H - Visual Arts: Preschool/TK Foundations (Launched - Implemented 04-02-2026)

compared with

ECE 80H - CA Preschool Foundations: Visual Arts (Active - Implemented 01-01-2021)

Admin Outline for Early Care and Education 80H

~~CA Preschool Foundations:~~ Visual Arts : Preschool/TK Foundations

Effective: ~~Spring~~ Fall

~~2021~~ 2027

Catalog Description:

ECE 80H - ~~CA Preschool Foundations:~~ Visual Arts : Preschool/TK Foundations

1.00 Units

Introduction to the visual arts ~~domain~~ substrand of the California Preschool Transitional Kindergarten Learning Foundations ~~and Frameworks~~ including artistic expression and response, and skills using various art mediums. Provides practical strategies for implementing ~~the~~ curriculum ~~frameworks~~ developed for this domain. Applicable to required or professional development units for Child Development Permit holders, ~~preschool~~ pre-school, transitional kindergarten, and early-primary teachers. 1 Units Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon Describe completion and of ECE-80H, demonstrate the student should be able to explain the roles role of the~~ California Preschool ~~/Transitional Kindergarten~~ Learning Foundations ~~and Frameworks~~ in the education of young children ~~and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten)~~ . -
- B. ~~Upon completion of ECE-80H, the student should be able to plan~~ Plan environments and experiences ; based on ~~observation~~ observations of children ; to support children's development of visual arts skills.
- C. ~~Upon completion of ECE-80H, the student should be able to describe~~ Describe how teachers can collaborate with - _ parents and other caregivers to support children's artistic development in children of artistic diverse skills backgrounds and experiences .

Course Objectives:

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

- A. Define Explain the roles of the California Preschool ~~/Transitional Kindergarten~~ Learning Foundations ~~and Frameworks: Performing Arts Foundation~~ in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten) :
- B. Use knowledge of the visual arts strands strand to select materials and plan meaningful experiences in the classroom to promote children's ability to create, invent, and express through visual art arts .
- C. Describe opportunities ~~to include opportunities~~ for art appreciation and expression in daily routines and across all areas of the curriculum.
- D. Discuss Describe the ways how teachers can collaborate with parents and other caregivers to support children in their development of artistic diverse awareness background and abilities as they develop artistic skills.

Course Content:

1. Introduction to the California Preschool ~~/Transitional Kindergarten~~ Learning Foundations: Visual Arts

1. The purpose and use of the foundations
2. The relationship to the Content Standards for California public schools (kindergarten)
3. The relationship to the Desired Results Developmental Profile (DRDP)

2. Visual art strands

1. Notice, respond, and engage (Art appreciation)

2. ~~Visual~~ Develop skills in the visual arts

1. Drawing or painting lines or curves

2. Working with dough or clay

3. Using visual arts ~~skills~~ materials

4. ~~Straight and curved marks~~

5. ~~Paintings and drawings~~

6. ~~Clay and dough molding and sculpture~~

7. ~~Paper and collage~~

8. Motor control and use of art tools

9. ~~Expression~~ Blending and mixing colors

3. Creating, inventing, and expressing through visual ~~arts~~ art

3. Implementation of the Foundations ~~and Frameworks~~

-

1. Planning based on observation of children's interests, skills, and abilities

2. Daily experiences and routines as a vehicle to provide diverse opportunities for children to develop skills in the visual arts

3. Environments and materials that support art appreciation and skills

4. Opportunities to include the practice of visual arts in daily routines and across all areas of the curriculum

4. Supporting English language learners in developing English literacy skills while concurrently developing skills in the visual arts

5. Partnering with parents and other caregivers to support artistic development in children of diverse backgrounds and abilities

Methods of Instruction:

1. Lecture - Mini-lectures will be posted on each strand of the foundation.
2. Research - Research on the role of the visual arts in ~~both learning and~~ children's development and learning will be presented to undergird ~~both~~ the learning foundations ~~and the curriculum frameworks~~.
3. ~~See Audio-visual the Activity DE - Interactions A section for other methods~~ variety of instruction instructional materials will be used to accommodate multiple learning modalities (e . g., PowerPoint slides and mini-lecture videos).

Methods of Evaluation

A. Class Participation

1. ~~Every Each module week, participation students will be evaluated. Students will participate in this online class through logging into use the course, learning submitting management system to submit~~ assignments and ~~communicating~~ communicate with the instructor .

B. Home Work

1. In each module. Students will read weekly articles and chapters from the California preschool learning foundations and curriculum framework

C. Papers

1. 1x in the semester. Students will be evaluated on the ability to identify diverse materials, tools , and activities based on their observations of children

D. Quizzes

1. 1x per module . Students will be evaluated on their knowledge of the visual art strands ~~to~~ through multiple-choice or short answer quizzes

E. Simulation

1. 3x during the course. Students will submit written age and culturally appropriate curriculums proposals in order to evaluate their ability to plan for visual arts experiences for children

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. ~~Written assignments~~

1. Students will be evaluated on their ability to plan for visual arts experiences through written curriculum proposals

B. Other:

1. Problem-solving demonstrations

1. Students will be evaluated on the ability to identify materials, tools and activities based on their observations of individual children

2. Skill demonstrations

1. Students will be evaluated on their descriptions of how opportunities for artistic development can be integrated into the daily routine and across all areas of the curriculum

Textbooks (Typical):

Textbook OER :

1. Christopher Child M: Development Schulte Division , Christine Marme-Thompson- *Communities of Practice: Art, Play, and Aesthetics in Early Childhood (Landscapes: the Arts...)*. 1st ed., Springer, 2018.
2. Tracy Galuski, Mary Ellen Bardsley- *Open-ended art for young children*. 1st ed., Redleaf Press, 2018.

Manual: -

1. CA California Department of Education : CA California Preschool /Transitional Kindergarten Learning Foundations : Introduction . 1 /e , Vol. Child 2 . Development CA Division, California Department of Education, 2010 2024. <https://www.cde.ca.gov/sp/cd/re/documents/ptklfintroduction.pdf> .
2. CA Child Development Division, California Department of Education : CA California Preschool /Transitional Curriculum Kindergarten Framework Learning Foundations: Visual and Performing Arts. 1 /e , Vol. Child 2 . Development CA Division, California Department of Education, 2010 2024. <https://www.cde.ca.gov/sp/cd/re/documents/ptklfvisualperformarts.pdf> .

Other Materials Required of Students

Equity Based Curriculum

- [Course Content](#)
- [Course Objectives](#)

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

To enable working adults and student parents to have more access to the class.

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

1) The State of CA has formulated 9, 1-unit courses meant to be delivered online to reach the maximum number of students. The course are short and targeted and they supplement important work-based skills development that students may not get in other ECE courses.

2) The ECE Advisory Board voted on Oct. 30th for our program to create these courses. We also wrote in our 2018-19 program review that one of our short-term plans is "Creating and offering 1-unit courses aligned with the state learning foundations established by California Department of 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: Students will be emailed regularly in response to questions and to share updates.
- **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 class will have weekly discussions aimed at sharing diverse perspectives, creating class community and shared learning. An example may be: Post your response to the question, "how does culture influence children's artistic expression?" Include 2 sources for your answer and cite them. Respond to two classmates posts, sharing other ways that your post and theirs are similar.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Students will receive feedback once a week on assignments through the use of grading rubrics, comments from the instructor in discussions, and comments made onto written assignments using the grading tool.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: The Announcements tool will be used to send out relevant articles for extended learning, updates on class, summaries of students' learning, and events happening on campus.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The ConferZoom tool will be used to host office hours, connect with students and share lecture information. Students will also be encouraged to use this tool to meet about projects or to study together.
- **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 be encouraged to meet the instructor face-to-face if coming to campus is accessible to them and they would like to have an in-person conversation.

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 use the email to communicate with the instructor about any questions, reflections or concerns about class.
- **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 have weekly discussion assignments to encourage interaction. They will use the discussion tool to post written comments, videos and links to articles as required by the assignment. There will also be open discussions such as the Q&A where students can ask questions of 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: Students will have one group assignment in the class. They will be put into groups and use the discussion tool in their group to create a group paper. A topic of this paper could be, "complete a two-paper on the developmental progression of children's visual art from ages 2-8. Each person in the group must contribute at least one visual element and one quote toward the development of the paper."

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: Students will critique one another's draft final assignment. They will be provided a grading rubric along with information on how to do peer grading. They will be asked to give specific comments on what the person did especially well and 2 areas for improvement.

Student-Content Interaction

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

Frequency: Discussions will be used for students to share about content and learn from one another. An example may be: Post your response to the question, "how does culture influence children's artistic expression?" Include 2 sources for your answer and cite them. Respond to two classmates' posts, sharing other ways that your post and theirs are similar.

- **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 have one group assignment in the class. They will be put into groups and use the discussion tool in their group to create a group paper. A topic of this paper could be, "complete a two-paper on the developmental progression of children's visual art from ages 2-8. Each person in the group must contribute at least one visual element and one quote toward the development of the paper."

- **Written papers:** *Papers will be written on various topics.*

Frequency: *Once per semester*

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: **Students** Once per semester students will be asked to do internet research and find 3 reputable articles on how to include daily classroom experiences to develop children's skills in the visual arts.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Students will have short, weekly quizzes on the strands of the foundations being covered that week.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: The instructor will post periodic mini-lectures on class content. These lectures may use Screen-cast-o-matic or other tools, may include videos or other visual material.

- **Other Student presentations :** *Students will prepare and present on a topic being studied.*

Frequency: **Students** Once per semester, students will post visual presentations on strategies to partner with parents and other caregivers to support artistic development.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618310

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

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

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



Course Modification: ECE 80I - Physical Development: Preschool/TK Foundations

Course Modification: ECE 80I - Physical Development: Preschool/TK Foundations (Launched - Implemented 04-07-2026)

compared with

ECE 80I - CA Preschool Foundations: Physical Development (Active - Implemented 01-01-2021)

Admin Outline for Early Care and Education 80I

~~CA Preschool Foundations:~~ Physical Development :
Preschool/TK Foundations

Effective: ~~Spring~~ Fall

~~2021~~ 2027

Catalog Description:

ECE 80I - ~~CA Preschool Foundations:~~ Physical Development :
Preschool/TK Foundations

1.00 Units

Introduction to the physical development domain of the California Preschool /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ including strands of fundamental movement skills, perceptual-motor skills and movement concepts, and active physical play. Provides practical strategies for implementing ~~the~~ curriculum ~~frameworks~~ developed for this domain. Applicable to required or Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 1 Units Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon Describe completion and of ECE 80I, demonstrate the student should be able to explain the roles role of the~~ California Preschool - /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ in the education of young children ~~and their relationship to the~~ . Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
- B. ~~Upon completion of ECE 80I, the student should be able to plan~~ Plan environments and opportunities to support physical development, based on the observation of children in classroom settings.
- C. ~~Upon completion of ECE 80I, the student should be able to articulate~~ Articulate the teacher's role in collaborating - with families parents and caregivers to support ~~children's the~~ physical development of children from diverse backgrounds and abilities .

Course Objectives:

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

- A. ~~Explain define~~ the roles of the California Preschool /Transitional Kindergarten Learning Foundations ~~and Frameworks~~ in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten) : ;
- B. ~~Plan use environments knowledge and of opportunities to support the~~ physical development ; based strands on to select equipment and materials and plan experiences to promote physical development in individual children;
- C. share strategies and design ideas for the ~~observation integration~~ of ~~children physical~~ in development classroom opportunities settings: across all areas of the curriculum;
- D. Articulate the ~~teacher's ways role teachers in collaborating collaborate~~ with ~~families parents and other caregivers~~ to support ~~children's the~~ physical development of children of diverse backgrounds and abilities .

Course Content:

1. Introduction to the California Preschool /Transitional Kindergarten Learning Foundations: Physical Development
 1. Purpose and use
 2. Relationship to the Content Standards for the California Public Schools (kindergarten)
 3. Relationship to the Desired Results Developmental Profile (DRDP)

2. Physical Development Strands

1. Fundamental movement skills
2. Perceptual-motor skills and movement concepts
3. Active physical play

3. Implementation of the Foundations ~~and Curriculum Frameworks~~

1. Planning based on observation of children's interests, skills, and abilities
 2. Use of daily experiences and routines as a vehicle to provide diverse opportunities for physical development
 3. Objects and materials to promote movement, perceptual-motor skills, and active play
 4. Integration of physical experiences into all areas of the curriculum
4. Supporting English language learners in developing physical skills as they concurrently acquire English.
 5. Partnership with parents and other caregivers in supporting children's physical development of children from diverse backgrounds and abilities .

Methods of Instruction:

1. Lecture - **Mini** Using a variety of modalities to support different learning styles, mini lectures will be posted weekly about each strand of the foundation and the associated curriculum framework.
2. Research - Research on the role of the role of healthy physical development in both learning and children's development will be presented to undergird both the learning foundations and the curriculum frameworks.
3. Discussion - Complete a weekly discussion on a diverse range of topics given by the instructor.

Methods of Evaluation

- A. Class Participation
 1. Measured in an ongoing manner through frequency of logging into the class, participation in discussions and submitting assignments.
- B. Final Class Performance
 1. 1 final presentation
- C. Home Work
 1. Weekly assignments, one per module

D. Quizzes

1. Once per module

E. Research Projects

1. Once per semester

Typical Outside-of-Class Assignments

A. Writing:

- A. Plan physical development activities through written curriculum proposals.

B. Other:

- A. Writing Select assignments appropriate activities and equipment for the development of children's physical skills, based on their observations.

1. Discussion Describe assignments

2. Reflection and papers

3. Short give research examples briefs

4. Curriculum of plans how they will provide opportunities for physical development across all areas of the curriculum.

- B. Presentations

- C. Quizzes

Textbooks (Typical):

Textbook OER :

1. ~~Tara Losquadro Liddle- Why Motor Skills Matter: Improve Your Child 's Physical Development to Enhance Learning Division , Self-Esteem. California 1st ed., McGuirre-Hill, 2018.~~
2. ~~Heather Greutman- Basics Department of Fine Education Motor Child Skills: Development Developmental Activities for Kids. 1st ed: Division , CreateSpace Independent Publishing Platform, 2017.~~

-Manual: -

1. ~~CA California Department of Education. CA st _ Preschool Curriculum Framework /e , Vol. Child 2 . Development _ CA Division, California Department of Education, 2013 2024.~~
<https://www.cde.ca.gov/sp/cd/re/documents/ptklfintroduction.pdf> .
2. ~~CA Child Development Division, California Department of Education : CA California Preschool /Transitional Kindergarten Learning Foundations : Physical Development . 1st /e , Vol. Child~~

Other Materials Required of Students

Equity Based Curriculum

- [Course Content](#)

Requisite Skills

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

[To increase access for working adults and student parents.](#)

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

1) The State of CA has formulated 9, 1-unit courses meant to be delivered online to reach the maximum number of students. The course are short and targeted and they supplement important work-based skills development that students may not get in other ECE courses.

2) The ECE Advisory Board voted on Oct. 30th for our program to create these courses. We also wrote in our 2018-19 program review that one of our short-term plans is "Creating and offering 1-unit courses aligned with the state learning foundations established by California Department of 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: Email - Students will be emailed regularly in response to questions and to share updates.
- **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 class will have weekly discussions aimed at [sharing diverse perspectives and](#) creating class community and shared learning. An example may be: Post your response to the question, "how does play support children's fine motor skill development ? [As a child, how did you use play to build motor development skills](#) ?" Include 2 sources for your answer and cite them. Respond to two classmates' posts, sharing other ways that your post and theirs are similar. The instructor will periodically make comments into the discussion stream.

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Students will receive feedback once a week on assignments through the use of grading rubrics, comments from the instructor in discussions, and comments made onto written assignments using the grading tool.

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

Frequency: The Announcements tool will be used to send out relevant articles for extended learning, updates on class, summaries of students' learning, and events happening on campus.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: The ConferZoom tool will be used to host office hours, connect with students and share lecture information.

- **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 be encouraged to meet the instructor face-to-face if coming to campus is accessible to them and they would like to have an in-person conversation.

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: During office hours, or at the time of convenience to the student, **Chat Pronto** will be used to have short, synchronous conversations between the teacher and the student.

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 use the email to communicate with one another as an additional way of creating community.

- **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 have weekly discussion assignments to encourage the sharing of diverse perspectives and increase interaction. They will use the discussion tool to post written comments, videos and links to articles as required by the assignment. There will also be open discussions such as the Q&A where students can ask questions of 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: Students will have one group assignment in the class. They will be put into groups and use the discussion tool in their group to create a group paper. A topic could be, "Complete a two-page paper on the major stages of expected physical development of children from birth to age 8. Each person in the group must contribute at least one visual element and one quote toward the development of the paper."

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: Students will critique one another's draft final assignment. They will be provided a grading rubric along with information on how to do peer grading. They will be asked to give specific comments on what the person did especially well and 2 areas for improvement.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Students will also be encouraged to use ConferZoom to meet about projects or to study together.

Student-Content Interaction

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

Frequency: Discussions will be used for students to share about content and learn from one another. An example may be: Post your response to the question, "how does play support children's fine motor skill development?" Include 2 sources for your answer and cite them. Respond to two classmates' posts, sharing other ways that your post and theirs are similar.

- **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 have one group assignment in the class. They will be put into groups and use the discussion tool in their group to create a group paper. A topic could be, "Complete a two-page paper on the major stages of expected physical development of children from birth to age 8. Each person in the group must contribute at least one visual element and one quote toward the development of the paper."

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: Students will be asked to do internet research and find 3 reputable articles on how to include daily indoor and outdoor experiences to develop children's gross and fine motor skills.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Students will have short, weekly quizzes on the strands of the foundations being covered that week.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: The instructor will post periodic mini-lectures on class content. These lectures may use Screen-cast-o-matic or other tools, may include videos or other visual material.

- **Other:**

Frequency: Students will post visual presentations on strategies to partner with parents and other caregivers to support optimal physical development in children outside of the school environment.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618311

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

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

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



Course Modification: ECE 80J - Performing Arts: Preschool/TK Foundations

Course Modification: ECE 80J - Performing Arts: Preschool/TK Foundations (Launched - Implemented 04-07-2026)

compared with

ECE 80J - CA Preschool Foundations: Performing Arts (Active - Implemented 01-01-2021)

Admin Outline for Early Care and Education 80J

~~CA Preschool Foundations:~~ Performing Arts : Preschool/TK Foundations

Effective: ~~Spring~~ Fall

~~2021~~ 2027

Catalog Description:

ECE 80J - ~~CA Preschool Foundations:~~ Performing Arts : Preschool/TK Foundations

1.00 Units

Introduction to the performing arts domain of the California Preschool Transitional Kindergarten Learning Foundations ~~and Frameworks~~ including strands of music, drama, and dance. Provides practical strategies for implementing ~~the~~ curriculum ~~frameworks~~ developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 1 Units Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon Describe completion and of ECE 80J, demonstrate the student should be able to explain the roles role of the~~ California Preschool - /Transitional Kindergarten Learning Foundations ~~-and Frameworks~~ in the education of young children ~~-and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten) . -~~
- B. ~~Upon completion of ECE 80J, the student should be able to plan~~ Plan environments and opportunities to - support diverse children's development of appreciation of the arts , including opportunities to express themselves - through music, dance, and dramatic play.
- C. ~~Upon Describe completion and give examples of ECE how 80J, they will provide opportunities for physical development across all areas of the student should be able to articulate the teacher's role in collaborating with families to support children's art awareness and expression~~ curriculum .

Course Objectives:

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

- A. Define the roles of the California Preschool /Transitional Kindergarten Learning Foundations ~~-and Frameworks~~ : Performing Arts in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten) : ;
- B. Use knowledge of the performing arts strands to select materials and plan experiences to promote children's awareness of the arts :
- C. ~~Share strategies and design ideas for integrating performing arts opportunities across all areas of the curriculum .~~
- D. Discuss the ways teachers collaborate with parents and other caregivers to support children's appreciation and participation in music, dance, and dramatic play.
- E. Share strategies and design ideas for integrating performing arts opportunities across all areas of the curriculum.

Course Content:

1. Introduction to the California Preschool /Transitional Kindergarten Learning Foundations: Performing Arts
 1. Purpose and use
 2. Relationship to the Content Standards for California Public Schools (kindergarten)
 3. Relationship to Desired Results Developmental Profile (DRDP)

2. Performing arts strands

1. Music
2. Drama
3. Dance

3. Implementation of the Foundations and Frameworks

1. ~~Planning based on observation of children's interests, skills and abilities~~
2. Daily experiences and routines as a vehicle to provide diverse opportunities for children – _ to participate in music, drama, and dance
3. Selection of music, instruments and props
4. Dance with young children
5. Integration of music, drama, and dance into all areas of the curriculum
6. Engage children from diverse backgrounds and abilities in meaningful ways.
7. Encourage participation of families and inclusion of arts that represent the children's home cultures and languages.

Methods of Instruction:

1. Written Exercises - Students will be evaluated on their ability to plan opportunities to include music, drama, and dance through written curriculum proposals.
2. Demonstration - ~~Students~~ Using a variety of tools to engage students with unique learning modalities, the instructor will demonstrate activities for children, such as story-acting.
3. Lecture - The instructor will provide mini-lecture videos on the various strands of the Performing Arts PK/TK foundation.
4. Audio-visual Activity - The course will use videos, slide presentations, and infographics.
5. Learning Management System - Lecture materials, connected articles, and activities will be ~~evaluated used on in the ability Canvas to select appropriate activities, musical selections, props and instruments based on their observations of individual children.~~

6. ~~Projects--Students will be evaluated on their descriptions of how opportunities for music, drama, and dance can be integrated across all areas of the curriculum~~ system .

Methods of Evaluation

A. Class Work

1. Throughout the semester, students will be evaluated on the ability to select appropriate activities, musical selections, props, and instruments based on their observations of individual children and their needs.

B. Exams/Tests

1. One Final Exam

C. Group Projects

1. Three group projects in selected modules.

D. Projects

1. Students will complete a capstone project that demonstrates their mastery of an outcome(s) of the course. This project will be submitted either as a written paper, an online presentation, or a web site. An example project is, based on the child's observation (previous assignment) develop 5 curriculum activities that meet the specific needs of the child while promoting at least 3 strategies to promote child's now interest in performing arts.

E. Quizzes

1. One Quiz for Each Module

Typical Outside-of-Class Assignments

A. Writing:

1. Write newsletter article for parents describing the importance of learning in music, drama and dance and how they can support the learning.

B. Other:

1. ~~Plan~~ Develop curriculum proposals in music, drama, and dance for young children.
2. Select appropriate activities , ~~based~~ musical ~~on~~ selections, stories, props and instruments to enhance children's ~~observations~~ development ~~which and~~ reflect the Performing Arts-Preschool Foundations
3. ~~Write a paper on strategies to encourage family's participation~~ skills in ~~supporting their child's creativity in dance~~ music , ~~music and dramatic play.~~
4. ~~Present strategies to encourage children's own interest in engagement with dramatic play;~~ music drama and dance.

Textbooks (Typical):

Textbook OER :

1. Anne Child Burke Development Division, California Department of Education *Invitations to California Play Preschool/Transitional Kindergarten Learning Foundations: Visual and Performing Arts* . 1st ed. /e, Pembroke Child Publishers Development Division , 2019 California Department of Education , 2024. <https://www.cde.ca.gov/sp/cd/re/documents/ptklfvisualperformarts.pdf> .
2. Evelyn Child Ayum Development The Music Area-Unlock the Talent. 1st ed. Division , Createspace Independent Publishing Platform, 2016.
3. California Department of Education CA *California Preschool /Transitional Kindergarten Learning Foundations Volume2 Introduction* . 1st ed: /e, Child Development Division , California Department of Education, 2011 2024. <https://www.cde.ca.gov/sp/cd/re/documents/ptklfintroduction.pdf> .

Other Materials Required of Students

Equity Based Curriculum

- [Course Content](#)
- [Methods of Instruction](#)
- [Textbooks/Materials](#)

Requisite Skills

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

[To increase access for working adults and student parents.](#)

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

1) This class will mostly be taken by working teachers and needs to be accessible to them. 2) Faculty and Advisory Committee agreed that we need to make this class accessible to working students and to meet the needs of current students/workforce.

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.
- **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.
- **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 receive why information they about deserved the their grade ~~they received~~ and ~~what they can do~~ how to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.

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

Frequency: Instructor will post at least once a week announcements that are academic in nature. In addition, instructor will post announcements as needed so students will be informed of changes, upcoming tests, etc.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: The instructor will use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*

Frequency: The telephone will be used to interact with students individually to answer questions, review student work, etc.

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Students will come to campus during face-to-face office hours to discuss any facet of the course. (hybrid courses only)

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: The instructor will use ~~chat~~ Pronto to interact with students, textually and/or graphically, in real-time. The instructor will use a chatroom to conduct virtual office hours.

Student-Student Interaction

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

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

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

Frequency: Students Drawing on their diverse experiences, students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment, instructor will provide a vignette on how teachers use props for dramatic play and/or movement exploration. Students would be asked to discuss/brainstorm ideas on this topic and then, respond to each other's ideas.

- **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 complete ~~a~~ at least three group ~~project~~ projects per semester. This project will then be shared with the rest of the class in the discussion board. An example assignment, students will be assigned to a group and be given a specific topic, such as "the use of Dramatic Play to supplement literacy". They will need to work together to create and post a powerpoint presentation about the topic, so others will ask questions or enter comments in the discussion.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: The instructor will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use a chatroom as an opportunity for students to interact with each other.

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 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 assignment, in the Module of "Engaging Families" students will be given a vignette to read. Students will be asked to identify specific strategies used by the teacher that are recommended in the module. Students will also be asked to respond to at least one of their classmates posts.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Open book quizzes will be used in each module to make sure students completed the assigned reading and understood it. Questions will be randomized so different students get different questions. At least one exam per semester. Tests and exams will include multiple choice, short answer, and essay questions that will require higher-order thinking, along with supporting factual knowledge. Time limits will be set. A typical exam question would be: "List and discuss the elements of Parten's Play describing the use in Dramatic Play."

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Written lectures will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each module will contain one such presentation that covers the main points of the module. These will be close-captioned. An example presentation will cover "Elements of Dance".

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Video will be used to demonstrate procedures and to help students visualize concepts. Instructor will post short videos to use as a springboard to a whole-class discussion; assign multiple short videos and have students identify, compare, and contrast the concepts presented in each; include a short quiz or practice quiz at the end of each video. All videos will be close-captioned.

- **Other Student presentations :** *Students will prepare and present on a topic being studied.*

Frequency: Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is to make a presentation on a topic chosen from a list given by the instructor.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618312

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

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

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



Course Modification: ECE 83 - Adult Mentoring and Supervision

Course Modification: ECE 83 - Adult Mentoring and Supervision (Launched - Implemented 04-07-2026)

compared with

ECE 83 - Adult Mentoring and Supervision (Active - Implemented 08-15-2019)

Admin Outline for Early Care and Education 83 Adult Mentoring and Supervision

Effective: Fall

~~2019~~ 2027

Catalog Description:

ECE 83 - Adult Mentoring and Supervision

2.00 Units

Methods and principles of supervising, mentoring , and supervising coaching student teachers and other adults in early care and education settings. - Presents the strategies and skills necessary to support the development of adult learners as effective mentors, coaches, and teachers. Emphasis is on the individualized, role relationship- and strengths-based approaches, reflective practices, and constructive communication skills. Covers characteristics and roles, career requirements and pathways, and use of experienced evaluation classroom in teachers setting, who professional function learning as mentors and leaders to new teachers and other adults while simultaneously addressing the needs of children, families and other staff. Also, a focus on self-reflection and "soft skills set obtainment" emphasized goals . 2 Units

Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- - ECE 62 ~~and~~
- ECE 63

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Student Learning Hours	108

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Create a professional portfolio.
- B. Demonstrate competency in communication and reflective practices when working with diverse adult populations.
- C. Develop a personal ECE philosophy after reviewing ECE philosophies and program approaches.

Course Objectives:

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

- A. Discuss the importance of self examination of personality that will aide in the mentor/protege relationship
- B. Examine methods of mentoring and supervising student teachers and others in early childhood education settings
- C. Identify characteristics of effective leaders and mentors
- D. Critique and practice strategies to support adult learners
- E. Demonstrate reflective practice, cultural competency, and ethical conduct
- F. Evaluate various personnel, program and environmental assessment tools
- G. Develop an action plan using a environmental rating tool
- H. Develop effective interactions and communication techniques and modeling soft skills in the mentoring/protege relationship

Course Content:

1. ~~Developmental~~ Characteristics ~~stages~~ of effective supervisors, mentors and coaches
 1. Interpersonal skills
 2. Respect for diverse perspectives
 3. Critical thinking skills
 4. Self-reflection
 5. Organizational abilities
 6. Team player

7. Ethical and professional approach
8. Leadership skills
9. Knowledge of how adults learn

2. Career pathways and roles of supervisors.

1. Pathways to become a supervising teacher/mentor

1. Child Development
2. California Mentor Teacher Program
3. Other local requirements

2. Pathways to become a coach

1. Coaching certification
2. Local departments of education

3. Roles and Responsibilities

1. Supporting teachers' developing skills for working with young children.
2. Supporting the professional growth and career development of teachers and others in early childhood settings.
3. Supporting the educational goals of adult learners
4. **Characteristics** Confidentiality, Ethical Practices and Professionalism

3. Methods and skills for supervising, mentoring and coaching

1. Supervising/mentoring
2. Coaching
3. Modeling
4. Shadowing
5. Constructive feedback
6. Co-planning and co-teaching
7. Reflective supervision

4. The work of effective supervisors, mentors, and leaders coaches

1. Coordinating schedules
2. Mentor: Use mentee of relationship planning time

1. Mentoring: Time coaching, management
2. Working modeling, with shadowing
3. Conducting others in the initial interviews setting

3. Assessing background experiences
4. Communicating expectations, goals Interactions and reflective communication feedback
5. Differentiating between supervision and mentoring
6. Balancing needs of mentee and mentor's professional responsibilities
7. Dealing techniques with conflict

5. Integrating mentees and other adults into the classroom

1. Preparing children, families, and staff

adults

1. ~~Time~~ Cultural ~~management~~ awareness and ~~schedules~~ personal biases
2. ~~Assigning~~ Strengths-based/asset-based ~~roles~~ approaches
3. Active listening
4. Effective questioning
5. Advocacy for quality practices
6. Supporting conflict resolution among adults
7. Self-reflection to improve interaction and ~~responsibilities-~~ communication techniques

2. ~~Planning~~ Support teachers and ~~-scheduling for observations and feedback~~

6. ~~Role of mentor-~~

1. ~~Model Developmentally Appropriate Practices (DAP)~~
 1. ~~Facilitate planning of curriculum~~
 2. ~~Children's individual and group needs~~
2. ~~Promote positive interactions with children-~~
 1. ~~Respectful of family and cultural practices~~
 2. ~~Modeling and expanding language acquisition~~
 3. ~~Guidance and challenging behaviors~~
3. ~~Establish relationships with families within a cultural context~~
4. ~~Demonstrate professional behavior~~
 1. ~~Interactions with~~ other adults in ~~the~~ their ~~classroom~~
teaching of young children

1. Confidentiality
2. Ethical Engaging and legal supporting responsibilities young children's learning
3. Career-ladder
4. Professional organizations Creating and resources maintaining effective environments
5. Advocacy Understanding and leadership- organizing content knowledge
6. Assessing and documenting young children's learning

2. Supporting the individual

1. Building relationships
2. Observation and performance evaluation

7. Value of ongoing feedback and assessment

1. Supporting developmental stages of mentee
2. Informal/formal
3. Reflective practices
4. Using observations and written evaluations

8. Use of environmental rating tools-

1. Environmental assessment and scoring
2. Identify strengths and weakness in the environment
3. Develop plan of action for improvement and enrichment
4. Timeline for implementation and evaluation

Methods of Instruction:

1. Lecture - The class lectures are weekly
2. Discussion - Discussion on reading material for every Module and face-to-face class
3. ~~Guest~~ Projects ~~Lecturers~~ - The Creation of 1 training manual for a mentee
4. ~~Audio~~ Simulations - ~~visual~~ Activity
5. Role play
6. Written Exercises - Class reports

Methods of Evaluation

- A. Class Participation
 1. ~~10~~
- B. ~~Class~~ Each ~~Work~~
 1. ~~10~~ weekly meeting there is a discussion that students participate in. Also, each 2-week module, there is a discussion assignment.
- C. Final Class Performance
 1. ~~+~~
- D. ~~Oral~~ One ~~Presentation~~
 1. ~~4~~ presentation of the mentor handbook created by each individual student
- E. Other (Please Explain)
- F. Projects
 1. ~~1~~ -Students must create a mentor handbook and present it for their final
- G. Quizzes
 1. ~~4~~ A quiz is offered after the completion of two modules
- H. Simulation
 1. ~~4~~ There are 3 role-play exercises to check for understanding of the reading material throughout the course.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :
 1. ~~Reading and writing-~~
 1. After reading the assigned chapter from your textbook, insert your own name into the "case study". Write a scenario with yourself as the "supervisor". The scenario must include background information, the problem, assessment of the "supervisee", and supervisory plan.
 1. Using the above scenario, change your role to that of "mentor" and the supervisee to mentee. How will the plan change? The paper must include a comparison of the mentor/supervisor roles.

2. Keep a professional journal during the length of this class. Use it as a "tool for reflection". Journal on classroom experiences, reactions and feelings. Include reflections from "on-site" experiences that either support or are a contrast to class material.

B. ~~Projects-~~

Project:

1. Create a "handbook" for mentees, substitute teachers, new employees or adult volunteers. This can be an extension of current material available at the place of employment or can be a new document. Be sure to give credit to work that you have not created. If there is a handbook already in place, select 10 sections to revise, update or improve upon. Instructor approval required.
2. Using the appropriate environmental rating tool, rate your classroom. Justify each score with detailed notes.
3. Using the final rating score, develop a plan of action for one section. Be sure to include a timeline, who is responsible for each item, and when the evaluation will take place.

Textbooks (Typical):

Textbook:

1. ~~Judy Jablon, Amy Lauren Dombro- Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers. 1st ed., NAEYC, 2015.~~
2. ~~Constant Hine- Transformational Coaching for Early Childhood Educators. 1st ed., Redleaf Press, 2019.~~
3. Feeney, Stephanie and Freeman, Nancy, *Ethics and the Early Childhood Educator: Using the NAEYC Code. 4th ed.*, National Association for the Education of Young Children, ~~2011~~ 2026.
4. ~~Chu~~ Jablon, ~~M~~ Judy Coaching with Powerful Interactions. 2nd ed., - ~~Mentoring~~ NAEYC, 2024.
5. Laurie A. Dinnebeil and William McInerney Coaching and Consultation Practices in Early Childhood ~~Development: A Reflective Approach~~. 1st ed., ~~Pearson~~ Brooks Publishing, ~~2013~~ 2023.
6. Constant Hine Transformational Coaching for Early Childhood Educators. 1st ed., Redleaf Press, 2019.
7. McDonald Susan *Inspiring Early Childhood Leadership. 1st ed.*, Gryphon House, 2016.

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Skills

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

- A. ECE 62

Required

- Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community
- ~~Describe the role of families within educational institutions and the importance of family-teacher partnerships~~

Recommended

- ~~Describe~~ Compare ~~contemporary social issues~~ historical and ~~their~~ current ~~effects on families and children~~
- ~~Identify how the child develops within a system and is influenced by multiple factors~~ frameworks of socialization that address the interrelationship of child, including culture, language, ability, economic class family and ethnicity community

Not Necessary Skills

- Describe legal requirements, and ethical responsibilities, of professionals working with children and families, including child abuse reporting
- Compare ~~historical~~ and contrast educational systems and ~~current~~ practices. frameworks including strategies for family engagement and building partnerships between early learning settings, schools, and community organizations and agencies
- Describe contemporary social issues and their effects on families and children

Not Necessary Skills

- Identify how the child develops within a system and is influenced by multiple factors of socialization, that including ~~address~~ educational, ~~the~~ political, ~~interrelationship~~ culture, language, ability, economic class and ethnicity impacts on children and families.
- Compare and contrast diverse family characteristics, parenting styles and perspectives of ~~child, family~~ children and ~~community~~ families.
- Identify and compare local, state, and federal community services ~~available~~ to support young children's learning and development and to ~~families~~
- ~~Compare and contrast diverse~~ support family ~~'s~~ characteristics and parenting styles
- ~~Identify the impact of political, financial, religious and other powerful influences on family access to community resources, including schools;~~ needs.

B. ECE 63

Recommended Required

- Describe various strategies for engaging and partnering with families to support children's development and learning.
- Describe guidance and interaction approaches to support social relationships and learning.
- Observe and evaluate teacher behaviors, curriculum, and environments for best practices reflecting current research and the impact it has on children's learning and development.

Recommended

- ~~plan~~ Explain ~~and evaluate curriculum and environment to meet~~ how the ~~needs of groups;~~ typical and atypical children;
- ~~observe, plan, assess, and evaluate the curriculum in ECE environments, including the role~~ principles of the ~~teacher as~~ Universal ~~related~~ Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to providing address developmentally individual appropriate children's curriculum; learning and development needs.

Not Necessary Skills

- ~~plan~~ 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 ; .
- ~~plan~~ Explain how different teaching strategies could be used for a variety of curriculum goals.
- Explain how different teaching strategies could be used for a variety of curriculum goals.
- Compare various curriculum program models, approaches, role of play, and professional practices to inform and evaluate curriculum and environments.
- Plan curriculum for an early childhood program utilizing the theories and principles of child growth and development using emergent curriculum.

Not Necessary Skills

- Develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals .
- ~~demonstrate~~ Plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children.
- Demonstrate and discuss the learning process in early childhood as it relates to play ; .
- Observe children as a basis for planning curriculum and environments.
- 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.

DE Proposal

Delivery Methods

- Partially Online

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This class is traditionally offered in the evening because students work in the day in ECE programs. Recently, we have had low enrollments and know that DE courses enrollment is more robust than our evening face-to-face courses.

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. ECD 83 is one of 3 administration courses students need to apply for CA Child Development Permit at the highest levels. 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 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: ~~Students will email The~~ instructor ~~as well as each other as needed throughout the course.~~ ~~Instructor~~ will also use email to contact individual students as needed as well as e-mail the entire class. ~~An example would be to remind students of a face-to-face meeting in a hybrid class.~~
- **Discussion board:** The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.
Frequency: ~~Class Discussion board~~ ~~There~~ will be ~~used by course.~~ ~~Example is: You may have had many mentors over the course of your career. Select just one person for this class~~ a ~~discussion .What traits do you believe this person possesses that made him/her a mentor for you? What role did this person play in your learning about yourself or a new skill? How did this person provide you with feedback. These are just some of the questions you might discuss. Write 3 well-written paragraphs and post in~~ each ~~Module -2 Class Discussion. Respond to 3 classmates. See rubric for specific posting requirements .~~
- **Announcements:** Regular announcements that are academic in nature will be posted to the class.

Frequency: Announcements ~~are will used be in provided at~~ the ~~same discretion manner as of~~ the first 5 minutes of class in a face-to-face course. An example would be reminding students of additional material posted or access to scholarship information instructor.

Student-Student Interaction

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

Frequency: Students will ~~have be access encouraged~~ to email ~~from each both other classmates as and group members. This will be most useful when reviewing Action Plan or to ask questions of classmates. At times a peer can respond to a classmate regarding an assignment and hear the response differently than from the instructor necessary~~.

- **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 complete a group project : ~~This during project will then be shared with the rest of the weekly class in the discussion board discussions~~. An example assignment is to complete a philosophy statement that encompasses at least three theorist and 2 philosophies:

- - **Other:** -

Frequency: - Peer-editing/critiquing Students will use Google Docs for a peer-editing assignment. They will edit another student's paper and give feedback directly on the document. An example assignment is preparing a one page "resume".

Student-Content Interaction

- - **Written papers:** - Papers will be written on various topics:

Frequency: - After reading the assigned chapter from your textbook, insert your own name into the "case study". Write a scenario with yourself as the "supervisor". The scenario must include background information, the problem, assessment of the "supervisee", and supervisory plan. How would this be different if the same scenario was a mentor/mentee relationship?

- - **Research Assignments:** - Students will use the Internet and library resources to research questions, problems, events, etc.

Frequency: - Using the internet a the primary resource, research material for a mentee's handbook. Create a "handbook" for mentees, substitute teachers, new employees or adult volunteers. This can be an extension of current material available at the place of employment or can be a new document. Be sure to give credit to work that you have not created. If there is a handbook already in place, select 10 sections to revise, update or improve upon. Instructor approval required.

- **Quizzes, tests/exams:** Quizzes will be used to make sure students completed assigned material and understood it.

Frequency: Class is more of a seminar type but a midterm or final essay may be given.

- **Lecture:** Students will attend or access synchronous or asynchronous lectures on course content.

Frequency: ~~Mini-~~ Students will attend weekly lectures ~~are designed to enhance and expand textbook and other posted materials~~.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601250

CB03: TOP Code

130580 - Child Development Administration and Management

CIP Code

19.0708 - Child Care and Support Services 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



Course Modification: ECE 91 - Adaptive Curriculum for Children with Exceptional Needs

Course Modification: ECE 91 - Adaptive Curriculum for Children with Exceptional Needs
(Launched - Implemented 04-07-2026)

compared with

ECE 91 - Adaptive Curriculum For Children With Exceptional Needs (Active - Implemented 08-15-2019)

Admin Outline for Early Care and Education 91 Adaptive Curriculum ~~For~~ for Children ~~With~~ with Exceptional Needs

Effective: Fall

~~2019~~ 2027

Catalog Description:

ECE 91 - Adaptive Curriculum ~~For~~ for Children ~~With~~ with Exceptional Needs 3.00 Units

Provides direct experience working with young children in special day classes or inclusive settings. Application of intervention strategies using best practices of early childhood development and special education in adapting curriculum to meet the individual needs of children. Observation of the assessment process by the special education team and assisting in the implementation of the educational plan. Includes the role of the teacher as a professional working in partnership with families, collaboration with interdisciplinary teams and cultural competence. Lab hours required in an inclusive setting. 2 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- - ECE 60 ~~and~~
- ECE 90

Total Lecture Hours	36
Total Lab Hours	54
Total Inside of Class Hours	90
Total Outside of Class Hours	72
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~use~~ Use observation to integrate curriculum goals and objectives across ~~developmental domains~~ developmental domains, content areas, and routines for children with special needs.
- B. Demonstrate knowledge of evidence-based practices and legal requirements to support children's development.
- C. Understanding the use of instructional strategies derived from the Individual Family Service Plan (IFSP) or Individual Education Plan (IEP).

Course Objectives:

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

- A. ~~evaluate~~ Evaluate program, educational and professional policies based on special education laws and evidence-based practices.
- B. ~~describe~~ Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals;
- C. ~~implement~~ Implement practical intervention and instructional strategies derived from the Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) to promote the development of motor skills, communication, cognitive, social and emotional growth in inclusive settings;
- D. ~~use~~ Use formal and informal observations and assessments to integrate curriculum goals and objectives across developmental domains, content areas, and routines for infants and children at high risk and/or differing abilities;
- E. ~~demonstrate~~ Demonstrate best practices in working with infants and children in an inclusive or special day classroom setting;
- F. ~~design~~ Design modifications and accommodations based on observation, evidence-based practices and legal requirements to support children's development.
- G. ~~demonstrate~~ Demonstrate reflective practices, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families;
- H. ~~identify~~ Identify community partners and resources that support families with children with exceptional needs.

Course Content:

Lecture:

1. Foundation of diverse inclusive classrooms
 1. History and legal requirements of child-centered inclusive programs
 2. People First language
 3. Strategies for intervention decisions
 4. Benefits of inclusion for children, families, teachers and communities
 5. Strategies for establishing inclusive classrooms
 1. Natural and least restrictive environments
 2. Instructional strategies
 3. Adaptations for children with specific needs
 6. Special day classrooms
2. Forming partnerships with families of children with exceptional needs
 1. Communication with families
 2. Respect for diverse and cultural perspectives
 3. Family and child's rights and Individuals with Disabilities Education Act (IDEA)
 4. Guidelines for developing family-teacher partnerships
 5. Fostering family involvement
 6. Recognizing the stresses families face
 7. Understanding families' emotional reactions
 8. Building a supportive team
3. Working with the Early Childhood Special Education team
 1. Procedures for developing IFSP and IEP
 2. The role of the early childhood educator
 1. Contributing information for IFSP or IEP
 2. Implementing an IFSP or IEP within the inclusive environment
 3. [Informing about FAPE](#)
 3. Collaborative processes within the team
 4. Effective and ethical communication strategies
4. Observation, screening, assessment and referral
 1. Purpose, value and use of various tools
 2. Role and use of observations and assessments to plan curriculum for individual children's needs
 3. Families, teachers and early interventionist/specialist as assessment partners
 4. Ethical responsibilities in assessment
 5. Child's developmental progress record
5. Facilitating learning in an inclusive classroom
 1. Role of teacher
 1. Philosophical approach
 2. Ethics-professional behaviors
 3. Advocacy and public policy
 4. Reflective practices
 2. Supporting and facilitating children's development
 1. social and emotional
 2. independence and self-help skills
 3. language development
 4. cognitive

5. physical skills
3. Adapting the environment, equipment, and materials for learning activities for all children
4. Routines and schedules
5. Guidance and positive interactions
6. Challenging behaviors
6. Communicating and forming connections with community partners
 1. School district's policies and procedures
 2. Referrals and placements
 3. Communication strategies
 4. Community agencies and resources

Lab Activities:

1. [Collaborate with families and early intervention specialists](#)
2. [Utilize reflective practice in the process of implementation of curriculum](#)
3. [Participate on IFSP/IEPs](#)
4. [Implement of IFSP/IEPs](#)

Methods of Instruction:

1. Discussion - Small group discussions
2. Lecture
3. Classroom Activity - In class activities; adapting and implementing these activities with children in the program.
4. Guest Lecturers
5. Audio-visual Activity
6. Observation of children in an inclusive setting or special day classes
7. Feedback on classroom interactions from instructor, specialist team and site mentor

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Lab Activities
 1. Weekly
- C. Oral Presentation
 1. 1 per semester
- D. Papers
 1. Bi-weekly
- E. Portfolios
 1. 1 per semester

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. ~~Writing~~ Participate in an IFSP and/or an IEP meeting and write a report on the experience
2. Structured weekly journal reflections to interpret , ~~observing~~ analyze and integrate course content into professional knowledge base and professional practices

B. Laboratory:

1. Observing , planning and evaluating
 1. Conduct a developmental assessment on a child with exceptional needs in an inclusive setting and an adaptive curriculum plan
 2. ~~Participate in an IFSP and/or an IEP meeting and write a report on the experience~~
 3. ~~Structured weekly journal reflections to interpret, analyze and integrate course content into professional knowledge base and professional practices~~
 4. Observations of an early childhood special educator working within a group setting focusing on adaptation strategies and practical applications of working with children with exceptional needs; Specialist may include:
 1. Speech-Language specialist
 2. Physical therapist
 3. Occupational therapist
 4. Visual impairment specialist
 5. Deaf and hard of hearing specialist
 6. Behavior specialist
2. ~~B-~~ Application of critical thinking ~~-1~~

1. Plan, implement and evaluate activities with children in and inclusive setting.
2. Create a portfolio of a specific child with representative sampling of all developmental domains. Include observations, identified educational goals and objectives for the child.
3. Analyze the effectiveness or ineffectiveness of modifications and strategies in meeting the developmental needs of the child.
4. Identify two additional modifications that may address the child's IFSP or IEP and provide rationalization for adaptations.

Textbooks (Typical):

Textbook:

1. [Richard Bagnato, J. M. & Pretti-Frontczak, K. Linking Authentic Assessment Gargiulo and Early Jennifer Childhood L. Intervention Kilgo An Introduction to Young Children With Delays and Disabilities: Birth Through Age Eight . 2nd 6th ed., Brooks Sage Publications, Inc, 2024.](#)
2. [Dr. Christine M. McWayne Ph.D and Dr. Vivian L. Gadsden Ed.D. Early Childhood Research for Educational Equity. 1st ed., Brookes Publishing, 2010 2024 .](#)
3. [D. Klein, R. Cook, A D. Tessier Chen Adapting Early Childhood Curricula for Children with Special Needs. 9th 10th ed., Pearson, 2016 2021 .](#)
4. Jennifer Grisham-Brown Grisham-Brown, Ed.D., Mary Louise Hemmeter, Ph.D. Blended Practices for Teaching Young Children in Inclusive Settings, Second Edition. 2nd ed., Brookes Publishing, 2017.
5. Ruth E. Cook, Ph.D., Anne Marie Richardson-Gibbs, M.A., Laurie Nielsen Strategies for Including Children with Special Needs in Early Childhood Settings, 2nd Edition. 2nd ed., Cengage, 2018.

Other Materials Required of Students

1. TB clearance required.

Equity Based Curriculum

- [Course Content](#)

Requisite Skills

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

A. ECE 60

Required

- ~~Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family culture and community~~
- ~~Identify available community resources that meet the needs of families with children with exceptional needs~~
- ~~Define and explain basic health and safety conditions which assures the least restrictive environment for young children~~
- ~~Define and describe the general purpose of laws protecting children with exceptional needs including Individual Development Education Act (IDEA), Individual Education Plan (IEP) and the Individual Family Service Plan (IFSP)~~
- ~~Identify the benefits of using a strength-based approach in working with children with exceptional needs and their families~~
- ~~Differentiate typical and atypical sequence and interrelationship of development in infants and children~~
- ~~Summarize the steps in the referral process including observation, documentation, screening and assessment~~
- ~~Describe strategies for empowering families to be effective advocates for children with exceptional needs~~
- Explain least restrictive environment, inclusion and natural environments and the impact on a typical classroom for young children
- Identify the family's stages of grief when their child has been identified with exceptional needs
- Identify the benefits of using a strength-based approach in working with children with exceptional needs and their families
- Identify available community resources that meet the needs of families with children with exceptional needs
- Summarize the steps in the referral process including observation, documentation, screening and assessment
- Define and describe the general purpose of laws protecting children with exceptional needs including Individual Development Education Act (IDEA), Individual Education Plan (IEP) and the Individual Family Service Plan (IFSP)
- Examine the key contributions of developmental theorist, advocates and historical legal decisions in influencing best practices in early childhood special education
- ~~define and describe the general purpose of laws protecting children with exceptional needs including Individual Development Education Act (IDEA);~~
- ~~examine and demonstrate knowledge of the importance of accurate objective observations and recordings that lead to understanding the child's needs in all developmental areas;~~
- ~~demonstrate and compare understanding of the Individual Education Plan (IEP) and Individual Family Service Plan (IFSP);~~
- ~~demonstrate an understanding of infants and children with exceptional needs;~~
- ~~differentiate~~ Differentiate typical and atypical sequence and interrelationship of development in ~~the infant~~ infants and ~~preschooler~~ children

Recommended

- Define and ~~the identification, screening and assessment processes;~~
- ~~demonstrate an understanding of the importance of culturally sensitive techniques when working with families with a child with exceptional needs;~~

- demonstrate a knowledge of least restrictive environment, inclusion and natural environments and its impact on a typical classroom for young children;
- demonstrate and compare intervention strategies and techniques used for implementing a child's IFSP or IEP;
- identify available community resources that meet the needs of families with children with exceptional needs;
- demonstrate understanding of the family's process (stages of grief) when the child has been identified with exceptional needs.
- demonstrate knowledge and understanding of explain basic health and safety conditions which assures the least restrictive environment for young children ;

Recommended

1. Describe

- demonstrate strategies an understanding of the impact of for empowering for families to be effective advocacy advocates for children with exceptional needs ;
- Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family culture and community

B. ECE 90

Required

- demonstrate ability to observe, document and evaluate specific occurrences within an early childhood setting to track children's progress;
- demonstrate the ability to build strong partnerships with families and practice effective communication techniques;
- demonstrate the ability to use Use professional adult communication and team building skills to provide guidance and constructive performance feedback to other adults in the ECE setting.
- Use feedback, constructive criticism and reflection to improve teaching and collaborative practices
- Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts .
- describe Demonstrate current how California to licensing adjust requirements curriculum, career environments, ladder routines, and resources teaching for the early childhood educator.
- demonstrate the ability strategies to meet the individualized needs of individual infants, toddlers, and preschool children.
- Analyze impact of the classroom environment and daily routines on children's behavior, and interactions of children within as an a early basis childhood for setting; planning.
- demonstrate Use knowledge documentation and assessment to monitor children's progress and to adjust learning experiences
- Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.
- Plan, implement, and evaluate curriculum based on the needs and interests of young children.
- Demonstrate developmentally appropriate, professional and ethical practices in working with all young children in groups while being supervised.

- Apply current research, theories and understanding of how young children learn by planning and implementing developmentally appropriate practices that emerge from observation; ~~and~~

Recommended

- ~~demonstrate~~ Demonstrate professional how responsibilities to provide a supportive learning environment for children's first- and obligations dual-language within acquisition, the early-care development and education setting in which students are placed; learning.
- ~~observe;~~ Build plan; strong implement partnerships with families and evaluate practice appropriate effective communication skills techniques that to support language acquisition and social-emotional development of all young ~~children~~
- ~~analyze classroom environment and its effect on~~ children's ~~behavior~~ development and ~~interactions~~ learning. Use of professional children adult communication and teachers;
- ~~demonstrate~~ team ability building skills to use provide feedback; guidance and constructive ~~criticism performance and reflection~~ feedback to improve other teaching skills;
- ~~demonstrate best practices adults in working the with ECE all young children in groups while being supervised;~~ setting.

DE Proposal

Delivery Methods

- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

After discussion in the ECE program was had, we believe that a DE course would better serve the community

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

Because of the low enrollment of this course face to face, we decided for the DE 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:** At the discretion of the instructor

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 as needed.

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 be placed in groups at least 3 times in the semesters to solve problems*
- **Role playing:** *Students will be divided into groups and assigned roles to “play” in a real- world situation.*
Frequency: *Students will be assigned roles at least 3 times a semester.*

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000521410

CB03: TOP Code

130520 - Children with Special Needs

CIP Code

13.1001 - Special Education and Teaching, 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



Course Modification: ECE 96 - Work Experience Seminar

Course Modification: ECE 96 - Work Experience Seminar (Launched - Implemented 04-07-2026)

compared with

ECE 96 - Work Experience Seminar (Active - Implemented 01-01-2019)

Admin Outline for Early Care and Education 96 Work Experience Seminar

Effective: ~~Spring~~ Fall

~~2019~~ 2027

Catalog Description:

ECE 96 - Work Experience Seminar

1.00 Units

Discussion and analysis of typical problems often encountered by employees at the workplace which include diverse cultural groups. Application of National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct to difficult situations that occur at the job site. Develop and complete measurable developmentally appropriate goals in early care and education settings. 1 Units Lecture

Corequisite:

- ECE 95

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~utilize~~ Utilize the code of ethics in making appropriate decisions for the children and families .
- B. Demonstrate the understanding of DAP
- C. Understand the complexities of working in childcare settings .

Course Objectives:

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

- A. Articulate and apply ECE course content in early childhood settings
- B. Explain the complexity of working in a variety of early childhood programs
- C. Analyze dilemmas that arise during ECDE 95 work experiences and apply NAEYC Code of Ethical Conduct to the dilemmas.

Course Content:

- 1. Work experience setting and responsibilities
- 2. Techniques for incorporating best practices into work place setting
 - 1. Comparison of quality standards and actuality
 - 2. Becoming an agent for change
- 3. Strategies for success in the work place
 - 1. Job description
 - 2. Work ethics
 - 3. Scope of the job
 - 4. Communication
 - 5. Resolving conflicts
- 4. Professional and ethical standards
 - 1. Confidentiality

2. Professional appearance
3. Verbal and non verbal language
4. NAEYC Code of Ethical Conduct

Methods of Instruction:

1. Guest Lecturers
2. Classroom Activity - Group discussions
3. Audio-visual Activity
4. Simulations - Simulation and role- ~~plays~~ play scenarios

Methods of Evaluation

- A. Oral Presentation
 1. By groups, 2 per semester
- B. Papers
 1. Reflective Journals, bi-weekly
- C. Projects
 1. Professional Portfolio, (once) final

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :
 1. Reflective Journal
 2. ~~Create a Profesional Portfolio~~
 1. ~~Career Plan~~
 2. ~~Professional resume~~
 3. Statement paper on NAEYC's Code of Ethical Conduct
- B. Project:
 1. Create a Profesional Portfolio

1. [Career Plan](#)
2. [Professional resume](#)

Textbooks (Typical):

Textbook:

1. [Sue L. T. McGregor](#) *Learning to Teach: Primer on Teacher Education Methods*. 1st ed., Emerald Publishing, 2023.
2. Valora Washington, Brenda Gadson *Guiding Principles for the New Early Childhood Professional*. 1st. ed., Teachers College Press, 2017.
3. Carol Copple, Sue Bredekamp *Developmentally Appropriate Practice in Early Childhood Programs*. ~~Third~~ [Fourth](#) ed., NAEYC, ~~2008~~ [2021](#) .
4. Stephanie Feeney, Nancy Freeman *Ethics and the Early Childhood Educator: Using the NAEYC Code*. Third ed., NAEYC, 2018.

Other Materials Required of Students

Equity Based Curriculum

- [Catalog Description](#)

Requisite Skills

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)
- [Partially Online](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

[This course is best served via DE to students who are in the classroom environment for work and in the lab.](#)

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

Previously 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: ~~Email At will the be discretion used of to the notify all students as needed in addition to emailing individuals or groups:~~ [instruct](#)
- **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: Current DE approved
- **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 the instructor

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 contact each other to ask questions throughout the duration of the class.

Student-Content Interaction

- **Class discussion board:** Students will post to the discussion board, answering questions on course content posed by the instructor.
Frequency: The instructor will facilitate discussions in the class discussion board every Module. ~~An~~
- **example 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
- **Written papers:** Papers will be ~~to~~ written ~~ask on~~ students various ~~to~~ topics.
Frequency: ~~pose~~ responses Reflective to Journals, ethical bi-weekly
- **decisions Projects:** ~~posted~~ Students ~~by~~ will complete projects that demonstrate their mastery of outcomes of the ~~instructor~~ course . ~~Instructor~~
Frequency: Professional Portfolio, (once) final
- **Student presentations:** Students will ~~monitor-discussion~~ ~~prepare~~ and ~~respond~~ ~~present~~ ~~selectively on~~ ~~asking a~~ ~~students~~ ~~topic~~ ~~to~~ ~~being~~ ~~think~~ ~~studied~~.
Frequency: ~~deeper~~ and ~~By~~ critically groups, about 2 their per own-and-classmates responses: semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000595190

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



Course Modification: ENGL C1000 - Academic Reading and Writing

Course Modification: ENGL C1000 - Academic Reading and Writing (Launched - Implemented 08-16-2026)

compared with

Course Modification: ENGL C1000 - Academic Reading and Writing (Approved - Implemented 08-15-2026)

Admin Outline for English C1000 Academic Reading and Writing

Effective: Fall

~~2026~~ 2027

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.

~~3~~ 2 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- Placement as determined by the college's multiple measures assessment process

Total Lecture Hours	~~54~~ <u>36</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~72~~ <u>90</u>
Total Outside of Class Hours	~~108~~ <u>72</u>
Total Student Learning Hours	~~180~~ <u>162</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

1

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 style to convey ideas.
- D. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- E. Read analytically to understand and respond to diverse academic texts.
- F. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Course Objectives:

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

- A. Reading:
 - 1. Critically read texts and materials from a variety of academic and cultural contexts.
 - 2. Summarize a thesis and main points.
 - 3. Analyze main ideas.
 - 4. Evaluate the validity and logic of the text's reasoning and support.
 - 5. Relate ideas and information in the text to their own experience as well as other texts.
 - 6. Create a coherent position or argument based on reading.
- B. Writing :
 - 1. Write multiple-paragraph papers that accurately and appropriately respond to a given assignment.
 - 2. Develop a relevant, focused thesis.
 - 3. Organize ideas and coherently move from coordinating to subordinating points
 - 4. Develop 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.
- C. Research:
 - 1. Research a specific topic using the Internet, databases, journals, and books.
 - 2. Review sources for relevant evidence and arguments.
 - 3. Integrate researched material into their own writing with appropriate context, explanation, punctuation, and citation.
 - 4. Document sources in an academically responsible way.

Course Content:

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. Writing assignments totaling 5,000 words of formal writing, 4000 of which must be final draft writing. Formal writing denotes writing that 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 edited English when helpful for clarity. 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. 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. Using language, style, and voice to write clear, engaging prose with an authentic voice
10. Deconstructing the dichotomy between academic and personal writing and discussing features of each from a linguistic justice perspective
11. Assessing the best use of language, style, and voice for a variety of writing assignments and rhetorical contexts
12. Using edited American English, Englishes informed by one's own positionality, and code-meshed Englishes

9. 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

Lab Activities:

1. Write a rough draft of an essay, and review for grammar errors
2. Create a Works Cited page using MLA format
3. Use Internet to find and evaluate research sources
4. Peer review of classmates' essay drafts
5. Metacognitive reflections on reading and writing processes

6. Information competency and research skills
7. Application of reading strategies to assigned readings

Methods of Instruction:

1. Demonstration - ~~Whether Instructor in~~ will demonstrate critical thinking, pre - class reading, or reading, online pre-writing, and writing strategies such as evaluating a source, previewing and annotating a text, writing a thesis statement, embedding a quotation, and formatting a paper according to MLA guidelines.
2. Lecture - ~~Short~~ Instructor will present short lectures ~~might be~~ on ~~theme topics of~~ such as class themes to build schema, organizational strategies, summary and paraphrasing, and avoidance of plagiarism ~~, grammar issue, etc .~~
3. Written Exercises - ~~Students~~ Instructor might will do lead students in writing exercises such as guided in-class writing, ~~whether to do~~ pre-writing /brainstorming , a drafting. draft introduction introductions or P.I.E. paragraph paragraphs , or summarizing a and revision of a section for better transitions or paraphrasing, textual integration ,and revision . Before or after doing this in-class writing, ~~students~~ Instructors might review examples of student writing ~~that in model preparation for~~ writing exercise exercises.
4. Classroom Activity - Instructor will create class activities such as group discussions where students can share and experience a variety of perspectives.
5. Discussion - Instructor will facilitate discussions of works by authors and creators of various backgrounds.
6. Individualized Instruction - At the discretion of the instructor.
7. Research - Instructor will guide students in ~~question~~ a research project that includes a selection of sources from a variety of perspectives .
8. Pre Student Presentations - reading and At pre-writing the activities
9. ~~Peer responses to multiple drafts~~
10. ~~5000 words~~ discretion of formal the writing; instructor. 4000 Not required.
11. Critique - Instructor will facilitate peer reviews of which essay must be final draft writing. Formal writing denotes writing that 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 edited English when helpful for clarity drafts .
12. ~~Reading~~ Instructor will assign 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.
13. ~~Summary and paraphrase exercises~~

Methods of Evaluation

- A. Class Participation
 1. ~~Weekly~~ Daily
- B. Class Work
 1. Daily
- C. Exams/Tests
 1. At the discretion of the instructor. One in-class - / timed ~~textual integration~~ writing assignment ; ~~one is midterm; required one during in-class the timed writing final exam semester.~~
- D. Group Projects
 1. ~~Once~~ At the discretion of the instructor. Not required.

E. Home Work

1. Daily

F. Lab Activities

1. Weekly

G. Oral Presentation

1. ~~Once~~ At the discretion of the instructor. Not required.

H. Papers

1. ~~3~~ Three or more papers totaling 5000 words of formal writing, 4000 of which must be final draft writing. Formal writing denotes writing that 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 edited English when helpful for clarity

I. Portfolios

1. ~~End~~ At the discretion of ~~semester~~ the instructor. Not required.

J. Projects

1. At the discretion of the instructor. Not required.

K. Quizzes

1. ~~Weekly~~ At the discretion of the instructor. Not required.

L. Research Projects

1. ~~End One of research semester~~ project is required. This can be a research paper or detailed research proposal with an annotated bibliography.

M. 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.

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. Instructor will assign a minimum of three papers totaling 5000 words of formal writing, 4000 of which must be final draft writing. Formal writing denotes writing that 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 edited English when helpful for clarity.
2. 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.
3. 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.
4. For this **lab-assignment activity** 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. 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 topic 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~~ activity 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.

Textbooks (Typical):

- An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.
- A college-level handbook on writing and documentation or evidence of similar writing pedagogy.
- Course texts may include book-length works. LPC requires one full-length, nonfiction text.
- 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.

Textbook:

1. Rafael 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 High Desert: Black. Punk. Nowhere.*, Harper, 2022.
4. John Ramage, John Bean, June Johnson *The Allyn & Bacon Guide to Writing*. 8th ed., Pearson, 2018.
5. Ta-Nehisi Coates *Between the World and Me*. 1 ed., Spiegel & Grau-Penguin Random House, 2015.
6. Pam Altman, Lisa Metge-Egan, Paige Wilson, Mari Caro *The Sentence Combining Workbook*. 5 ed., Cengage, 2019.
7. 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.
8. Diana Hacker, Nancy Sommers *A Writer's Reference*. 11th ed., Bedford/St. Martin's, 2024.

9. Gerald Graff, Cathy Birkenstein *They Say, I Say: The Moves That Matter in Academic Writing*. 6th ed., W. W. Norton & Company, 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. 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

- ~~Course Content~~
- ~~- Measurable Objectives~~
- ~~- Methods of Instruction~~
- ~~- Assignments~~
- ~~- Methods of Evaluation~~
- ~~- Typical Texts~~
- ~~- DE Course Interaction~~

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered online to provide more modalities for students and give access to students that cannot attend campus

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

~~Already approved:~~

The decision was made after discussions in department meetings with with our Dean that considered enrollment trends, and student accessibility and demand

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~~ At the course, discretion and of participating the regularly instructor. 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: Weekly. 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: Typically weekly. 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~~ At the class discretion regularly, of and the may instructor. include Typically information weekly on or due every dates; other upcoming assignments, and syllabus changes week .
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: ~~Webconferencing At may the be discretion of the instructor. Typically done during office hours at the request of the student. Not used to in deliver the course shell since content to is students delivered asynchronously and not 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: Daily or weekly. Students will post to the discussion board, answering questions posed by the instructor or by classmates. They will also reply to each ~~others other ' s postings posts in group discussions where students can share and experience a variety of perspectives..~~
- **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 the discretion of the instructor. Not required .
- **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~~ Daily or weekly. Content delivered to students might include critical thinking, pre-reading, reading, pre-writing, and writing strategies such as evaluating a source, previewing and annotating a text, writing a thesis statement, embedding a quotation, and formatting a paper according to MLA guidelines.
- **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 the discretion of the instructor. Instructor will create and facilitate group discussions where students can share and experience a variety of perspectives.
- **Written papers:** *Papers will be written on various topics.*

Frequency: Three or more papers totaling 5000 words of formal writing, 4000 of which must be final draft writing. Formal essays writing at denotes least writing three that times responds per to semester assignment directions; makes intentional choices regarding audience, purpose, and structure; and is meant to be read and assessed as well a as complete, an standalone additional work. in-class/timed Formal writing utilizes the standards of edited English when helpful for clarity.

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: at One least research one project per is semester required. This can be a research paper or detailed research proposal with an annotated bibliography. Instructor will deliver content on aspects of the research process such as forming a line of inquiry, selecting and evaluating sources, and documenting and citing sources responsibly and according to guidelines of a style guide such as MLA.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: as At needed the or discretion determined by of the instructor. Quizzes and exams are not required. One in-class/timed writing exercise is required.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: weekly Weekly. Instructor will deliver asynchronous lecture content on on topics such as class themes to build schema, organizational strategies, summary and paraphrasing, and avoidance of plagiarism.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Once At per the semester discretion of the instructor. Not required except in the research project that leads to the student producing a research paper or detailed research proposal with an annotated bibliography. To prepare students for the research project, the instructor will provide content on aspects of the research process such as forming a line of inquiry, selecting and evaluating sources, and documenting and citing sources responsibly and according to guidelines of a style guide such as MLA.

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: Once At the discretion of the instructor. Not required. Typically once per semester. For example, after interacting with instructor-provided content on the research process, students might present findings from their research project to classmates in the form of a paper, slideshow presentation, or recorded audio or video presentation.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 1A - English Composition - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 1A - English Composition - Approved

UC Transfer

- Transfers to UC - 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



Course Modification: ESL 24 - Advanced Reading and Composition I

Course Modification: ESL 24 - Advanced Reading and Composition I (Launched - Implemented 04-10-2026)

compared with

ESL 24 - Advanced Reading and Composition I (Active - Implemented 03-23-2023)

Admin Outline for English as a Second Language 24 Advanced Reading and Composition I

Effective: Fall

~~2023~~ 2027

Catalog Description:

ESL 24 - Advanced Reading and Composition I 6.00 Units

This is the first semester of a one-year advanced reading and writing course for academic purposes. Emphasis is on critical reading techniques and writing expository essays as well as on grammar and vocabulary development. ~~6~~ 5 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 121B **or** NESL 221B, or placement through the ESL assessment process

Total Lecture Hours	~~108~~ <u>90</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~126~~ <u>144</u>
Total Outside of Class Hours	~~216~~ <u>180</u>
Total Student Learning Hours	~~342~~ <u>324</u>

Course Grading:

Optional

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~demonstrate~~ Demonstrate a low-advanced ability to identify main ideas and supporting details in ~~levelappropriate~~ level-appropriate texts.
- B. ~~produce~~ Produce an essay of five to six paragraphs with a minimum of 500 words that ~~demonstratesclear~~ demonstrates clear organization, logical development, and correct language use.
- C. Produce a low-advanced level library research project

Course Objectives:

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

- A. Understand complex and abstract issues in written discourse, generally
- B. Interpret cohesive devices, signal words, and pronoun references
- C. Predict content based on real world knowledge and/or organizational structure
- D. Infer implied meaning from context
- E. Understand Academic Word List vocabulary, adequately
- F. Identify grammatical structures to improve comprehension
- G. Recognize and discuss writer's purpose, but unevenly
- H. Summarize text of limited length accurately
 - I. Write essays of 4-6 paragraphs on newly presented topics with a clear underlying organization and thesis
- J. Identify and compose accurate compound and complex sentences (with adjective and adverb clauses, including both real and unreal conditionals)
- K. Use cohesive elements, but sometimes incorrectly
- L. Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example and conclusion
- M. Apply self-editing skills to improve writing accuracy
- N. Contribute constructive comments in the peer editing process
- O. Create an annotated bibliography on a researched topic from sources including books, databases, and websites

Course Content:

Lecture:

1. Reading

1. Interactive reading exercises for:

- 1. activating background knowledge

2. identifying authorial purpose, intent, and tone
3. distinguishing main ideas from supporting details
4. distinguishing fact from opinion
5. understanding function of supporting details
6. inferencing
7. recognizing explicit argument

2. Reading process strategies

1. pre-reading
2. reading
3. post-reading

3. Scanning

4. Skimming

5. Sentence deconstruction to aid reading comprehension

1. identifying and analyzing adjective and adverb clauses
2. recognizing subjects in sentences with multiple clauses

6. Extensive reading

7. Full-length text

2. Vocabulary Development

1. Use of dictionary to correctly identify part of speech and definition of unknown vocabulary

2. Academic Word List words

3. Writing

1. Steps in the writing process

1. prewriting

2. drafting

3. revising

4. editing

2. Essay structure and organizational patterns specific to different types of essays

3. Essay introduction types (funnel, story, background)

4. Strategies (time management) for effective in-class writing

5. Strategies for self-editing

6. Peer review techniques and protocol

4. Sentence Structure

1. Complex sentences with adjective (identifying and non-identifying) and adverb (including conditional) clauses

5. Library/Research

1. Database searches

2. Annotated bibliography on a researched topic with sources from a book, database, and website

Lab Activities:

1. Working in groups, students will discuss and answer questions about reading samples
2. Working in pairs, students will review and critique each other's writing samples
3. Working in pairs, students will identify and correct errors in writing samples

Methods of Instruction:

1. Discussion - small-group discussions about a reading, for example
2. Audio-visual Activity - playing a recording of a text while students read it, for example
3. Student Presentations - presentations about a researched topic, for example
4. Lecture - short and interactive
5. Projects - book club, for example
6. Individualized Instruction - writing conferences, for example
7. Classroom Activity - Compare your unique life experience to themes from the full-length text
8. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. 3-6, not including a separate reading and writing final exam
- D. Home Work
 1. minimum of 12 hours/week
- E. Lab Activities
 1. weekly
- F. Papers
 1. 4-6; 50% in-class, 50% out-of-class
- G. Quizzes
 1. 3-6, including sentence structure, vocabulary, and reading
- H. Research Projects
 1. one
- I. journals (minimum bi-weekly) holistically scored final writing exam

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading~~

1. Read the excerpt from a newspaper article and complete the tasks that follow. Compare your answers with those of another student. Read the passage again and underline the words that are new to you. Write the part of speech and the dictionary definition that best fits each word as it is used in the passage. Write a new sentence for each word you chose.

The sentences should show that you understand the meaning of each word as it is used in the passage.

2. Identifying Topics, Main Ideas, and Organizational Patterns: Working with another student, read the paragraphs and write the topic, the main idea, the key words in the main idea, and the pattern. Then add the supporting facts and ideas.
3. Increasing Reading Speed: Write your exact starting time. Preview the passage for a few seconds and then read it all the way through to the end. Push yourself to read a little faster than usual. Write your exact finishing time and reading time. Then turn to the next page and answer the comprehension questions. Do not look back at the passage while you are answering the questions. Check your answers with your teacher. For any incorrect answer, look back at the passage to understand why it was incorrect. Find your reading rate for the passage.

2. ~~Vocabulary Development~~

1. ~~Fill in the blank in the following sentences with the right AWL word from the list~~

C. Writing

:

1. After a short discussion of the 100th anniversary of the San Francisco Earthquake, the students will write for 10 minutes to answer the following questions: Have you ever felt an earthquake? What did you do? What happened? If you haven't felt an earthquake, would you know what do? How do you prepare for an earthquake?
2. In *A Lesson Before Dying*, Grant Wiggins is asked to visit Jefferson in jail. Although he does not want to, he finally agrees to do so. Why do you think Wiggins should accept or decline this request? Write an argument essay, using the reasons given in the text or your own reasons to support your argument.
3. Because of the increasing congestion in downtown areas, large cities around the world have implemented various programs to improve the traffic flow and the quality of life for the people who work, live and visit. Some strategies used include pedestrian-only zones, limited vehicular traffic on certain times or days, additional public transportation, and/or vehicular access to downtown by special permit only. The leaders of many American cities are now considering or implementing similar strategies. Write an opinion essay in which you answer this question: In your opinion, are car-free downtowns a solution for large American cities such as San Francisco?

D. ~~Sentence~~ Activity:

1. Fill Structure in the blank in the following sentences with the right AWL word from the list

1. Combine the following pairs of sentences, making the second sentence into an adjective clause.

Textbooks (Typical):

Textbook:

1. Laurie Blass Pathways Reading, Writing and Critical Thinking 4. 3 ed., Heinle ELT, 2024.
2. Christien Lee *Reflect Reading and Writing 5*. ~~1st ed.~~, Cengage ELT, 2022 :
3. ~~Keith Folse~~ *Great Writing*. ~~5th ed.~~, Cengage ELT, 2020.
4. ~~Andrew K English, Laura Monahan English~~ *North Star 5: Reading and Writing*. ~~4th ed.~~, Pearson Education ESL, 2017 .
5. Michael Pollan *The Omnivore's Dilemma: Young Reader's Edition*. 1st ed., Dial Books, 2015 :
6. ~~Lorraine C Smith, Nancy Nici Mare~~ *Reading for Today 5: Topics*. ~~5th ed.~~, Cengage Learning, 2016 .
7. Mary Fitzpatrick *Engaging Writing 2: Essential Skills for Academic Writing*. 2nd ed., Person Education ESL, 2017.
8. ~~Ann Hogue, Alice Oshima~~ *Longman Academic Writing Series 4: Essays*. ~~5th ed.~~, Pearson Education ESL, 2014.
9. Pearson *Longman Advanced American Dictionary*. 3rd ed., Pearson Education ESL, 2013 :
10. ~~Mikulecky, Beatrice and Linda Jeffries, Beatrice Mikulecky, Linda Jeffries~~ *Advanced Reading Power 4*. ; Pearson Education ESL, 2014.
11. ~~Jessica Williams, Pamela Vittorio~~ *Making Connections 4: Skills and Strategies for Academic Reading*. ~~1st ed.~~, Cambridge University Presss, 2017.
12. ~~Firoozeh Dumas~~ *Funny in Farsi*. 1st ed., Penguin Random House, 2004 .

Other Materials Required of Students

Equity Based Curriculum

- Course Methods Content
- of Typical Assignments Instruction

Requisite Skills

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

A. ESL 121B

Required

- Identify and learned write grammatical accurate structures simple in readings (word order , compound verb tense, clauses and complex phrases) sentences to with emerging control of compound-complex sentences aid in a reading variety of verb tenses
- ~~Identify and correct errors in a paragraph based on learned grammar and spelling~~
- ~~Demonstrate increasing variety and spelling accuracy of learned academic vocabulary~~

- ~~Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy~~ comprehension
- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- Summarize and paraphrase short texts, with emerging accuracy
- Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
- Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions

Recommended

- ~~Read~~ Identify source (author, title, date, publisher, type of source) and evaluate reliability
- Use websites to research information about a ~~variety~~ specific topic in the college library and create a works cited page
- Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of ~~authentic several texts longer or paragraphs~~
- Contribute ~~general constructive interest comments to in native the speakers peer editing process~~
- Express unreal conditions and use modals with emerging accuracy
- Express real conditions consistently, ~~-but~~ with some ~~difficulty errors~~

B. NESL 221B

Required

- Identify source (author, title, date, publisher, type of source) and evaluate reliability
- Use websites to research information about a specific topic in the college library and create a works cited page
- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension

Recommended

1. Comprehend

- ~~Express facts unreal from conditions texts and in use order modals to draw appropriate inferences~~ with emerging accuracy

- ~~Contribute~~ Read ~~constructive a comments~~ full-length text with sufficient understanding to discuss in writing various aspects of the ~~peer-editing-process~~ text
- ~~Express~~ Identify ~~real audience conditions and consistently;~~ purpose with in some reading errors and demonstrate the ability to write to a specific audience
- Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- ~~Identify audience and purpose in reading and demonstrate the ability to write to a specific audience~~
- ~~Use websites to research information about a specific topic in the college library and create a works-cited page~~
- ~~Identify source (author, title, date, publisher, type of source) and evaluate reliability~~

C. NESL-221B

Required

- ~~Identify~~ and correct errors in a paragraph based on learned grammar and spelling
- ~~Identify audience and purpose in reading and demonstrate the ability to write to a specific audience~~
- ~~Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy~~
- ~~Read a full-length text with sufficient understanding to discuss in writing various aspects of the text~~
- ~~Use websites to research information about a specific topic in the college library and create a works-cited page~~
- ~~Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension~~
- ~~Identify source (author, title, date, publisher, type of source) and evaluate reliability~~
- Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- ~~Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently~~
- ~~Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs~~
- Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions

Recommended

- ~~Express unreal conditions and use modals with emerging accuracy~~
- Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- Summarize and paraphrase short texts, with emerging accuracy
- Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy

- ~~Contribute constructive comments in the peer editing process~~
- Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- Contribute constructive comments in the peer editing process
- Express unreal conditions and use modals with emerging accuracy
- Express real conditions consistently, with some errors

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI and PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of 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
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: minimum of 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: minimum twice per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 4-6 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: minimum of 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-6 quizzes, including sentence structure, vocabulary, and reading
- ~~**Practice quizzes, tests/exams:** - Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding~~ Minimum of the two content.
~~**Frequency:** - minimum of twice~~ exams per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: 2-4 per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Other:**
Frequency: weekly homework assignments of at least 12 hours per week

General Education/Transfer

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

CCC000588420

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

32.0109 - Second Language Learning.

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: ESL 25 - Advanced Reading and Composition II

Course Modification: ESL 25 - Advanced Reading and Composition II (Launched - Implemented 04-10-2026)

compared with

ESL 25 - Advanced Reading and Composition II (Active - Implemented 03-23-2023)

Admin Outline for English as a Second Language 25 Advanced Reading and Composition II

Effective: Fall

~~2023~~ 2027

Catalog Description:

ESL 25 - Advanced Reading and Composition II 6.00 Units

This is the second semester of a one-year reading and writing course for academic purposes. Emphasis is on critical reading and techniques of exposition, analysis, and argumentation. ~~6~~ 5 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- - ESL 24, or placement through the ESL assessment process

Total Lecture Hours	~~108~~ <u>90</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~126~~ <u>144</u>
Total Outside of Class Hours	~~216~~ <u>180</u>
Total Student Learning Hours	~~342~~ <u>324</u>

Course Grading:

Optional

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~demonstrate~~ Demonstrate a high-advanced ability to identify main ideas ~~andsupporting~~ and supporting details in ~~levelappropriate-~~ level appropriate texts.
- B. ~~write~~ Write an essay of five to seven paragraphs that demonstrates clear organization, logical development, and correct language use .
- C. Produce a high-advanced level library research project .

Course Objectives:

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

- A. Understand complex and abstract issues in written discourse, generally
- B. Interpret cohesive devices, signal words, and pronoun references
- C. State and discuss writer's purpose, including both explicit and implicit argument
- D. Predict content based on real world knowledge and/or organizational structure
- E. Understand Academic Word List vocabulary for reading
- F. Write essays of several paragraphs (500-1000 words) on newly presented topics with a clear organization some degree of critical thinking
- G. Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example, and conclusion
- H. Paraphrase and summarize passages with increasing accuracy
- I. Respond in several paragraphs with original ideas to readings
- J. Identify and compose accurate compound (including conjunctive adverbs) and complex (with adverb, adjective, and noun clauses) sentences
- K. Demonstrate self-editing skills
- L. Contribute constructive comments in the peer editing process, especially for content and organization
- M. Write an MLA documented research essay with an original thesis

Course Content:

Lecture:

1. Reading

- 1. Identification and analysis of elements in an argument
- 2. Evaluation of an author's argument and support
- 3. Use of outline to organize main ideas and supporting details of a text
- 4. General and specific support
- 5. Fact, opinion, and inference

6. Figurative language
7. Characteristics of style (point of view, tone);
8. Purpose and audience in readings
9. Strategies for reading material from a wide range of academic sources

2. Vocabulary Development

1. Broad vocabulary for reading literary, expository, and academic texts
2. Use of dictionary to correctly identify part of speech and definition of unknown vocabulary
3. *Academic Word List* words

3. Writing

1. Steps in the writing process
 1. Prewriting
 2. Drafting
 3. Revising
 4. Editing
2. Essay structure and organizational patterns specific to different types of essays
3. Use of evidence other than personal experience to support an argument
4. Essay introductions (funnel, story, fact/statistic, historical background)
5. Strategies (time management) for effective in-class writing
6. Strategies for self-editing

7. Peer Review techniques and protocol

4. Sentence Structure

1. Compound sentences including the use of semi-colons and conjunctive adverbs
2. Complex sentences including adjective, adverb, and noun clauses

5. Library/Research

1. Source evaluation and analysis
2. MLA citation guidelines (in-text citation and works cited)
3. Use of researched evidence as support in a research paper

Lab Activities:

1. Working in groups, students will discuss and answer questions about reading samples
2. Working in pairs, students will review and critique each other's writing samples
3. Working in pairs, students will identify and correct errors in writing samples

Methods of Instruction:

1. Projects - book club, for example
2. Student Presentations - presentations about a researched topic, for example
3. Individualized Instruction - writing conferences, for example
4. Lecture - short and interactive
5. Audio-visual Activity - playing a video to provide relevant cultural background, for example
6. Discussion - small group discussions about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. 3-6, not including a separate reading and writing final exam
- D. Home Work

1. minimum of 12 hours/week
- E. Lab Activities
 1. weekly
- F. Papers
 1. 4-6; 50% in-class, 50% out-of-class
- G. Quizzes
 1. 3-6, including sentence structure, vocabulary, and reading
- H. Research Projects
 1. one
- I. journals (minimum bi-weekly) holistically scored final writing exam

Typical Outside-of-Class Assignments

A. ~~Other~~ Research :

1. ~~Reading~~

1. ~~Read the following article from *Time* magazine and answer the questions that follow to analyze the author's argument and use of evidence:~~
2. ~~Using your inference skills, analyze the authors use of the quotation at the beginning of chapter 2 in *The - Radioactive - Boy - Scout* .—What does the author seem to be saying about the scientific communities approach to new discoveries?~~
3. ~~Create a timeline of important events in women's history using chapter 13 of *We - Are - Our - Mothers - Daughters* :~~ Write an MLA-documented research essay to support your original thesis about a topic related to this semester's theme.

B. ~~Vocabulary Development~~ Activity:

1. Create a vocabulary chart for the following AWL words from *The Narrative of the Life of Frederick Douglass*. Include the original sentence from the book, the part of speech (as the word is used), the correct definition, and an additional example sentence.
 1. ~~Create a vocabulary chart for the following AWL words from *The - Narrative - of - the - Life - of - Frederick - Douglass* .—Include the original sentence from the book, the part of speech (as the word is used), the correct definition, and an additional example sentence:~~ Sentence Structure: Combine the following pairs of sentences by making the second sentence into an adjective clause. Change the following direct quotations into indirect quotations following the rules for reported speech.
 2. Create example quiz questions from the course full-length text assigned chapter that demonstrate your understanding of the text and preferred test taking style.

B. ~~Writing~~

Reading:

1. ~~Write a 750-1000 word cause-effect essay in which you analyze the causes of David Hahn's behavior in *The - Radioactive - Boy - Scout* . Use evidence from the book to support your analysis.~~
 2. ~~Write a 750-1000 word comparison-contrast essay in which you recommend or do not recommend that a student come to the U.S. to attend college based on similarities or differences between college in your country and college in the U.S.~~ Read the following article from Time magazine and answer the questions that follow to analyze the author's argument and use of evidence. Using your inference skills, analyze the authors use of the quotation at the beginning of chapter 2 in *The Radioactive Boy Scout*. What does the author seem to be saying about the scientific communities approach to new discoveries? Create a timeline of important events in women's history using chapter 13 of *We Are Our Mothers' Daughters*. How does this connect to your unique life experience?
- C. **Sentence Structure**

Writing:

1. ~~Combine the following pairs of sentences by making the second sentence into an adjective clause:~~
 2. ~~Change the following direct quotations into indirect quotations following the rules for reported speech:~~ Write a 750-1000 word cause-effect essay in which you analyze the causes of David Hahn's behavior in *The Radioactive Boy Scout*. Use evidence from the book to support your analysis. Write a 750-1000 word comparison-contrast essay in which you recommend or do not recommend that a student come to the U.S. to attend college based on similarities or differences between college in your country and college in the U.S.
4. **Research**
1. ~~Write an MLA-documented research essay to support your original thesis about a topic related to this semester's theme.~~

Textbooks (Typical):

Textbook:

1. ~~David Laurie Bohlke Blass~~ Pathways Reading , Explorer Writing. 5 and Critical Thinking . 3rd 3 ed., Heinle ELT, 2020 2025 .
2. Pearson *Longman Advanced American Dictionary*. 3rd ed., Pearson Education ESL, 2013 :
3. ~~Alice Oshima, Ann Hogue~~ *Longman Academic Writing Series 4: Essays*. 5th ed., Pearson Education ESL, 2016:
4. ~~Cokie Roberts~~ *We Are Our Mothers' Daughters*. 1st ed., Harper Perennial, 2009 .
5. Jessica Williams, Pamela Vittorio *Making Connections 4: Skills and Strategies for Academic Reading*. 1st ed., Cambridge University Press, 2016 :
6. ~~Sue Peterson, Dorothy Zemach~~ *Writing Power 4*. 1st ed., Pearson Education ESL, 2012:
7. ~~Ken Silverstein~~ *The Radioactive Boy Scout*. 1st ed., Villard Books, 2005:

8. ~~Robert Cohen, Judy Miller- *Longman Academic Reading Series 4: Reading Skills for College*. 1st ed., Pearson Education ESL, 2014.~~
9. ~~Robert Cohen, Judith Miller- *North Star 5: Reading and Writing*. 4th ed., Pearson Education ESL, 2015 .~~
10. Christien Lee *Reflect Reading and Writing* 5. 1st ed., Cengage ELT, 2022.
11. Keith Folse *Great Writing*. 5th ed., Cengage ELT, 2020.

Other Materials Required of Students

Equity Based Curriculum

- ~~Course~~ Methods ~~Content~~
- ~~of~~ Assignments Instruction

Requisite Skills

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

A. ESL 24

Required

- ~~Apply self-editing skills to improve writing accuracy~~
- ~~Understand Academic Word List vocabulary, adequately~~
- ~~Infer implied meaning from context~~
- ~~Interpret cohesive devices, signal words, and pronoun references~~
- ~~Identify grammatical structures to improve comprehension~~
- Understand complex and abstract issues in written discourse, generally
- Create an annotated bibliography on a researched topic from sources including books, databases, and websites
- Apply self-editing skills to improve writing accuracy.
- Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example and conclusion
- Identify and compose accurate compound and complex sentences (with adjective and adverb clauses, including both real and unreal conditionals)
- Write essays of 4-6 paragraphs on newly presented topics with a clear underlying organization and thesis
- ~~Demonstrate~~ Identify ~~emerging grammatical control structures of to~~ appropriate improve signal comprehension
- Understand ~~words Academic of Word cause List vocabulary, effect, contrast, comparison, process, chronology, example and conclusion~~ adequately
- ~~Create~~ Infer ~~an implied annotated bibliography on a researched topic~~ meaning ~~from sources including books, databases, and websites~~ context
- Predict content based on real world knowledge and/or organizational structure
- Interpret cohesive devices, signal words, and pronoun references

Recommended

- ~~Use cohesive elements, but sometimes incorrectly~~
- Contribute constructive comments in the peer editing process
- Use cohesive elements, but sometimes incorrectly.
- Summarize text of limited length accurately.

- Recognize and discuss writer's purpose, but unevenly
- Summarize text of limited length accurately

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI and PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of twice 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 twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: minimum of 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: minimum twice per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 4-6 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: minimum of 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes, minimum of every other week
- **~~Practice quizzes Exams, tests/exams:~~** *~~Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.~~*
~~Frequency:~~ ~~- minimum of twice per semester~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: 2-4 per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Other:**
Frequency: weekly homework assignments of at least 12 hours per week

General Education/Transfer

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

CCC000589405

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

32.0109 - Second Language Learning.

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: ESL 110 - Beginning Vocabulary Skills for English Language Learners

Course Modification: ESL 110 - Beginning Vocabulary Skills for English Language Learners
(Launched - Implemented 08-16-2026)

compared with

Course Modification: ESL 110 - Beginning Vocabulary Skills for English Language Learners
(Approved - Implemented 08-15-2026)

Admin Outline for English as a Second Language 110 Beginning Vocabulary Skills for English Language Learners

Effective: Fall

~~2026~~ 2027

Catalog Description:

ESL 110 - Beginning Vocabulary Skills for English Language Learners

1.00 Units

This is a beginning level vocabulary skills class, designed to enable English language learners to improve language proficiency by learning new vocabulary and developing vocabulary-building skills. The class will focus on the 0-1000 most common words in English, dictionary skills, and beginning morphology including prefixes, suffixes and roots. 1 Units ~~Lecture~~ Lab

Total ~~Lecture~~ Hours	~~18~~	
~~Total~~ Lab Hours	~~18~~	<u>54</u>
Total Inside of Class Hours	~~36~~	
~~Total Outside of Class~~ Hours	~~36~~	<u>54</u>
Total Student Learning Hours	~~72~~	<u>54</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Correctly use common beginning- level abbreviations.
- B. Correctly use common beginning- level collocations.
- C. Correctly use common beginning-level stems and affixes.
- D. Correctly use vocabulary from the 0-1000 most common word list.

Course Objectives:

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

- A. Identify and correctly use common stems and affixes
- B. Assess new vocabulary for meaning in context using a variety of strategies
- C. Use an English learner dictionary to find pronunciation, meaning, and usage of unfamiliar words in a given context
- D. Identify and use common abbreviations
- E. Identify and use new vocabulary from assigned text and the 0-1000 most common word list
- F. Compare and contrast new vocabulary with synonyms and antonyms at the beginning level
- G. Identify and use common collocations at the beginning level

Course Content:

Lecture:

- 1. Stems and affixes
- 2. Dictionary skills
- 3. Common abbreviations
- 4. Common beginning level collocations
- 5. 0-1000 most common word list, and word lists from assigned text
- 6. Word meaning and part of speech through context
- 7. Synonyms and antonyms
- 8. Vocabulary building through reading and writing
- 9. Vocabulary journal

Lab Activities:

- A. Using spelling patterns identified in previous units, apply spelling rules to the new vocabulary list.
- B. Analyze the sound-spelling correspondence in short and long vowel sounds.
- C. Present new vocabulary words to your partner using previously learned affixes.
- D. Discuss with a partner the differences in levels of formality in English (modals, honorifics, etc.) compared to your native country

Methods of Instruction:

1. Audio-visual Activity - videos and graphics for analysis of vocabulary in authentic dialogue
2. Classroom Activity - small group and pair work for practice
3. Discussion - with small groups and pairs in order to apply learned vocabulary
4. Individualized Instruction - based on student needs
5. Lab - for application of learned vocabulary
6. Lecture - ~~explanation~~ Explanation of definitions, parts of speech, frequent and/or common usage, etc .
Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners .
7. Student Presentations - as needed

Methods of Evaluation

- A. Class Participation
 1. Each class
- B. Class Work
 1. Each class
- C. Exams/Tests
 1. A minimum of two major exams, a midterm and final
- D. Home Work
 1. Minimum of four hours weekly
- E. Lab Activities
 1. One hour weekly
- F. Oral Presentation
 1. 1-2 individual or group presentations
- G. Quizzes
 1. Weekly or bi-weekly
- H. Vocabulary journal, weekly

Typical Outside-of-Class Assignments

- A. Writing:
 1. Vocabulary Journal
 1. Keep a weekly journal of 5-10 new vocabulary words, including collocations and abbreviations
 2. Create an entry for each word focused on spelling, meaning, stem/s and affixes
 2. Group Work
 1. Compose a paragraph with your using the targeted vocabulary from your list. Share your writing with the group next to you
 3. Individual Work
 1. Write a paragraph using target vocabulary
 2. Use a dictionary to edit your own word form and spelling mistakes
- B. Reading :
~~Guess the meaning of the target words in the given text using learned strategies~~

1. [Guess the meaning of the target words in the given text using learned strategies](#)

C. Other:

1. Dictionary Skills

1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary
2. Use a learner's dictionary to learn and apply common collocations in speaking and writing

2. Presentations

1. Give a 2 minute presentation with your partner describing a stem or affix, an easy way to remember it, and example words

Textbooks (Typical):

Textbook:

1. [DK English for Everyone: English Idioms, Vocabulary Builder, Phrasal Verbs. , DK, 2023.](#)
2. Benson E. Gabriel *Basic Vocabulary Practice Workbook: Vocabulary Practice Workbook for All Ages and Skill Sets*. 1 ed., Independently Published, 2023.
3. Eliza Comodromos, Paul Langan *Groundwork for a Better Vocabulary*. 5 ed., Townsend Press, 2019 :
4. ~~Emily Elliott, Jolene McConnell- English Reading and Vocabulary I: -1 ed., Cognella Academic Publishing, 2018 .~~
5. Bryan Burchers, Sam Burchers Jr, Sam Burchers III *Vocabulary Cartoons, SAT Word Power: Learn Hundreds of SAT Words with Easy Memory Techniques*. 4 ed., Bryan Burchers, 2013.
6. Magoosh , Chris Lele *The Vocabulary Builder Workbook: Simple Lessons and Activities Over 1,400 Must-Know Words*. 1 ed., Zephyros Press, 2018.
7. ~~Sarah Retter- ENGLISH: LEARNING WITH ROOT WORDS: -1 ed., UNITEXTO Digital Publishing, 2018:~~
8. ~~Liane Onish- Vocabulary Packets: Greek & Latin Roots: -1 ed., Scholastic , 2010:~~

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- [Methods of Instruction](#)

Requisite Skills

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three

modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

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: At least 4 times per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Weekly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they*

can do to improve.

Frequency: Weekly.

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

Frequency: At least 4 times 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: A minimum of twice per semester when the course is offered in the OFI 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 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: At least twice per semester.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Minimum of quizzes every other week; minimum of 2 exams, including a midterm and final.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly.

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: A minimum of two, either individual or group presentations.

- **Other:**

Frequency: Vocabulary journal, weekly

- **Other:**

Frequency: Weekly classwork; weekly vocabulary journal, a minimum of 2 hours of homework weekly; one hour weekly lab.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606118

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

32.0109 - Second Language Learning.

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

D - Four levels below transfer

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



Course Modification: ESL 113 - Speaking and Listening Fluency for Academic and Professional Purposes

Course Modification: ESL 113 - Speaking and Listening Fluency for Academic and Professional Purposes (Launched - Implemented 04-09-2026)

compared with

ESL 113 - Speaking and Listening Fluency for Academic and Professional Purposes (Active - Implemented 01-01-2024)

Admin Outline for English as a Second Language 113 Speaking and Listening Fluency for Academic and Professional Purposes

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

ESL 113 - Speaking and Listening Fluency for Academic and Professional Purposes

2.00 Units

This is an oral communication course that will enable students to develop advanced speaking and listening fluency for academic and professional purposes. ESL 113 will enable students to fluently use linguistic forms accurately, meaningfully and appropriately, emphasizing academic and professional discourse. Students will practice listening and responding to academic lectures and presentations like TED Talks, including note-taking, summarizing, and other forms of critical analysis. Speaking practice will emphasize advanced rhetorical strategies through group discussions, debates, impromptu speeches and oral presentations and cultural norms in academic and professional contexts. It is the fifth and highest level of the ESL Speaking and Listening Fluency Pathway. ~~2~~ 1 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 123 **or** NESL 223 **or** ESL 126 **or** NESL 226

Enrollment , Limitation:

- ~~Placement or into Advanced ESL courses~~ placement through the ESL ~~Assessment~~ assessment
~~Process:~~ process

Total Lecture Hours	~~36~~ <u>18</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~54~~ <u>72</u>

Total Outside of Class Hours	~~72~~ 36
Total Student Learning Hours	~~126~~ 108

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~present~~ Present a researched topic accurately, professionally and persuasively.
- B. ~~understand~~ Understand main ideas and details in an oral presentation like an academic lecture or TED Talk.
- C. ~~distinguish~~ Distinguish between fact, opinion, and inference in an oral presentation.

Course Objectives:

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

- A. Request clarification and explanation when necessary.
- B. Apply comprehensive rules of social interaction: introductions, turn taking, making requests, polite interruption and disagreement, hedging language, etc.
- C. Analyze nonverbal cues in academic and professional contexts.
- D. Demonstrate professional nonverbal presentation skills, including eye contact, gestures, posture, etc.
- E. Express personal opinions on factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV.
- F. Analyze and respond to inferences and rhetorical strategies from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- G. Comprehend and initiate conversations on a variety of learned topics.
- H. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations.
- I. Summarize information from lectures and academic presentations and express personal responses and opinions.
- J. Identify and correct some pronunciation difficulties.
- K. Analyze best practices associated with discourse specific to a variety of academic and professional contexts.
- L. Demonstrate the ability to analyze and implement various techniques to reduce anxiety connected to public discourse.
- M. Apply learned grammar structures, like noun clauses and reported speech, in spoken discourse.

Course Content:

Lecture:

1. Listening Skills

1. Identifying main ideas, supporting ideas, details and examples
2. Distinguishing between fact, opinion and inference
3. Strategies for understanding challenging language patterns, like fast speech, or unfamiliar accents.
For example, asking for permission to record lectures,
listening for key words, repetition, and emphasis, etc.

2. Speaking Skills

1. Responding orally to oral information, such as presentations, lectures, audio
2. Identifying and reducing pronunciation patterns that interfere with comprehensibility (e.g., dropped word endings, phonemic distinctions, stress and intonation patterns)
3. Asking for clarification or repetition
4. Delivering a prepared speech on researched topics with appropriate use of grammar and vocabulary, with or without notes
5. Delivering impromptu speeches and responses, including effective pausing/stalling techniques, transitions, paraphrasing and summarizing a speaker's message
6. Utilizing visual aids, presentation software, notes, and outlines
7. Interacting with the audience (answering questions, for example)

3. Discussion Skills (One-to-one, small and large group, whole class)

1. negotiating meaning
2. exchanging information

3. expressing one's views
4. agreeing and disagreeing
5. developing consensus
6. Role playing to practice and solve problems

4. Analytical Skills

1. Recognizing and employing organizational patterns such as narrative, process, comparison/contrast, persuasion, argumentation
2. Note-taking and annotation skills
3. Outlining and summarizing skills
4. Synthesis of readings and lectures
5. Self-evaluation
6. Peer review

5. Vocabulary

1. Vocabulary and common expressions used for agreement, disagreement, concession, conciliation, opinion and debate
2. Vocabulary and transitional expressions related to citation of sources, research, case studies, etc.
3. Academic vocabulary pertaining to lectures, presentations, and course textbook

6. Grammar Skills

1. Modals and related expressions related to politeness and disagreement
2. Rules of reported speech and noun clauses

7. Non-verbal Cues and Social Norms

1. Basic rules of social interaction, such as polite disagreement, hedging, etc.
2. Comprehension of American use of non-verbal communication, like gestures, facial expressions and space, in a variety of academic and professional contexts
3. Analysis of discourse in a variety of academic and professional settings. For example, office hours, a job interview, etc.

8. Authentic Materials

1. Academic Lectures
2. TED Talks
3. Film and television
4. Radio and podcasts

-

-

Lab Activities:

1. Summarize a guest lecturer's presentation, and share your summary with a small group using accurate noun clauses and/or reported speech.
2. Take notes while listening to a TED Talk; list three facts and three opinions from the presentation and discuss with a small group.
3. Watch your recorded presentation to analyze areas of strength and areas for improvement in your non-verbal communication.
4. Analyze the differences between presentation styles from your country and the US
5. Determine the type of visual aid that best supports your public speaking

Methods of Instruction:

1. Audio-visual Activity - Listening to recorded academic lectures and/or presentations and summarizing, paraphrasing, or answering questions.

2. Classroom Activity - Classroom debate
3. Critique - Record your presentation and complete a self-evaluation.
4. Discussion - One-to-one, small and large group, and whole class.
5. Guest Lecturers - Academic lecturers and/or community presenters.
6. Individualized Instruction - Instructor will provide individualized feedback to students post presentations.
7. Lab - Can include research, practice and role playing.
8. Lecture - Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners . _
9. Observation - Provide peer review feedback to classmates post presentation.
10. Research - On a chosen topic for a presentation.
11. Student Presentations - Individual and/or small group, both prepared and impromptu.
12. Written Exercises - Notes, annotations, outlines and reflections.

Methods of Evaluation

- A. Class Participation
 1. weekly
- B. Class Work
 1. weekly
- C. Exams/Tests
 1. Listening exams, including a midterm and final
- D. Home Work
 1. a minimum of 4 hours, weekly
- E. Lab Activities
 1. weekly
- F. Oral Presentation
 1. 2-4 presentations, including a final presentation
- G. Quizzes
 1. minimum of 8

Typical Outside-of-Class Assignments

- A. Other:
 1. Oral presentations
 1. 1 minute impromptu speech
 2. 3 minute researched presentation
 2. Audio Recordings for self and teacher evaluations
 3. Identify places in presentation to practice suitable gestures
 4. Role-playing – visiting your teacher’s office hours; answering mock interview questions
 5. Note-taking, annotating and summarizing an academic lecture
 6. Analysis of rhetorical and persuasive strategies from authentic materials
 7. Application of hedging language to disagree in debate

Textbooks (Typical):

Textbook:

1. Robert Freire, Tamara Jones Q: *Skills for Success: Level 4: Listening and Speaking Student Book with Digital Pack*. 3rd ed., Oxford University Press, 2019.
2. Christien Lee *21st Century Communication: Listening, Speaking, and Critical Thinking*. ~~1st ed.~~, National Geographic Learning, ~~2017~~ 2023.
3. Jessica Williams *Prism 4*. 2nd ed., Cambridge University Press, 2022 :
4. ~~Lingo Mastery- Business English Vocabulary Builder. 1st ed., Lingo Mastery, 2020 .~~
5. Rebecca Tarver Chase, Kristin L. Johannsen, Paul MacIntyre, Kathy Najafi, Fetting Cindy *Pathways: Listening, Speaking, and Critical Thinking 4*. 2nd ed., Heinle ELT, 2018 :
6. ~~Christina Cavage- University Success Oral Communication, Transition Level, with Myenglishlab. 1st ed., Pearson, 2016.~~
7. ~~Tess Ferree, Kim Sanabria- NorthStar Listening and Speaking 4 w/MyEnglishLab Online Workbook and Resources. 5th ed., Pearson Education ESL, 2020 .~~
8. Miriam Espeseth *Academic Encounters Level 4 Student's Book Listening and Speaking with Integrated Digital Learning*. 2nd ed., Cambridge University Press, 2017.

Other Materials Required of Students

Equity Based Curriculum

- ~~Course~~ Methods ~~Content~~
- of ~~Measurable Objectives~~ Instruction

Requisite Skills

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

A. ESL 123

Required

- Request clarification and explanation when necessary
- Listen and respond appropriately to academic content and vocabulary
- Control pronunciation and intonation patterns of English to be understood in group discussions
- Respond appropriately to verbal presentations and instructions in the classroom
- Retell the plot and identify major support from authentic materials, such as news items and movies
- Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- Comprehend and initiate conversations on a variety of learned topics
- ~~Request clarification and explanation when necessary~~
- ~~Listen and respond appropriately to academic content and vocabulary~~
- ~~Control pronunciation and intonation patterns of English to be understood in group discussions~~
- ~~Respond appropriately to verbal presentations and instructions in the classroom~~

Recommended

- Interpret and use nonverbal factors that influence meaning in oral communication

- Apply comprehensive rules of social interaction: introductions, turn taking, making requests
- Follow multi-step oral directions
- Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
- Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- Take dictation of sentences and questions

B. NESL 223

Required

- Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- Listen and respond appropriately to academic content and vocabulary
- Comprehend and initiate conversations on a variety of learned topics
- Respond appropriately to verbal presentations and instructions in the classroom
- Retell the plot and identify major support from authentic materials, such as news items and movies
- Control pronunciation and intonation patterns of English to be understood in group discussions
- Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- Request clarification and explanation when necessary

Recommended

- ~~Interpret~~ Apply comprehensive rules of social interaction: introductions, turn taking, making requests
- Take dictation of sentences and ~~use nonverbal factors that influence meaning in oral communication~~
- ~~Follow multi-step oral directions~~ questions
- Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
- Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- ~~Apply Follow comprehensive multi-step rules oral of social interaction: introductions, turn-taking, making requests~~ directions
- ~~Take dictation of sentences~~ Interpret and ~~questions~~ use nonverbal factors that influence meaning in oral communication

C. ESL 126

Required

- Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- Summarize information from lectures and academic presentations and express personal responses and opinions
- Retell, summarize, the events of a story
- Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions

- Participate in conversations, one-to-one, and small group discussions about social and academic topics
- Listen and respond appropriately to concrete and abstract content and vocabulary

Recommended

- Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
- Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- Use rules of social interaction appropriately: introductions, turn taking, making requests
- Identify and correct some pronunciation difficulties which are the result of linguistic background
- Take dictation of sentences of multiple clauses
- Recite literature to the class: short stories and/or poems
- Respond appropriately to nonverbal factors in oral communication
- ~~Identify and correct some pronunciation difficulties which are the result of linguistic background~~
- ~~Use rules of social interaction appropriately: introductions, turn taking, making requests~~
- ~~Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words~~
- ~~Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs~~

D. NESL 226

Required

- Retell, summarize, the events of a story
- Listen and respond appropriately to concrete and abstract content and vocabulary
- Participate in conversations, one-to-one, and small group discussions about social and academic topics
- Summarize information from lectures and academic presentations and express personal responses and opinions
- Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions

Recommended

- Respond appropriately to nonverbal factors in oral communication
- Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
- Take dictation of sentences of multiple clauses
- Identify and correct some pronunciation difficulties which are the result of linguistic background
- Use rules of social interaction appropriately: introductions, turn taking, making requests
- Recite literature to the class: short stories and/or poems
- Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- ~~Take dictation of sentences of multiple clauses~~

- ~~Identify and correct some pronunciation difficulties which are the result of linguistic background~~
- ~~Respond appropriately to nonverbal factors in oral communication~~
- ~~Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs~~

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000639249

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

B - 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

A - One level below transfer

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



Course Modification: ESL 115 - Intermediate Vocabulary Skills for English Language Learners

Course Modification: ESL 115 - Intermediate Vocabulary Skills for English Language Learners
(Launched - Implemented 08-16-2026)

compared with

Course Modification: ESL 115 - Intermediate Vocabulary Skills for English Language Learners
(Approved - Implemented 08-15-2026)

Admin Outline for English as a Second Language 115 Intermediate Vocabulary Skills for English Language Learners

Effective: Fall

~~2026~~ 2027

Catalog Description:

ESL 115 - Intermediate Vocabulary Skills for English Language Learners 1.00 Units

This is an intermediate level vocabulary skills class, designed to enable English language learners to improve language proficiency by learning new vocabulary and developing vocabulary-building skills. The class will focus on the 1000-2000 most common words in English, dictionary skills, and intermediate morphology including prefixes, suffixes and roots. 1 Units ~~Lecture~~ Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- NESL 231B **or** ESL 131B, Placement into intermediate ESL through the ESL assessment process.

Total ~~Lecture Hours~~	~~18~~
~~Total~~ Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	36
~~Total Outside of Class Hours~~	~~36~~ <u>54</u>
Total Student Learning Hours	~~72~~ <u>54</u>

Course Grading:

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Correctly use common intermediate- level abbreviations.
- B. Correctly use common intermediate- level collocations.
- C. Correctly use common intermediate-level stems and affixes.
- D. Correctly use vocabulary from the 1000-2000 most common word list.

Course Objectives:

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

- A. Identify and correctly use intermediate level stems and affixes
- B. Assess new vocabulary for meaning in context using a variety of strategies
- C. Use an English learner dictionary to find pronunciation, meaning, and usage of unfamiliar words in a given context
- D. Identify and use increasingly complex abbreviations
- E. Identify and use new vocabulary from assigned text and the 1000-2000 most common word list
- F. Compare and contrast new vocabulary with synonyms and antonyms at the intermediate level
- G. Identify and use common collocations at the intermediate level

Course Content:

Lecture:

- 1. Stems and affixes
- 2. Dictionary skills
- 3. Complex abbreviations
- 4. Intermediate level collocations
- 5. 1000-2000 most common word list, and word lists from assigned text
- 6. Word meaning and part of speech through context
- 7. Synonyms and antonyms
- 8. Vocabulary building through reading and writing
- 9. Vocabulary journal

Lab Activities:

- A. Evaluate the meaning of new vocabulary in context based on stem and affix knowledge.
- B. Distinguish synonyms and antonyms based on root and affix knowledge

- C. Read the short paragraph containing new vocabulary, answer comprehension questions, and report main ideas by applying vocabulary strategies learned in class.
- D. Discuss with a partner the differences in levels of formality in English (modals, honorifics, etc.) compared to your native country

Methods of Instruction:

1. Audio-visual Activity - videos and graphics for analysis of vocabulary in authentic dialogue
2. Classroom Activity - small group and pair work for practice
3. Discussion - with small groups and pairs in order to apply learned vocabulary
4. Individualized Instruction - based on student needs
5. Lecture - ~~explanation~~ Explanation of definitions, parts of speech, frequent and/or common usage, etc .
Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners .
6. Student Presentations - as needed
7. Lab - for application of learned vocabulary

Methods of Evaluation

- A. Class Work
1. Each class
- B. Exams/Tests
1. A minimum of two major exams, a midterm and final
- C. Home Work
1. Minimum of four hours weekly
- D. Oral Presentation
1. 1-2 individual or group presentations
- E. Quizzes
1. Weekly or bi-weekly
- F. Vocabulary journal, weekly

Typical Outside-of-Class Assignments

- A. Reading:
- Guess the meaning of the 10 target words in the given text by applying your understanding of roots and affixes.
- B. Writing:
1. Vocabulary Journal
 1. Keep a weekly journal of 10-15 new stems and affixes
 2. Create an entry for each word focused on spelling, meaning, example words, and sentences with the word/s in context
 2. Group Work

1. Match the verbs and prepositions in these common collocations. Create example sentences for each collocation with your group.

3. Individual Work

1. Watch the short film on the topic from our textbook. Write a paragraph in response to the film using target vocabulary from the chapter.
2. Use a dictionary to edit your own word form and spelling mistakes.

C. Other:

1.

Dictionary Skills

1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary from the chapter 1 reading.
2. Use a learner's dictionary to learn and apply verb/preposition collocations in speaking and writing

2. Presentations

1. Create a two minute conversation with your group demonstrating correct usage of ten collocations we studied in class.

Textbooks (Typical):

Textbook:

1. [DK English for Everyone: English Idioms, Vocabulary Builder, Phrasal Verbs . , DK, 2023.](#)
2. Natasha Attard *Spelling High School Workbook Grades 9-10: Vocabulary and Writing Practice with Interactive Activities*. 1 ed., Natasha Attard, 2024.
3. Eliza Comodromos, Paul Langan *Improving Vocabulary Skills*. 5th ed., Townsend Press, 2018.
4. Dennis Keen *Developing Vocabulary Skills*. 2nd ed., Heinle ELT, 1994.
5. Diane Drazie *Red Hot Root Words: Mastering Vocabulary With Prefixes, Suffixes And Root Words (Book 2)*. 1st ed., Prufrock Press, 2005.
6. ~~Emily Elliot, Jolene McConnell- English Reading and Vocabulary 1. -1st ed., Cognella Academic Publishing, 2018.~~

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- [Methods of Instruction](#)

Requisite Skills

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

A. NESL 231B

Required

- ~~Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)~~
- Scan for specific information in longer readings
- Identify and correct errors in writing based on learned grammar and spelling

- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase).

Recommended

- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Express independent ideas and opinions about everyday and learned subjects in writing
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses

Not Necessary Skills

- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library

B. ESL 131B

Required

- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase).
- Scan for specific information in longer readings
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Identify and correct errors in writing based on learned grammar and spelling

Recommended

- Express independent ideas and opinions about everyday and learned subjects in writing
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing

Not Necessary Skills

- ~~Identify and label author, title and date for print sources from the college library~~
- ~~Use the library catalogue to identify and find print sources in the college library~~
- ~~Interpret non-text information (diagrams, charts, etc.) to support comprehension~~

- ~~Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples~~

C. ESL 131B

Required

- ~~Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)~~
- ~~Scan for specific information in longer readings~~
- ~~Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence~~
- ~~Identify and correct errors in writing based on learned grammar and spelling~~

Recommended

- ~~Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text~~
- ~~Express independent ideas and opinions about everyday and learned subjects in writing~~
- ~~Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions~~
- ~~Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses~~
- ~~Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing~~

Not Necessary Skills

- ~~Identify and label author, title and date for print sources from the college library~~
- ~~Use the library catalogue to identify and find print sources in the college library~~
- ~~Interpret non-text information (diagrams, charts, etc.) to support comprehension~~
- ~~Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples~~
- Interpret non-text information (diagrams, charts, etc.) to support comprehension

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot

come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times per semester.

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: Weekly.

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Weekly.

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

Frequency: At least 4 times 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: A minimum of twice per semester when the course is offered in the OFI 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 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: At least twice per semester.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Minimum of quizzes every other week; minimum of 2 exams, including a midterm and final.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly.

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: A minimum of two, either individual or group presentations.

- **Other:**

Frequency: Vocabulary journal, weekly

- **Other:**

Frequency: Weekly classwork; weekly vocabulary journal, a minimum of 4 hours of homework weekly.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606119

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

B - Two levels below transfer

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



Course Modification: ESL 121A - Intermediate Reading and Writing

Course Modification: ESL 121A - Intermediate Reading and Writing (Launched - Implemented 08-16-2026)

compared with

Course Modification: ESL 121A - Intermediate Reading and Writing (Approved - Implemented 08-15-2026)

Admin Outline for English as a Second Language 121A Intermediate Reading and Writing

Effective: Fall

~~2026~~ 2027

Catalog Description:

ESL 121A - Intermediate Reading and Writing 6.00 Units

This is the first semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and on academic vocabulary development. Students will develop cultural understanding, vocabulary, and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in ESL 120A and 121A, and 123 or 126. ~~6~~ 5 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 131B **or** NESL 231B, or placement through the ESL assessment process

Total Lecture Hours	~~108~~ <u>90</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~126~~ <u>144</u>
Total Outside of Class Hours	~~216~~ <u>180</u>
Total Student Learning Hours	~~342~~ <u>324</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Demonstrate a low-intermediate ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce an essay of three or more paragraphs that demonstrates level appropriate and coherent writing through organization, development and language use.
- C. [produce a low-intermediate level library research project](#)

Course Objectives:

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

- A. Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
- C. Express independent ideas and opinions on topics of general interest as well as on learned topics
- D. Identify and correct errors in a paragraph based on learned grammar and spelling
- E. Demonstrate spelling accuracy of learned academic vocabulary
- F. Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- G. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- H. Identify and interpret devices used for coherence and cohesion
 - I. Scan for specific information
- J. Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- K. Read a variety of authentic texts with sufficient understanding
- L. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- M. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- N. Use e-reference and encyclopedias in the college library
- O. Identify basic information from source (author, title, date, publisher, city, type of source)

Course Content:

Lecture:

- 1. Writing
 - 1. Steps in the writing process
 - 1. prewriting
 - 2. drafting

3. revising
 4. final draft
2. Techniques for generating ideas
 1. brainstorming
 2. listing
 3. clustering
 4. freewriting
3. Narrative, descriptive, classification, cause-effect, compare-contrast and process analysis compositions
4. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs
5. Paragraph development, including examples and explanation
6. Transition words and expressions
7. Techniques for self-editing, especially verb tense and form, word order and punctuation
8. Peer review, especially for organization and content
9. Writing paragraphs in response to an author's ideas
10. Journal writing
2. Grammar and Sentence Structure
 1. Simple, compound and complex sentences
 2. Punctuation rules
 3. Verb tense: simple present and past, present and past progressive, future, and present perfect
 4. adjective and adverb clauses
3. Reading
 1. Interactive reading strategies
 1. activating background knowledge
 2. recognizing words and phrases
 3. guessing meaning from context
 4. locating main idea and support
 5. recognizing organizational strategies for identifying old and new information
 6. answering questions from inferences
 7. connecting reading and writing
 8. anticipating author's intent
 9. distinguishing fact and opinion
 10. identifying cohesive devices and coherence
 11. expressing opinions which may differ from the author's
 12. increasing speed in processing written text
 2. Reading process strategies
 1. pre-reading
 2. reading
 3. post-reading
 3. Scanning and skimming for specific information
 4. Sentence deconstruction to aid in reading comprehension
 1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
 5. Strategies for identifying non-text information
 1. layout, spacing, indentation, headings, graphs

6. Outlining, summarizing, and restating the main ideas and support in passages of several paragraphs
7. Extensive reading (in and out of class)
8. Full-length text (fiction and non-fiction)
4. Vocabulary Development
 1. vocabulary appropriate to this level, including grammar terminology
 2. basic sound-spelling correspondence
 3. guided practice with a learner's dictionary to identify correct part of speech and definition
 4. Vocabulary building through context clues, dictionary practice, and reading and writing assignments
5. Library/Research
 1. Encyclopedias and e-reference for topical research
 2. Basic source evaluation: author, title, date, publisher, city, type of source

Lab Activities:

1. **Working** working in groups, identify important plot points and characters and explain their relevance to the text
2. **Working** working in pairs, students will evaluate the organization and content of each other's writing samples
3. **Working** working in pairs, students will identify and correct errors in their own writing samples

Methods of Instruction:

1. Individualized Instruction - working one-on-one with students during the editing process, for example
2. Discussion - small group discussion about a reading, for example
3. Projects - create a group presentation about the life of Jane Goodall, for example
4. Student Presentations - group presentations about a researched topic, for example
5. Research - complete a library research project, for example
6. Audio-visual Activity - playing a recording of a text while students read it, for example
7. Lab - working with a partner to complete peer review, for example
8. Lecture - short, interactive lectures
9. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. 3-6, not including a separate reading and writing final
- D. Home Work
 1. minimum of 12 hours
- E. Lab Activities
 1. one hour per week
- F. Papers

1. 3-6, including in and out of class writing
- G. Quizzes
1. 3-6
- H. Research Projects
1. one library project
- I. One holistically scored written final exam Journal writing

Typical Outside-of-Class Assignments

A. Activity:

1. Create example quiz questions from the course full-length text assigned chapter that demonstrate your understanding of the text and preferred test taking style.

B. Reading:

1. Discuss the purpose of the article from unit 1 with a small group
2. Read a book from the Extensive Reading Library and briefly summarize the content orally with a partner
3. Identify the major plot points from chapter 3 in the intensive reading book and note the page number

C. Writing:

1. Plan and write a paragraph about an endangered species
2. Plan and write a 3 paragraph composition describing the effects of Jane Goodall's research
3. Revise and edit your composition
4. Write in your journal for one hour comparing the education system in the US to the education system in your native country .
5. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

D. Other:

1. Grammar and Sentence Structure
 1. Identify the dependent clauses in the following paragraph
 2. Write 5 complex sentences using the present perfect verb tense
2. Vocabulary
 1. Prepare for a quiz on the academic vocabulary words from unit 4 in your text book. You must know the definition and part of speech

Textbooks (Typical):

Textbook:

1. John Hughes *Life Intermediate with the Spark Platform*. 3 ed., Cengage ELT, 2025.
2. Kristin Sherman *Reflect Reading & Writing* 2. 1 ed., Heinle ELT, 2021.
3. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking* ~~2~~ 3. ~~3~~ 3rd ed., ~~Heinle~~ Cengage ELT Learning , ~~2024~~ 2025 .
4. Judith Miller, Robert Cohen *Longman Academic Reading Series 3 with Essential Online Resources*. 1st ed., Pearson Education, 2016.

5. ~~Judy Miller, Robert Cohen- *Longman Academic Reading Series 3: Reading Skills for College*. 1st ed., Pearson Education, 2014.~~
6. ~~Colin S. Ward, Margot F. Gramer- *Q:Skills for Success Reading and Writing 3*. 2nd ed., Oxford University Press, 2014.~~
7. Jane Goodall *My Life With The Chimpanzees*. 1st ed., Aladdin Paperbacks, 1996 :
8. ~~Keith S Folse, M Kathleen Mahnke, Elena Vestri Sololman, Lorraine Williams- *Blueprints 1: Composition Skills for Academic Writing*. 1st ed., Houghton Mifflin Company, 2002.~~
9. ~~Pearson- *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014.~~
10. ~~Chris Gallagher- *Writing in English is Easy!*. 1 ed., Create Space Independent Publishing Platform, 2016 .~~

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Typical Assignments

Requisite Skills

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

A. ESL 131B

Required

- Scan Identify for and specific distinguish information fact/opinion and main idea(s)/supporting detail(s) in longer reading readings samples
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and parts distinguish of fact/opinion a sentence (subject, verb, gerund phrase, infinitive phrase, direct and main indirect idea(s) objects, and prepositional phrase) /supporting
- Read detail(s) a full-length text with sufficient understanding to discuss in reading writing samples relevant aspects of the text
- Scan for specific information in longer readings
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- ~~Express independent ideas and opinions about everyday and learned subjects in writing~~
- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing

Recommended

- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence

Not Necessary Skills

- Identify and label author, title and date for print sources from the college library.
- Use the library catalogue to identify and find print sources in the college library.

B. NESL 231B

Required

- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Read a full variety of authentic level - length appropriate text texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing ~~relevant aspects of the text~~
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Scan for specific information in longer readings
- ~~Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)~~
- ~~Express independent ideas and opinions about everyday and learned subjects in writing~~
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Identify and correct errors in writing based on learned grammar and spelling
- ~~Read Express a independent variety of authentic level appropriate texts with sufficient understanding to answer comprehension questions~~ ideas and ~~discuss~~ opinions ~~the about ideas everyday and learned subjects~~ in writing
- ~~Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples~~

Recommended

- ~~Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence~~
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- ~~Interpret non-text information (diagrams, charts, etc.) to support comprehension~~

Not Necessary Skills

- ~~Use the library catalogue to identify and find print sources in the college library~~
- ~~Identify and label author, title and date for print sources from the college library~~
- ~~Identify and label author, title and date for print sources from the college library~~
- ~~Use the library catalogue to identify and find print sources in the college library~~

C. NESL 231B

Required

- ~~Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text~~

- Scan for specific information in longer readings
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Identify and correct errors in writing based on learned grammar and spelling
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
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Not Necessary Skills

- Identify and label author, title and date for print sources from the college library
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DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

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: at least 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: at least 4 times 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: A minimum of twice per semester when the course is offered in the OFI and PO mode.

Student-Student Interaction

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

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Frequency: at least twice per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 3-6, including in and out of class writing
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: One library project
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-6 quizzes; 3-6 exams/tests, not including a separate reading and writing final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly
- **Other:**
Frequency: Daily classwork; minimum of 12 hours of homework per week. One hour of lab per week.

General Education/Transfer

General Education/Transfer Request

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.

Credit-by-Military-JST No

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.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000588428

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

B - Two levels below transfer

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: ESL 121B - High-Intermediate Reading and Writing

Course Modification: ESL 121B - High-Intermediate Reading and Writing (Launched - Implemented 08-16-2026)

compared with

Course Modification: ESL 121B - High-Intermediate Reading and Writing (Approved - Implemented 08-15-2026)

Admin Outline for English as a Second Language 121B High-Intermediate Reading and Writing

Effective: Fall

~~2026~~ 2027

Catalog Description:

ESL 121B - High-Intermediate Reading and Writing 6.00 Units

This is the second semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and academic vocabulary development. Students will develop cultural understanding and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in ESL 120B and 121B, and 123 or 126. ~~6~~ 5 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 121A **or** NESL 221A, or placement through the ESL assessment process

Total Lecture Hours	~~108~~ <u>90</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~126~~ <u>144</u>
Total Outside of Class Hours	~~216~~ <u>180</u>
Total Student Learning Hours	~~342~~ <u>324</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Demonstrate a high-intermediate ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce an essay of four or more paragraphs that demonstrates level appropriate and coherent writing through organization, development and language use.
- C. [produce a high-intermediate level library research project](#)

Course Objectives:

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

- A. Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- C. Express real conditions consistently, with some errors
- D. Express unreal conditions and use modals with emerging accuracy
- E. Identify and correct errors in a paragraph based on learned grammar and spelling
- F. Contribute constructive comments in the peer editing process
- G. Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- H. Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
- I. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- J. Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- K. Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- L. Summarize and paraphrase short texts, with emerging accuracy
- M. Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- N. Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- O. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- P. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Q. Use websites to research information about a specific topic in the college library and create a works cited page
- R. Identify source (author, title, date, publisher, type of source) and evaluate reliability

Course Content:

Lecture:

1. Writing

1. Steps in the writing process

1. prewriting
2. drafting
3. revising
4. final draft

2. In-class and out-of-class compositions: classification, analysis, narrative, cause-effect, compare-contrast, process analysis, argument and summary response compositions

3. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs

4. Paragraph development, including examples and explanation

5. Transition words and expressions: addition, chronology, example, conclusion, cause, effect, contrast, comparison.

6. Techniques for self-editing, especially verb tense and form, word order and punctuation

7. Peer review

8. Write to different audiences: peers, teacher, general

9. Journal writing

2. Grammar and Sentence Structure

1. simple, compound, complex and compound-complex sentences

2. punctuation rules

3. Verb tense:all

4. dependent clause structure: adjective, adverb, and noun clauses

5. real conditionals, unreal conditionals and perfect modals

3. Reading

1. Interactive reading strategies

1. activating background knowledge, especially knowledge from previous readings

2. recognizing words and phrases

3. recognizing learned rhetorical patterns

4. answering questions by making inferences

5. guessing meaning from context

6. locating main idea and support

7. recognizing organizational strategies for identifying old and new information

8. answering questions from inferences

9. connecting reading and writing

10. anticipating author's intent

11. distinguishing fact, opinion and inference

12. identifying cohesive devices and coherence identifying the author's purpose, and audience

13. discuss aspects of style, tone, and point of view

14. expressing opinions which may differ from the author's

15. increasing speed in processing written text

2. Reading process strategies

1. pre-reading

2. reading

3. post-reading

3. Sentence deconstruction to aid in reading comprehension

1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
4. Outlining, summarizing, paraphrasing and restating the main ideas and support in passages of several paragraphs
5. Respond to the ideas of various authors presented in class.
6. Extensive Reading (in and out of class)
7. Full-length text (fiction and non-fiction)
4. Vocabulary Development
 1. recognize and understand vocabulary appropriate to this level, including grammar terminology
 2. guided practice with a learner's dictionary to identify correct part of speech, definition, collocations, etc.
 3. Vocabulary building through context clues, dictionary practice, and reading and writing assignments
5. Library/Research
 1. Websites for topic research in library
 2. Source evaluation (author, title, date, publisher, type of source)
 3. MLA Works Cited

Lab Activities:

1. working in groups, identify important plot points and characters and compare them to current events
2. working in pairs, students will evaluate thesis and related topic sentences from each other's writing samples
3. working in pairs, students will identify and correct errors in their use of adjective clauses in each other's writing samples

Methods of Instruction:

1. Lab - working with a partner to complete peer review, for example
2. Audio-visual Activity - playing a recording of a text while students read it, for example
3. Discussion - small group discussion about a reading, for example
4. Student Presentations - group presentations about a researched topic, for example
5. Lab - short, interactive lectures
6. Projects - create a group presentation comparing the life of Eleanor Roosevelt to a modern first lady, for example
7. Research - complete a library research project, for example
8. Individualized Instruction - working one-on-one with students during the editing process, for example
9. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. 3-6, not including a separate reading and writing final

D. Home Work

1. minimum of 12 hours

E. Lab Activities

1. one hour per week

F. Papers

1. 3-6, including in and out of class writing

G. Quizzes

1. 3-6

H. Research Projects

1. one library project

I. Journals Holistically scored written final exam

Typical Outside-of-Class Assignments

A. Activity:

1. Create example quiz questions from the course full-length text assigned chapter that demonstrate your understanding of the text and preferred test taking style.

B. Reading:

1. Discuss the audience and purpose of the article from unit 2 with a small group
2. Paraphrase the quote from paragraph two in reading one from the class text
3. Describe one inference you can discern from the first paragraph in reading two

C. Writing:

1. Plan and write a composition describing the two most influential role models in Eleanor Roosevelt's life
2. Revise and edit your composition
3. Write in your journal for one and half hours analyzing the impact Eleanor Roosevelt has had on modern society.
4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

D. ~~Other~~ Activity :

1. Grammar and Sentence Structure
 1. Identify the noun clauses in the following paragraph
 2. Write 5 sentences about the extensive reading text which include adjective clauses
2. Vocabulary
 1. Write example sentences which include adjective clauses using the vocabulary words from unit 5

Textbooks (Typical):

Textbook:

1. John Hughes *Life Intermediate with Spark Platform*. 3 ed., Cengage ELT, 2025.
2. Kristin Sherman *Reflect Reading & Writing* 2. 1 ed., Heinle ELT, 2021.
3. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking* ~~2~~ 3. 3 ed., Heinle ELT, ~~2024~~.

4. ~~Pearson- Oxford American Dictionary for Learners of English: 1st ed., Oxford University Press, 2014.~~
5. ~~Debra Daise, Charl Norloff Q:Skills for Success Reading and Writing 4: 2nd ed., Oxford University Press, 2015.~~
6. ~~Judy Miller, Robert Cohen Longman Academic Reading Series 3: Reading Skills for College: 1st ed., Pearson Education ESL, 2014~~ 2025 .
7. Russell Freedman *Eleanor Roosevelt: A Life of Discovery*. 1st ed., Clarion Books, 1997 :
8. ~~Kathleen Krull Leonardo da Vinci (Giants of Science): 1st ed., Puffin Books, 2008 .~~
9. Alice Oshima, Ann Hogue *Longman Academic Writing Series 3: Paragraphs to Essays*. 4th ed., Pearson Education ESL ,2016:
10. ~~Chris Gallagher Writing in English is Easy!: 1 ed., Create Space Independent Publishing Platform , 2016.~~

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Typical Assignments

Requisite Skills

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

A. ESL 121A

Required

- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Scan for specific information
- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Read a variety of authentic texts with sufficient understanding
- Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
- Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- Demonstrate spelling accuracy of learned academic vocabulary
- Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- Express independent ideas and opinions on topics of general interest as well as on learned topics
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- Identify and interpret devices used for coherence and cohesion
- Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information

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- Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions

Not Necessary Skills

- Identify basic information from source (author, title, date, publisher, city, type of source)
- Use e-reference and encyclopedias in the college library
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B. NESL-221A

Required

- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Read a variety of authentic texts with sufficient understanding
- Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
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- Demonstrate spelling accuracy of learned academic vocabulary
- Identify and correct errors in a paragraph based on learned grammar and spelling

Not Necessary Skills

- Use e-reference and encyclopedias in the college library
- Identify basic information from source (author, title, date, publisher, city, type of source)

C. NESL 221A

Required

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General Education/Transfer Request

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Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

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Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

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2 - Not Program Applicable

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: ESL 123 - Intermediate Oral Communication

Course Modification: ESL 123 - Intermediate Oral Communication (Launched - Implemented 04-10-2026)

compared with

ESL 123 - Intermediate Oral Communication (Active - Implemented 01-01-2024)

Admin Outline for English as a Second Language 123 Intermediate Oral Communication

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

ESL 123 - Intermediate Oral Communication

2.00 Units

This is an intermediate level oral communication course. This course will enable students to use linguistic forms accurately, meaningfully and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics. ~~2~~ 1 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 130B **or** ESL 131B **or** ESL 133 **or** NESL 230B **or** NESL 231B **or** NESL 233, or placement through the ESL assessment process

Total Lecture Hours	~~36~~ <u>18</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~54~~ <u>72</u>
Total Outside of Class Hours	~~72~~ <u>36</u>
Total Student Learning Hours	~~126~~ <u>108</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Comprehend a short lecture on an academic topic.
- B. Research and make a five-minute presentation on a new topic.
- C. Take dictation of sentences and questions.
- D. Use academic vocabulary and expressions.

Course Objectives:

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

- A. Comprehend and initiate conversations on a variety of learned topics
- B. Listen and respond appropriately to academic content and vocabulary
- C. Control pronunciation and intonation patterns of English to be understood in group discussions
- D. Interpret and use nonverbal factors that influence meaning in oral communication
- E. Respond appropriately to verbal presentations and instructions in the classroom
- F. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
- G. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- H. Follow multi-step oral directions
 - I. Take dictation of sentences and questions
 - J. Request clarification and explanation when necessary
- K. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
- L. Retell the plot and identify major support from authentic materials, such as news items and movies
- M. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- N. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources

Course Content:

Lecture:

1. Listening and Speaking
 1. Giving and accepting compliments
 2. Responding orally to oral information, such as presentations, lectures, audio
 3. Responding appropriately to multi-step oral instructions

4. Dictation of sentences and questions
5. Basic rules of social interaction, such as making requests, introductions, turn taking
6. Identification of fact, opinion and inference

2. Pronunciation of

1. Phonetic sounds and intonation patterns
2. Reduced speech (want to - wanna)
3. Voiced and voiceless distinction
4. Verb tenses and modal expressions
5. Key words in a stream of speech

3. Non-verbal communication

1. Non-verbal communication of attitude
2. Comprehension of American use of gestures, facial expressions and space

4. Discussion

1. One-to-one
2. Small and large group
3. Whole class
4. Role play to practice and solve problems

5. Presentations

1. On researched topics with appropriate use of grammar and vocabulary

6. Vocabulary Development

1. Expansion of academic vocabulary
2. Comparing and contrasting
3. Expressions of agreement and disagreement
4. Expressions of opinion and debate
5. Common American slang and idiomatic expressions

7. Authentic Materials

1. Film and television
2. Radio
3. Music

Lab Activities:

1. After listening to a lecture about success and what it means to be successful, one-to-one discussion to retell the main ideas and supporting details.
2. Small group discussion to share student goals and the benefits of setting academic goals.
3. Practice with learned vocabulary from diverse fields of study post lecture.

Methods of Instruction:

1. Audio-visual Activity - Pre and post listening activities that evaluate comprehension, for example.
2. Classroom Activity - Communicative activities that promote language acquisition, such as retelling the plot of a movie to a partner.
3. Critique - Self-analysis of recorded presentations, for example.
4. Discussion - One-to-one, small or large group, and whole class activities that allow practice of learned communication strategies.
5. Guest Lecturers - Guest presentation that is connected to a unit from the text book, for example.
6. Individualized Instruction - Instructor analysis and feedback from oral presentations.
7. Lab - Weekly lab activities to promote use and comprehension of course concepts.
8. Lecture - Engaging presentations on course content, such as American slang and idiomatic expressions. Lectures will share content in a variety of ways to meet the needs of diverse learners.

9. Student Presentations - Short oral presentations demonstrating comprehension of course concepts.

Methods of Evaluation

- A. Class Participation
 - 1. Weekly
- B. Class Work
 - 1. Weekly
- C. Exams/Tests
 - 1. 2 major exams: a midterm and final
- D. Group Projects
 - 1. Students may complete one group presentation
- E. Home Work
 - 1. A minimum of four hours weekly
- F. Lab Activities
 - 1. Weekly
- G. Oral Presentation
 - 1. A minimum of three
- H. Quizzes
 - 1. Bi-weekly
- I. Research Projects
 - 1. Culminating in an oral presentation

Typical Outside-of-Class Assignments

- A. ~~Other~~ Research :
 - 1. ~~Presentations~~
 - 1. ~~Poetry reading~~
 - 2. ~~Literature or speech recitation~~
 - 3. Research presentation, such as a five ~~mintue~~ minute presentation on the effects of rising global temperatures
- B. Other:
 - 1. Presentations
 - 1. Poetry reading
 - 2. Literature or speech recitation

2. Dictation

1. Statements and questions
2. Vocabulary
3. Live or taped presentations for practice in listening and recognition and use of grammar structures, words, idiomatic expressions, and slang.

3. Quizzes

1. Vocabulary
2. Dictation
3. Listen to recorded speech, take notes, and retell the main ideas and supporting points
4. Listening and transferring information such as completing a chart or form

4. ~~Class Discussions~~

1. ~~Watch news programs and documentaries and retell the most important information to a partner or small group~~
2. ~~Problem-solving in which students are expected to reach consensus or make a decision and report their findings~~
3. ~~Post-listening activities that promote comprehension and practice with pronunciation, grammar, and critical thinking~~

5. Vocabulary Development

1. Use of an English language learner dictionary to clarify the meaning and pronunciation of new vocabulary
2. Analysis of slang and idiomatic expressions from authentic materials

6. Weekly Lab Assignments

1. Listening activities which focus on cultural factors of communication

7. Homework

1. Weekly listening journal
2. Textbook exercises
3. Vocabulary

Textbooks (Typical):

OER:

1. [BYU English Language Center *Advanced Low Listening and Speaking*, EdTech Books, 2024.](https://edtechbooks.org/advanced_low_listening_speaking)
https://edtechbooks.org/advanced_low_listening_speaking.

Textbook:

1. Kim Sanabria *Academic Encounters Level 3 Student's Book Listening and Speaking with Integrated Digital Learning*. 2nd ed., Cambridge University Press, 2017.
2. Miles Craven, Kristen D Sherman *Q: Skills for Success 3 Listening and Speaking*. 2nd ed., Oxford University Press, 2015.
3. Ellen Kisslinger *Contemporary Topics 2 with Essential Online Resources*. 4th ed., Pearson Education ESL, 2016.
4. ~~Roni S Lebauer *Learn to Listen, Listen to Learn Level 2*. 3rd ed., Pearson Longman, 2010.~~
5. Timothy McLaughlin *University Success Oral Communication Intermediate to High-Intermediate*. 1 ed., Pearson Education ESL, 2018.
6. Jessica Williams *21st Century Communication: Listening, Speaking, and Critical Thinking 2*. ~~1st ed.~~, National Geographic Learning, ~~2017~~.
7. ~~Lewis Lansford, Robyn Brinks Lockwood *Prism Listening and Speaking 3 with Digital Pack*. 2nd ed., Cambridge University Press, 2022.~~
8. ~~Helen Solorzano, Jennifer Schmidt *NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL, 2020~~ [2023](#).

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Skills

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

A. ESL 130B

Required

- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses).
- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- ~~Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)~~
- ~~Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences~~

Recommended

- Discuss English grammar using standard grammar terminology
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- ~~Discuss~~ Use technology (Canvas, etc.) effectively to enhance and monitor learning
- Use an English grammar language using learner standard dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar terminology restrictions
- Identify and correctly use verbs high from frequency the prepositions "500-1000 of Most time, Frequent place, Words" and list that are followed by gerunds or infinitives movement
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- ~~Use an English language learner dictionary effectively to find information about a word; including the pronunciation, part of speech, definition/s, and grammar restrictions~~
- Identify and ~~correctly~~ use high verbs frequency from prepositions the of "500-1000 time; Most place; Frequent and Words" movement
- ~~Use list technology that (Canvas; are etc.) followed effectively by to gerunds enhance or and monitor learning infinitives~~

Not Necessary Skills

- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- Identify the referent and correctly use subject and object pronouns

- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Identify verbs in sentences as transitive, intransitive, or linking
- ~~Identify the referent and correctly use subject and object pronouns~~

B. ESL 131B

Required

- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and correct errors in writing based on learned grammar and spelling
- ~~Express independent ideas and opinions about everyday and learned subjects in writing~~

Recommended

- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)

Not Necessary Skills

- ~~Scan for specific information in longer readings~~
- ~~Identify and label author, title and date for print sources from the college library~~
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Scan for specific information in longer readings
- Read a ~~variety full-length of authentic level-appropriate texts~~ text with sufficient understanding to ~~answer~~ discuss in writing relevant aspects of the text
- Use the library catalogue to identify and find print sources in the college library
- Identify and label author, title and date for print sources from the college library

C. ESL 133

Required

- Request clarification and explanation
- Relate factual information, personal experiences and personal opinions
- Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
- Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
- Respond appropriately to spoken English in the classroom
- Follow basic oral directions
- Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication

- Comprehend and respond with learned vocabulary in conversation
- Participate in discussions in one-to-one situations and small groups on a variety of topics
- Comprehend and initiate simple spoken English in conversations on familiar topics
- Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes

Recommended

- Retell the plot and/or main ideas from news items, movies, and lectures or presentations
- Apply basic rules of social interaction: introductions, turn taking, making requests
- Take dictation of sentences and questions

D. NESL 230B

Required

- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences

Recommended

- Use technology (Canvas, etc.) effectively to enhance and monitor learning
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- Identify and correctly use high frequency prepositions of time, place, and movement
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- Discuss English grammar using standard grammar terminology

Not Necessary Skills

- Analyze and use grammar effectively to enhance reading comprehension **questions** and write short passages effectively
- Identify the referent and **discuss** correctly use subject and object pronouns
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Identify verbs in sentences as transitive, intransitive, or linking

E. NESL 231B

Required

- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing

- ~~Interpret~~ Identify ~~non~~ and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses

Recommended

- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase).
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound - ~~text~~ spelling correspondence

Not Necessary Skills

- Identify and label author, title and date for print sources from the college library.
- Scan for specific information (~~diagrams; in charts; longer etc.) to support comprehension readings~~
- Use the library catalogue to identify and find print sources in the college library
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing.
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples

F. ~~ESL~~ NESL ~~133~~ 233

Required

- Request clarification and explanation
- Relate factual information, personal experiences and personal opinions
- Follow basic oral directions
- Respond appropriately to spoken English in the classroom
- Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
- ~~Participate~~ Display sufficient control of pronunciation and intonation patterns in discussions English to be understood in ~~one-~~ short oral presentations to ~~-one~~ situations ~~the~~ and small groups on a variety of topics ~~class~~
- Comprehend and respond with learned vocabulary in conversation
- ~~Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes~~
- ~~Comprehend and initiate simple spoken English in conversations on familiar topics~~
- ~~Respond appropriately to spoken English in the classroom~~
- Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
- ~~Display~~ Comprehend ~~sufficient and control~~ initiate simple spoken English in conversations on familiar topics
- Participate in discussions in one-to-one situations and small groups on a variety of pronunciation topics

- Use learned grammatical structures, vocabulary, and intonation idiomatic patterns expressions in for English a to variety be of understood communicative in short oral presentations to the class
- ~~Follow basic oral directions~~
- ~~Relate factual information, personal experiences and personal opinions~~
- ~~Request clarification and explanation~~ purposes

Recommended

- ~~Take dictation of sentences and questions~~
- ~~Apply basic rules of social interaction: introductions, turn taking, making requests~~
- Retell the plot and/or main ideas from news items, movies, and lectures or presentations
- Apply basic rules of social interaction: introductions, turn taking, making requests
- Take dictation of sentences and questions

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer theses courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI or PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of 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: minimum of twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: minimum of 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: minimum of twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: quizzes minimum of every other week
- **- Practice quizzes , tests/ exams :** Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.
Frequency: - minimum of twice 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: minimum of four times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Other Student presentations :** Students will prepare and present on a topic being studied.
Frequency: minimum of 3 per semester
- **Other:**
Frequency: homework assignments, minimum 4 hours per week

General Education/Transfer

Codes and Dates

Course CB Codes

CB00: State ID

CCC000643164

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

B - Two levels below transfer

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: ESL 126 - Intermediate Pronunciation and Fluency

Course Modification: ESL 126 - Intermediate Pronunciation and Fluency (Launched - Implemented 04-10-2026)

compared with

ESL 126 - Intermediate Pronunciation and Fluency (Active - Implemented 01-01-2024)

Admin Outline for English as a Second Language 126 Intermediate Pronunciation and Fluency

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

ESL 126 - Intermediate Pronunciation and Fluency 2.00 Units

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and reading presentations. ~~2~~ 1 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 130B **or** ESL 131B **or** ESL 136 or NESL 230B or NESL 231B or NESL 236, or placement through the ESL assessment process

Total Lecture Hours	~~36~~ <u>18</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~54~~ <u>72</u>
Total Outside of Class Hours	~~72~~ <u>36</u>
Total Student Learning Hours	~~126~~ <u>108</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon completion of ESL 126, the student should be able to apply~~ Apply grammar and pronunciation rules to produce correct simple, compound, and learned - _ complex sentences with stress on content words rather than function words.
- B. ~~Upon completion of ESL 126, the student should be able to give~~ Give oral directions and instructions.
- C. ~~Upon completion of ESL 126, the student should be able to pronounce~~ Pronounce learned vocabulary and idiomatic expressions understandably.
- D. ~~Upon completion of ESL 126, the student should be able to take~~ Take dictation of compound and complex sentences and questions with learned academic - _ vocabulary.

Course Objectives:

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

- A. Participate in conversations, one-to-one, and small group discussions about social and academic topics
- B. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
- C. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- D. Listen and respond appropriately to concrete and abstract content and vocabulary
- E. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
- F. Respond appropriately to nonverbal factors in oral communication
- G. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- H. Summarize information from lectures and academic presentations and express personal responses and opinions
- I. Use rules of social interaction appropriately: introductions, turn taking, making requests
- J. Identify and correct some pronunciation difficulties which are the result of linguistic background
- K. Take dictation of sentences of multiple clauses
- L. Recite literature to the class: short stories and/or poems
- M. Retell, summarize, the events of a story

Course Content:

Lecture:

1. Participate in one-to-one discussions
2. Problem solving and group activities to identify sounds
3. Role play to use speech sounds

4. Learn some common idiomatic expressions
5. Practice pronunciation of:
 1. ~~phonetic~~ Phonetic sounds
 2. ~~reduced~~ Reduced speech
 3. ~~voiced~~ Voiced -voiceless distinction
 4. ~~intonation~~ Intonation patterns
6. ~~listen~~ Listen to news reports, dramas, talk shows
7. ~~write~~ Write sentences from dictated speech
8. ~~recognize~~ Recognize the sound-spelling correspondence of past tense regular verbs and regular plural nouns
9. ~~identify~~ Identify stress placement and vocabulary
10. ~~comprehend~~ Comprehend reduced speech and blending
11. ~~analyze~~ Analyze some contrasts between English and student's native language
12. ~~assess~~ Assess some individual needs of each student
13. ~~practice~~ Practice the sounds and rhythms of English that are problematic

Lab Activities:

1. Work with in groups of three to discuss the important ideas presented in a reading passage or lecture
2. Work with a partner: partner A reads several sentences as partner B takes dictation. Then identify the words that were difficult to understand and work together on pronunciation.
3. After reading a short story or passage several times, retell the sequence of events to a partner

Methods of Instruction:

1. Lecture - ~~describing~~ Describing , for example, typical stress patterns in spoken English . Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
2. Audio-visual Activity - listening to audio recordings and summarizing, paraphrasing, or answering questions
3. Classroom Activity - pair work reading aloud selected texts

4. Individualized Instruction - working one-on-one to give feedback to students regarding their pronunciation
5. Projects - preparing group or individual projects or speeches about inter-lingual interference or other topics
6. Discussion - small group discussion of pronunciation challenges, for example
7. Student Presentations - practiced speeches, for example

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Performance
 1. Weekly
- C. Exams/Tests
 1. Minimum of two
- D. Group Projects
 1. Minimum of one
- E. Lab Activities
 1. Weekly
- F. Oral Presentation
 1. Minimum of one
- G. Quizzes
 1. Minimum frequency of every other week

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :
 1. ~~Listen-imitate-repeat tasks~~
 2. ~~Minimal pairs repetition tasks~~
 3. Listen to and write down the following dictation
- B. Other:
 1. Listen-imitate-repeat tasks
 2. Minimal pairs repetition tasks
 3. Prepare and deliver a three-minute presentation on one feature of linguistic interference from your primary language
 4. Listening and transferring information such as completing a chart or form

5. Recite this short poem to your partner

6. Distinguishing task:

1. For example: distinguish the correct form from aurally produced language to elicit a correct response

1. This pen leaks. Then don't write with it

2. This pan leaks. Then don't cook with it

Textbooks (Typical):

Textbook:

1. [Explore ToWin Learn English for Adult Beginners. , Independently Published, 2024.](#)
2. Judy B Gilbert *Clear Speech*. 4th ed., Cambridge, 2017.
3. Susan Cameron *Perfecting Your English Pronunciation*. 2nd ed., McGraw-Hill, 2018.
4. Mark Hancock *English Pronunciation in Use Intermediate Book*. 2nd ed., Cambridge , 2017.
5. ~~Lisa Mojsin- Mastering the American Accent. -2nd ed., Barron's , 2016.~~
6. ~~Ann Cook- American Accent Training. -4th ed., Barron's, 2017.~~
7. Lewis Lansford, Robyn Brinks Lockwood *Prism Listening and Speaking 3 with Digital Pack*. 2nd ed., Cambridge University Press, 2022 :
8. ~~Helen Solorzano, Jennifer P. L. Schmidt- NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources. -5th ed., Pearson Education ESL, 2020 .~~

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Skills

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

A. ESL 130B

Required

- Identify and correctly use [coordinating conjunctions \(and, but, or, so\) to create meaningful compound sentences](#)

- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses).

Recommended

- Discuss English grammar using standard grammar terminology
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use high frequency prepositions of time, place, and movement
- Use technology (Canvas, etc.) effectively to enhance and monitor learning
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions

Not Necessary Skills

- Identify verbs in sentences as transitive, intransitive, or linking
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- Identify the referent and correctly use subject and object pronouns

B. ESL 131B

Required

- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and correct errors in writing based on learned grammar and spelling

Recommended

- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase).

Not Necessary Skills

- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Interpret non-text information (diagrams, charts, etc.) to support comprehension

- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Scan for specific information in longer readings
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library

C. ESL 136

Required

- Identify some individual pronunciation difficulties and modify them
- Identify some pronunciation difficulties which are the result of linguistic background
- Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- Distinguish sounds in minimal pairs
- Recognize and produce a pause at the end of a thought group to signal completion of the thought
- Identify and produce focus on new information in conversation
- Recognize and produce de-emphasized word/s in a stream of speech
- Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
- Communicate ideas in conversations one-to one and in small groups
- Pronounce learned vocabulary and idiomatic expressions understandably
- Recognize and produce stress on the content word/s in a sentence
- Respond appropriately to nonverbal factors in oral communication

Recommended

- Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- Read a paragraph or short passage using listener friendly pronunciation
- Identify focus words in a reading passage and decide which syllable within the focus words to stress
- Use rules of social interaction appropriately: introductions, turn taking, making requests

D. NESL 230B

Required

- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)

Recommended

- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences

- Discuss English grammar using standard grammar terminology
- Identify and ~~use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives~~
- ~~Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice~~
- ~~Identify and~~ correctly use high frequency prepositions of time, place, and movement
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- Use technology (Canvas, etc.) effectively to enhance and monitor learning

Not Necessary Skills

- ~~Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively~~
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Identify verbs in sentences as transitive, intransitive, or linking
- Identify the referent and correctly use subject and object pronouns
- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively

E. ~~ESL~~ NESL ~~131B~~ 231B

Required

- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- ~~Identify and correct errors in writing based on learned grammar and spelling~~
- ~~Express independent ideas and opinions about everyday and learned subjects in writing~~

Recommended

- ~~Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence~~
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence

Not Necessary Skills

- ~~Scan for specific information in longer readings~~
- Identify and label author, title and date for print sources from the college library
- ~~Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples~~

- ~~Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions~~
- ~~Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing~~
- ~~Interpret non-text information (diagrams, charts, etc.) to support comprehension~~
- Use the library catalogue to identify and find print sources in the college library
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Scan for specific information in longer readings
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples

F. ~~ESL~~ NESL ~~136~~ 236

Required

- Identify some individual pronunciation difficulties and modify them
- Identify some pronunciation difficulties which are the result of linguistic background
- Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- Distinguish sounds in minimal pairs
- Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- ~~Distinguish sounds in minimal pairs~~
- ~~Recognize and produce de-emphasized word/s in a stream of speech~~
- ~~Communicate ideas in conversations one-to-one and in small groups~~
- ~~Recognize and produce the long, clear, pitch changes of stressed words in streams of speech~~
- ~~Identify and produce focus on new information in conversation~~
- ~~Recognize and produce stress on the content word/s in a sentence~~
- Recognize and produce a pause at the end of a thought group to signal completion of the thought
- Identify ~~some and~~ pronunciation produce difficulties focus which on are new information in conversation
- Recognize and produce de-emphasized word/s in a stream of speech
- Recognize and produce the result long, clear, pitch changes of linguistic stressed background
- ~~Identify words some in individual streams pronunciation of difficulties and modify them~~
- ~~Pronounce learned vocabulary and idiomatic expressions understandably~~ speech
- Respond appropriately to nonverbal factors in oral communication
- Communicate ideas in conversations one-to-one and in small groups
- Recognize and produce stress on the content word/s in a sentence

- Pronounce learned vocabulary and idiomatic expressions understandably

Recommended

- Use rules of social interaction appropriately: introductions, turn taking, making requests
- ~~Read a paragraph or short passage using listener friendly pronunciation~~
- Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- Read a paragraph or short passage using listener friendly pronunciation
- Identify focus words in a reading passage and decide which syllable within the focus words to stress

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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:

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.

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 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI and PO mode.

Student-Student Interaction

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

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes, minimum of every other week
- **Practice quizzes Exams, tests/exams:** - *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
Frequency: - minimum of twice 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: minimum of four times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Other Student presentations :** Students will prepare and present on a topic being studied.
Frequency: minimum of 1 per semester
- **Other:**
Frequency: homework assignments: at least 4 hours per week lab activities: weekly

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000595131

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

32.0109 - Second Language Learning.

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

A - One level below transfer

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: ESL 131A - Beginning Reading and Writing

Course Modification: ESL 131A - Beginning Reading and Writing (Launched - Implemented 08-16-2026)

compared with

Course Modification: ESL 131A - Beginning Reading and Writing (Approved - Implemented 08-15-2026)

Admin Outline for English as a Second Language 131A Beginning Reading and Writing

Effective: Fall

~~2026~~ 2027

Catalog Description:

ESL 131A - Beginning Reading and Writing 6.00 Units

This is the first semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple and compound sentences in short paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in ESL 131A and 130A, and 133 or 136. ~~6~~ 5 Units Lecture 1 Units Lab

Enrollment Limitation:

- ~~Placement~~ or placement through the ESL assessment process

Total Lecture Hours	~~108~~ <u>90</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~126~~ <u>144</u>
Total Outside of Class Hours	~~216~~ <u>180</u>
Total Student Learning Hours	~~342~~ <u>324</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Demonstrate a low-beginning ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce paragraphs of 8 -12 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.
- C. [produce a low-beginning level library research project.](#)

Course Objectives:

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

- A. Read a variety of authentic texts with adequate understanding
- B. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
- C. Understand non-text information (charts, graphs)
- D. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
- E. ~~Scan~~ [scan](#) to find specific information in a text
- F. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
- G. Express limited independent ideas and opinions about everyday subjects in writing
- H. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
- I. Identify and correct errors in writing based on learned grammar and spelling
- J. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
- K. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)
- L. Understand basic library terminology and navigate the college library

Course Content:

Lecture:

- 1. Reading
 - 1. Interactive reading exercises for:
 - 1. activating background knowledge
 - 2. identifying cohesive devices
 - 3. recognizing words and phrases
 - 4. locating main idea(s)
 - 5. guessing meaning from context
 - 6. inferencing
 - 7. increasing reading speed
 - 2. Reading process strategies
 - 1. pre-reading

2. reading
 3. post-reading
3. Scanning
4. Skimming
5. Sentence deconstruction to aid reading comprehension
 1. locating the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
6. Strategies for interpreting non-text information
 1. layout, spacing, indentation, headings, graphs
7. Extensive Reading (in and out of class)
8. Full-length text (fiction or non-fiction)
2. Vocabulary Development
 1. Recognize and understand vocabulary appropriate to this level
 2. Use of a dictionary to identify correct part of speech and definition
3. Writing
 1. Steps in the writing process
 1. prewriting
 2. drafting
 3. revising
 4. final draft
 2. Techniques for generating ideas
 1. listing
 2. diagramming
 3. freewriting
 3. Narrative, informational, and descriptive paragraphs
 4. Topic sentences
 5. Explanation and support
 6. Transition words and expressions
 7. Techniques for self-editing
 8. Journal writing
4. Sentence Structure
 1. Simple and compound sentences in simple present, present progressive, simple future, and simple past
 2. basic sound-spelling correspondence
 3. capitalization and basic punctuation (periods, commas with coordinating conjunctions, question marks)
5. Library/Research
 1. Library tour and basic library vocabulary

Lab Activities:

1. working in groups, students will discuss and answer questions about reading samples
2. working in pairs, students will review and critique each other's writing samples
3. working in pairs, students will identify and correct errors in writing samples

Methods of Instruction:

1. Projects - create a poster about Albert Einstein's life, for example
2. Lecture - short, interactive lectures
3. Audio-visual Activity - playing a recording of a text while students read it, for example
4. Individualized Instruction - working one-on-one with students during the editing process, for example
5. Student Presentations - group presentations about a researched topic, for example
6. Discussion - small-group discussion about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. 3-6, not including a separate reading and writing final
- D. Home Work
 1. minimum of 12 hours
- E. Lab Activities
 1. one hour of lab per week
- F. Papers
 1. 3-6, including in and out of class writing
- G. Quizzes
 1. 3-6
- H. Research Projects
 1. one library project
- I. Holistically scored written final exam Journal

Typical Outside-of-Class Assignments

- A. Reading:
 1. Skim Chapter 2 of *Who Was Albert Einstein?* and make a list of important dates and what happened on each date
 2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
 3. Answer the following comprehension questions about the attached article, "How to Be Happy"
- B. Writing:
 1. Plan and write a paragraph about the benefits of learning English
 2. Plan and write a paragraph introducing a family member
 3. Revise and edit your paragraph about your family member based on your instructor's comments
 4. Write in your journal for thirty minutes about your hobby
- C. ~~Other~~ Activity :
 1. Sentence Structure
 1. Write 10 simple sentences about your weekend
 2. Identify the subject and verb in the following sentences.
 2. Vocabulary

1. Complete this vocabulary chart to identify the part of speech and correct definition for the following words from *Who Was Albert Einstein?*

Textbooks (Typical):

Textbook:

1. [John Hughes](#) *Life Elementary with Spark Platform*. 3 ed., Cengage ELT, 2025.
2. Laurie Blass, Mari Vargo, Kristin Sherma *Pathways Reading, Writing, and Critical Thinking* 1. 3 ed., Heinle ELT, 2024 2025 .
3. Elizabeth Bottcher *Longman Academic Reading Series 1: Reading Skills for College*. 1st ed., Pearson Education, 2016.
4. ~~Jennifer Bixby, Joe McVeigh~~ *Q: Skills for Success Reading and Writing Intro*. 2nd ed., Oxford University Press, 2015.
5. Ann Hogue *Longman Academic Writing Series 1: Sentences to Paragraphs*. 3rd ed., Pearson Education ESL , 2016 .
6. ~~George E Sullivan~~ *Lewis and Clark*. 1st ed., Scholastic, 2000 .
7. Pearson *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Typical Assignments

Requisite Skills

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

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: at least 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: at least 4 times 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: A minimum of twice per semester when the course is offered in the OFI and 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 week
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: at least twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: at least twice per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 3-6, including in and out of class writing
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: One library project
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-6 quizzes; 3-6 exams/tests, not including a separate reading and writing final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly
- **Other:**
Frequency: Daily classwork; minimum of 12 hours of homework per week. One hour of lab per week.

General Education/Transfer

General Education/Transfer Request

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.

Credit-by-Military-JST No

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.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000588421

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

D - Four levels below transfer

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: ESL 131B - High-Beginning Reading and Writing

Course Modification: ESL 131B - High-Beginning Reading and Writing (Launched - Implemented 08-16-2026)

compared with

Course Modification: ESL 131B - High-Beginning Reading and Writing (Approved - Implemented 08-15-2026)

Admin Outline for English as a Second Language 131B High-Beginning Reading and Writing

Effective: Fall

~~2026~~ 2027

Catalog Description:

ESL 131B - High-Beginning Reading and Writing 6.00 Units

This is the second semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in ESL 131B and 130B, and ESL 133 or 136. ~~6~~ 5 Units

Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 131A **or** NESL 231A ~~or ESL-131A~~, or placement through the ESL assessment process

Total Lecture Hours	~~108~~ <u>90</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~126~~ <u>144</u>
Total Outside of Class Hours	~~216~~ <u>180</u>
Total Student Learning Hours	~~342~~ <u>324</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Demonstrate a high-beginning ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce a paragraph of 12-15 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.
- C. [produce a high-beginning level library research project](#)

Course Objectives:

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

- A. Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- B. Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- C. Interpret non-text information (diagrams, charts, etc.) to support comprehension
- D. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- E. Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- F. Express independent ideas and opinions about everyday and learned subjects in writing
- G. Identify and correct errors in writing based on learned grammar and spelling
- H. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- I. Scan for specific information in longer readings
- J. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- K. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- L. Use the library catalogue to identify and find print sources in the college library
- M. Identify and label author, title and date for print sources from the college library

Course Content:

Lecture:

- 1. Writing
 - 1. Steps in the writing process
 - 1. prewriting
 - 2. drafting
 - 3. revising

4. final draft
2. Techniques for generating ideas
 1. brainstorming
 2. listing
 3. clustering
 4. freewriting
3. Narrative, informational, descriptive and opinion paragraphs
4. Topic and concluding sentences
5. Explanation and a variety of support
6. Transition words and expressions to connect ideas in the paragraph
7. Techniques for self-editing especially verb tense and verb form, word order, and punctuation
8. Journal Writing
2. Grammar and Sentence Structure
 1. Simple, compound and complex sentences
 2. Rules for capitalization and basic punctuation
 3. Verb tense: simple present, simple past, present progressive and future
3. Vocabulary Development
 1. Recognize and understand vocabulary appropriate to this level, including grammar terminology
 2. Basic sound-spelling correspondence
 3. Guided practice with a learner's dictionary to identify correct part of speech and definition
 4. Vocabulary building through context clues, and reading and writing practice
4. Library/Research
 1. library catalogue: locate and identify titles and authors

Lab Activities:

1. working in groups, students will discuss and answer questions about reading samples
2. working in pairs, students will review and critique each other's writing samples
3. working in pairs, students will identify and correct errors in their own writing samples

Methods of Instruction:

1. Audio-visual Activity - playing a recording of a text while students read it, for example
2. Individualized Instruction - working one-on-one with students during the editing process, for example
3. Student Presentations - group presentation about a researched topic, for example
4. Lecture - short, interactive lectures
5. Projects - create a poster about Charles Darwin, for example
6. Discussion - small group discussion about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests

1. 3-6, not including a separate reading and writing final
- D. Home Work
 1. minimum of 12 hours
- E. Lab Activities
 1. one hour per week
- F. Papers
 1. 3-6 including in and out of class writing
- G. Quizzes
 1. 3-6
- H. Research Projects
 1. one library project
- I. Holistically scored written final exam Journals

Typical Outside-of-Class Assignments

- A. Reading:
 1. Skim the reading from unit 2 and outline the main ideas from each paragraph
 2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
 3. Answer the following questions about the article "How do colors affect us?"
- B. Writing:
 1. Plan and write a paragraph describing three characteristics of a successful student
 2. Revise and edit your paragraph based on your teacher's comments
 3. Write one page in your journal describing a toy you remember from your childhood.
- C. Other:
 1. Grammar and Sentence Structure
 1. Identify the types of sentences in the following paragraph
 2. Edit the punctuation mistakes in your paragraph based on your teacher's comments
 3. Write 3 simple, 3 compound and 3 complex sentences using vocabulary from the class text book
 2. Vocabulary
 1. Use your learner dictionary to look up the vocabulary words from the class text book. Identify part of speech and definition

Textbooks (Typical):

Textbook:

1. [John Hughes](#) *Life Beginner with Spark Platform*. 3 ed., Cengage ELT, 2025.
2. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking* 1. 3 ed., Heinle ELT, 2024 2025 .
3. Kim Sanabria *Longman Academic Reading Series 2: Reading Skills for College*. 1st ed., Pearson Education ESL , 2016.
4. ~~Joe McVeigh, Jennifer Bixby~~ *Q:Skills for Success Reading and Writing 2:* 2nd ed., Oxford University Press, 2015:
5. ~~Deborah Hopkinson~~ *Who Was Charles Darwin*. 1st ed., Grosset and Dunlap, 2005.
6. Kate Boehm Jerome *Who Was Amelia Earhart*. 1st ed., Grosset and Dunlap, 2002 :

7. ~~Ann Hogue- Longman Academic Writing Series 2: Paragraphs. 3rd ed., Pearson Education ESL, 2016 .~~
8. Pearson Longman Dictionary of American English. 5th ed., Pearson Education ESL , 2014.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- - ~~Assignments~~

Requisite Skills

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

A. ~~NESL~~ ESL 231A 131A

Required

- ~~Express independent ideas and opinions about everyday and learned subjects in writing~~
- ~~Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence~~
- ~~Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text~~
- ~~Identify and correct errors in writing based on learned grammar and spelling~~
- ~~Scan for specific information in longer readings~~
- ~~Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing~~
- ~~Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples~~
- ~~Use the library catalogue to identify and find print sources in the college library~~
- ~~Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions~~
- ~~Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses~~
- ~~Identify parts of a sentence (subject, verb, direct object, prepositional phrase)~~
- ~~Identify and correct errors in writing based on learned grammar and spelling~~
- ~~Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses~~
- ~~Express limited independent ideas and opinions about everyday subjects in writing~~
- ~~Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions~~
- ~~Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text:~~
- ~~scan to find specific information in a text~~
- ~~Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage~~
- ~~Read a variety of authentic texts with adequate understanding~~

- scan to find specific information in a text
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
- Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
- Express limited independent ideas and opinions about everyday subjects in writing.

Recommended

- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
- Understand non-text information (charts, graphs)

Not Necessary Skills

- Identify and label author, title and date for print sources from the college library
- Understand basic library terminology and navigate the college library

B. ~~ESL~~ NESL ~~131A~~ 231A

Required

- ~~Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.~~
- ~~Identify and correct errors in writing based on learned grammar and spelling~~
- ~~scan to find specific information in a text~~
- ~~Express limited independent ideas and opinions about everyday subjects in writing~~
- ~~Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage~~
- Identify parts of a sentence (subject, verb, direct object, prepositional phrase)
- ~~Read a variety of authentic texts with adequate understanding~~
- ~~Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses~~
- ~~Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions~~
- Identify and correct errors in writing based on learned grammar and spelling
- Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
- Express ~~Read~~ limited ~~a~~ independent ~~variety~~ ideas of authentic texts with adequate understanding
- Identify and ~~opinions~~ ~~distinguish~~ about ~~between~~ everyday ~~accurate~~ subjects and in writing
- Compose short ~~inaccurate~~, coherent ~~relevant~~ paragraphs and (9-12 sentences) which include a topic sentence, focus on one topic ~~irrelevant~~, and appropriate ~~main~~ transitions ~~points and supporting points in reading passage~~
- Scan ~~scan~~ to find specific information in a text
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.

- ~~Identify~~ Compose ~~and distinguish between accurate and inaccurate~~ short , relevant coherent ~~and paragraphs irrelevant (9-12 sentences) which include a topic sentence, focus on one topic~~ , and ~~main~~ appropriate ~~points~~ transitions
- Express limited independent ideas and ~~supporting~~ opinions ~~points about everyday subjects in reading passage~~
- ~~Read a variety of authentic texts with adequate understanding~~
- ~~Identify parts of a sentence (subject, verb, direct object, prepositional phrase)~~ writing

Recommended

- Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
- Understand non-text information (charts, graphs)
- ~~Understand non-text information (charts, graphs)~~
- ~~Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence~~

Not Necessary Skills

- ~~Understand basic library terminology and navigate the college library~~
- Understand basic library terminology and navigate the college library

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

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: at least 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: at least 4 times 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: A minimum of twice per semester when the course is offered in the OFI and 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 week
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: at least twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: at least twice per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 3-6, including in and out of class writing
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: One library project
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-6 quizzes; 3-6 exams/tests, not including a separate reading and writing final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly
- **Other:**
Frequency: Daily classwork; minimum of 12 hours of homework per week. One hour of lab per week.

General Education/Transfer

General Education/Transfer Request

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.

Credit-by-Military-JST No

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.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000588422

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

32.0109 - Second Language Learning.

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

C - Three levels below transfer

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**CB26: Course Support Course Status****CB27: Upper Division Status**



Course Modification: ESL 133 - Beginning Oral Communication

Course Modification: ESL 133 - Beginning Oral Communication (Launched - Implemented 04-10-2026)

compared with

ESL 133 - Beginning Oral Communication (Active - Implemented 01-01-2024)

Admin Outline for English as a Second Language 133 Beginning Oral Communication

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

ESL 133 - Beginning Oral Communication 2.00 Units

This is a beginning oral communication course. This course will enable students to use English accurately, meaningfully and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures orally, learning new words and expressions, comprehending and using idiomatic expressions. ~~2~~ 1 Units Lecture 1 Units Lab

Enrollment Limitation:

- Placement through the ESL assessment process.

Total Lecture Hours	~~36~~ <u>18</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~54~~ <u>72</u>
Total Outside of Class Hours	~~72~~ <u>36</u>
Total Student Learning Hours	~~126~~ <u>108</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon completion of ESL 133, the student should be able to participate~~ Participate in discussions in one-to-one and small group situations on a variety of topics.
- B. ~~Upon completion of ESL 133, the student should be able to use~~ Use level-appropriate grammatical structures, vocabulary, and idiomatic expressions for a - _ variety of communicative purposes.
- C. ~~Upon completion of ESL 133, the student should be able to take~~ Take dictation of sentences and questions.
- D. ~~Upon completion of ESL 133, the student should be able to retell~~ Retell the plot and/or main ideas from news items, movies, lectures, or presentations.

Course Objectives:

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

- A. Comprehend and initiate simple spoken English in conversations on familiar topics
- B. Comprehend and respond with learned vocabulary in conversation
- C. Participate in discussions in one-to-one situations and small groups on a variety of topics
- D. Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
- E. Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
- F. Respond appropriately to spoken English in the classroom
- G. Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
- H. Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
- I. Follow basic oral directions
- J. Take dictation of sentences and questions
- K. Relate factual information, personal experiences and personal opinions
- L. Request clarification and explanation
- M. Apply basic rules of social interaction: introductions, turn taking, making requests
- N. Retell the plot and/or main ideas from news items, movies, and lectures or presentations

Course Content:

Lecture:

1. Listening and Speaking

- 1. Dictation of statements and questions

2. Discussion of topics from listening activities
3. Formal and informal introductions
4. Clarification questions and information requests
5. Common American language practices

1. Giving and accepting compliments
2. Question and response
3. Small talk

2. Pronunciation of

1. Phonetic sounds
2. Intonation patterns
3. Reduced speech
4. Voiced-voiceless distinctions

3. Non-verbal Communication

1. Common American body language and gestures
2. Common American rules for distance

4. Discussion

1. One-to-one discussions
2. Small and large group
3. Whole class discussions

5. Presentations

1. Role play
2. How to presentations
3. Narrative
4. Descriptive

6. Vocabulary development

1. Basic vocabulary for
 1. Describing people and places
 2. Expressing emotional responses (fear, pleasure, surprise, etc.)
 3. Conveying appreciation, regret, approval
2. Common idiomatic expressions and slang

7. Authentic Materials

1. Film and television
 1. Drama
 2. Documentary
 3. Comedy
 4. TED Talks
 5. Etc.

2. Radio

1. News reports
2. Popular talk radio
3. Podcasts

3. Music

- **Music**

Lab Activities:

1. Write dictated sentences and questions.
2. Watch a short film excerpt and then retell the plot.
3. Watch a short film excerpt without audio and identify the nonverbal clues that contribute to understanding the plot.

Methods of Instruction:

1. Audio-visual Activity - Watch a film clip and answer questions about the clip, for example.
2. Classroom Activity - Listen to live or taped presentations to practice listening and recognizing use of grammar structures, words, idiomatic expressions, and slang. These presentations may consist of film clips, songs, poetry, short lectures, articles and anecdotes.
3. Discussion - Participate in communicative classroom discussions connected to course material in paired, small or large groups to promote language acquisition.
4. Guest Lecturers - Comprehend guest speakers, including the ability to ask follow up or clarifying questions, for example.
5. Lab - Weekly lab activities to promote use and understanding of course concepts.
6. Lecture - Present information on minimal pairs, for example. Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
7. Student Presentations - Give a presentation about a cultural tradition celebrated in your family, for example.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Work
 1. Weekly
- C. Exams/Tests
 1. 2 major exams - a midterm and a final

D. Group Projects

1. Students may complete one group presentation.

E. Home Work

1. Minimum of four hours weekly

F. Lab Activities

1. Weekly

G. Oral Presentation

1. A minimum of three.

H. Quizzes

1. Weekly

Typical Outside-of-Class Assignments

A. Other:

1. Presentations

1. Review a movie

2. Poster Presentation: Work with another student to create a poster and give a five-minute oral presentation

3. Poem Presentation: Present a memorized poem with correct pronunciation, intonation and non-verbal language

4. Descriptive Presentation: Give a five-minute presentation describing a traditional cultural celebration.

2. Dictation

1. Listen to and accurately transcribe five sentences.

3. Quizzes

1. Listen and Respond appropriately to oral questions.

2. Accurately transcribe dictation of learned vocabulary, sentence structure and grammar

4. ~~Participate in class discussions:~~

1. ~~One-to-one~~
2. ~~Small group~~
3. ~~Whole class~~

5. Vocabulary Development

1. Practice pronunciation
2. Comprehend and use slang and idiomatic expressions appropriately
3. Utilize clarification phrases
4. Comprehend modal use and meaning

6. Complete weekly lab assignments

7. Use a weekly listening journal

Textbooks (Typical):

Textbook:

1. Jaimie Scanlon Q: *Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack*. 3 ~~3rd~~ ed., Oxford University Press, 2022 :
2. ~~Kristin Sherman- Inside Listening and Speaking Level 1: -1 ed., Oxford University Press, 2015 .~~
3. Helen Solorzano, Laurie Frazier *Contemporary Topics 1*. 4 ~~4t~~ ed., Pearson Education, Inc, 2017.
4. Kim Sanabria, Carlos Sanabria *Academic Encounters Level 2 Student's Book Listening and Speaking with Integrated Digital Learning*. 2 ed., Cambridge University Press, 2017.
5. Laurie L Frazier, Robin Mills *NorthStar Listening and Speaking 2 w/MyEnglishLab Online Workbook and Resources* (. 5 ed., Pearson Education ESL , 2019.
6. Lida Baker, Laurie Blass *21st Century Communication: Listening, Speaking, and Critical Thinking 1*. 1 ~~1~~ ~~2nd~~ ed., National Geographic Learning, 2017 ~~2023~~ .

Other Materials Required of Students

Equity Based Curriculum

- - ~~Course Content~~
- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI and PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of 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: minimum of twice per semester

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: minimum of 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: minimum of twice per semester

- **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:- minimum of ~~twice~~ 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: minimum of four times per semester

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: minimum of 1 per semester

- **Other Student presentations :** *Students will prepare and present on a topic being studied.*

Frequency: minimum of 3 per semester

- **Other:**

Frequency: homework assignments: at least 4 hours per week lab activities: weekly

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601691

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

B - Two levels below transfer

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: ESL 136 - Beginning Pronunciation and Fluency

Course Modification: ESL 136 - Beginning Pronunciation and Fluency (Launched - Implemented 04-10-2026)

compared with

ESL 136 - Beginning Pronunciation and Fluency (Active - Implemented 01-01-2024)

Admin Outline for English as a Second Language 136 Beginning Pronunciation and Fluency

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

ESL 136 - Beginning Pronunciation and Fluency

~~363672~~ 2.00

~~Hours~~ Units

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and presentations. Students will focus on developing listener friendly pronunciation. Course content includes individual as well as group work. [1 Units Lecture](#) [1 Units Lab](#)

Enrollment Limitation:

- Placement through the ESL assessment process :

Total Lecture Hours	~~36~~ <u>18</u>
Total Lab Hours	~~48~~ <u>54</u>
Total Inside of Class Hours	~~54~~ <u>72</u>
Total Outside of Class Hours	~~72~~ <u>36</u>
Total Student Learning Hours	~~126~~ <u>108</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon completion of ESL 136, the student should be able to correctly~~ Correctly pronounce level-appropriate vocabulary and idiomatic expressions.
- B. ~~Upon completion of ESL 136, the student should be able to identify~~ Identify and stress appropriate content word(s) in a sentence.
- C. ~~Upon completion of ESL 136, the student should be able to distinguish~~ Distinguish sounds in minimal pairs.
- D. ~~Upon completion of ESL 136, the student should be able to correctly~~ Correctly identify and pronounce voiced and voiceless sounds.

Course Objectives:

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

- A. Pronounce learned vocabulary and idiomatic expressions understandably
- B. Communicate ideas in conversations one-to one and in small groups
- C. Respond appropriately to nonverbal factors in oral communication
- D. Use rules of social interaction appropriately: introductions, turn taking, making requests
- E. Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
- F. Recognize and produce stress on the content word/s in a sentence
- G. Recognize and produce de-emphasized word/s in a stream of speech
- H. Identify and produce focus on new information in conversation
 - I. Recognize and produce a pause at the end of a thought group to signal completion of the thought
- J. Identify focus words in a reading passage and decide which syllable within the focus words to stress
- K. Read a paragraph or short passage using listener friendly pronunciation
- L. Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- M. Distinguish sounds in minimal pairs
- N. Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- O. Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- P. Identify some pronunciation difficulties which are the result of linguistic background
- Q. Identify some individual pronunciation difficulties and modify them

Course Content:

Lecture:

1. Pronunciation
 1. Syllable stress

2. Pitch changes in streams of speech
3. Stress on content word/s in sentences
4. Stress and intonation to indicate old/new information, questions/statements
5. Analysis of individual speech patterns and difficulties
6. Voiced and voiceless sounds
7. Short and long vowel sounds
8. Minimal pairs
9. Beginning and final sounds
10. Appropriate pauses in sentences
11. Signaling the completion of a thought with a pause or pitch change

2. Listening and Speaking

1. Introductions, turn taking, making requests
2. Discrimination of individual sounds
3. Listening for information
4. Practice of speech sounds and patterns to improve communication
5. Listener friendly pronunciation practice in short reading passages

3. Non-verbal Communication

1. Common American body language and gestures
2. Common American rules for distance

4. Discussion

1. One-to-one discussions to identify grammar and pronunciation connections
2. Role play to practice specific speech sounds
3. Small and large group
4. Whole class

5. Presentations

1. Reading presentations with listener friendly pronunciation, including grouping words into thought groups and emphasizing words to convey meaning

6. Language Development

1. Specific grammatical forms, like the pronunciation of simple past final sounds
2. Common idiomatic expressions and slang
3. Word combinations (gonna, wanna, haveta, etc.)

7. Authentic Materials

1. Film and television
2. Radio
3. Music

Lab Activities:

1. Identification of long and short vowel sounds in authentic materials like news broadcasts.

2. [Recitation of reading passages with appropriate stress and intonation.](#)
3. [Identification of content words in long streams of English.](#)
4. [Identification of long and short vowel sounds in authentic materials like news broadcasts.](#)

Methods of Instruction:

1. Audio-visual Activity - Watch a short clip to identify specific sounds or slang.
2. Classroom Activity - Dictation of words, phrases, and sentences which highlight stress patterns of individual words and focus words in a sentence.
3. Discussion - Work with a partner or group to develop listener friendly pronunciation for effective communication.
4. Individualized Instruction - Identify individual pronunciation difficulties based on L1 and modify.
5. Lab - Read and listen to recorded speech and identify the thought group boundaries by adding punctuation.
6. Lecture - Explain rules and demonstrate final sounds in simple past. [Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.](#)
7. Student Presentations - Present a short reading passage or poem with correct stress, intonation and pronunciation.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Work
 1. Weekly
- C. Exams/Tests
 1. 2 major exams: a midterm and final
- D. Group Projects
 1. Students may complete one group presentation
- E. Home Work
 1. A minimum of four hours weekly
- F. Lab Activities
 1. Weekly
- G. Oral Presentation
 1. Minimum of three
- H. Quizzes
 1. weekly

Typical Outside-of-Class Assignments

- A. Other:

1. Pronunciation

1. Paragraph, poem, or song lyric analysis to identify focus words and structure words
2. Stress patterns, beginning and final sounds and intonation in sentences and paragraphs
3. Poetry in pairs: work with a partner to pronounce the focus words carefully and communicate the meaning in presentation of a poetry duet in front of the class
4. Discrimination of minimal pairs, long and short vowel sounds

2. Presentations

1. Reading passage presentation
2. Poetry presentation, individual or pair

3. Dictation

1. Listen-repeat tasks
2. Listen-distinguish tasks
3. Accurate comprehension and discrimination of individual sounds

4. Quizzes

1. Listen and respond appropriately to oral questions
2. Accurately transcribe learned sounds and structures

5. ~~Participate in class discussions~~

1. ~~One-to-one~~
2. ~~Small group~~

3. ~~Whole-class~~

6. Vocabulary Development

1. Pronunciation practice of learned vocabulary and structures
2. Pronunciation as it connect to grammar (simple past final sounds, etc.)

7. Weekly lab assignments

8. Weekly listening journal

Textbooks (Typical):

Textbook:

1. Jaimie Scanlon Q: *Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack*. ~~3rd~~ 3 ed., Oxford University Press, 2022 .
2. Laurie Blass *21st Century Communication 1*. 2 ed., Heinle ELT, 2023 .
3. Laurie Frazier, Robin Mills *NorthStar Listening and Speaking 2 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL, 2019.
4. Linda Lane *Focus on Pronunciation 1*. 1 ed., Pearson Education, Inc, 2009.
5. Ann Baker, Sharon Goldstein *Pronunciation Pairs: An Introduction to the Sounds in English*. 2 ed., Cambridge University Press, 2007.
6. Judy B Gilbert *Clear Speech From the Start*. 2 ed., Cambridge University Press, 2012.
7. ~~Jenny Pearson~~ *The Art of Phonics*. ~~1 ed., Kivett Publishing, 2018:~~
8. ~~Ken Xiao~~ *English Pronunciation*. ~~1 ed., Fluent English Publishing, 2018:~~

Other Materials Required of Students

Equity Based Curriculum

- - ~~Course Content~~
- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

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

- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI or PO mode.

Student-Student Interaction

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

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: minimum of 1 per semester

- **Other Student presentations :** *Students will prepare and present on a topic being studied.*

Frequency: minimum of 3 per semester

- **Other:**

Frequency: homework assignments, minimum 4 hours per week

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601692

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

32.0109 - Second Language Learning.

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

C - Three levels below transfer

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: KIN 14 - Responding to Emergencies: Comprehensive First Aid/CPR/AED

Course Modification: KIN 14 - Responding to Emergencies: Comprehensive First Aid/CPR/AED (Launched - Implemented 04-01-2026)

compared with

KIN 14 - Responding to Emergencies: Comprehensive First Aid/CPR/AED (Active - Implemented 08-15-2018)

**Admin Outline for Kinesiology 14
Responding to Emergencies: Comprehensive First
Aid/CPR/AED**

Effective: Fall

~~2018~~ 2027

Catalog Description:

**KIN 14 - Responding to Emergencies: Comprehensive First
Aid/CPR/AED
3.00 Units**

This course involves the theory and detailed demonstration of the first aid care of the injured. The student will learn to assess a victim's condition and incorporate proper treatment. Standard first aid, CPR, and AED certification(s) will be granted upon successful completion of requirements. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

~~Option for ADT in Kinesiology:~~

Discipline:

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon completion of KIN 14, students should be able to demonstrate~~ Demonstrate bandaging and splinting techniques.
- B. ~~Upon completion of KIN 14, students should be able to demonstrate~~ Demonstrate cardiopulmonary resuscitation and the use of an AED.
- C. Correctly follow and complete all steps of Check-Call-Care in an emergency.

Course Objectives:

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

- A. Describe the cardiovascular system
- B. Demonstrate how to check a conscious person including a secondary assessment
- C. Assess victims of injury and medical emergencies and apply emergency action plan
- D. Discuss the Good Samaritan Laws and explain Scope of Practice
- E. Demonstrate cardiopulmonary resuscitation and the use of AED
- F. Recognize the signals of sudden illness, including poisoning, bites and stings and heat and cold emergencies, and describe how to care for them
- G. Recognize life-threatening bleeding and demonstrate how to control it
- H. Describe the signs and symptoms associated with common medical emergencies
 - I. Demonstrate the first aid care that is needed in common medical emergencies
 - J. Demonstrate bandaging and splinting techniques
 - K. Demonstrate emergency rescue moves
- L. Evaluate their lifestyle for health and safety concerns and set personal goals for achieving a safe and healthy lifestyle
- M. Explain the basics of pregnancy and describe care needed in emergency childbirth

Course Content:

1. Body Systems

1. The Human Body

2. The Cardiovascular System

3. Anatomical Terms

2. Victim Assessment

1. Checking the Person
2. Scene Safety
3. Disease Prevention
4. Checking An Unconscious Person
5. Checking a Conscious Person
6. Secondary Assessment

3. Legal Issues

1. Good Samaritan Laws
2. Scope of Practice
3. Obtaining Consent
4. Implied Consent

4. Emergency Action Plan

1. Responding to Emergencies
2. When to Summon More Advanced Medical Care
3. Understanding the EMS System

5. Care For Emergencies

1. Breathing
2. Cardiac

3. Choking
4. Bleeding
5. Shock
6. Anaphylaxis
7. Special Circumstances

1. Sudden Illness
2. Poising
3. Bites
4. Stings
5. Heat and Cold Related Emergencies
6. Anaphylaxis

6. AED

1. Using an AED
2. Precautions For Use in Cardiac Emergencies
3. Adult
4. Child
5. Infant
6. Special Circumstances

7. Internal/Soft Tissue Injuries and Burns

1. Wounds

1. Open

2. Closed

2. Controlling Bleeding

3. Types of Burns

4. Chest Injuries

5. Abdominal Injuries

6. Nose and Mouth Injuries

8. Musculoskeletal Injuries

1. Head

2. Spine

3. Bone

4. Joint

5. Extremities

9. Splinting and Immobilization

1. Soft Splints

2. Rigid Splints

3. Anatomical Splints

10. Moving Victims

1. Walking Assist
2. 2-Person Seat Carry
3. Clothes Drag
4. Blanket Drag

11. People With Special Needs

1. Children
2. Elderly
3. Emergency Childbirth
4. Abuse
5. Language Barriers

12. Healthy Lifestyles and Safety Measures

1. Reducing the Risk For Injury
2. Safety at Work
3. Safety at Home
4. Vehicle Safety
5. Fire Safety
6. Lifestyle Risks

Methods of Instruction:

1. Lecture - Verbal and powerpoint

2. Classroom Activity - The instructor will provide various simulations and learning progressions for skills leading up to performing CPR, First Aid, AED
3. ~~Simulations~~ Demonstration - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.

Methods of Evaluation

- A. Class Participation
 1. Participation in hands-on skills
- B. Exams/Tests
 1. 3-5 per semester
- C. Skill Proficiency in CPR/AED and First Aid as required by the American Red Cross for certification

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :
 1. ~~Reading~~
 1. Read chapter on Cardiac Emergencies
- B. ~~Perform skill proficiency demonstrations~~
Activity:
 1. ~~Demonstrate how to splint an injured arm~~
 3. Explain how to ~~respoind~~ respond to specific scenarios
 1. Explain initial assessment, primary assessment, and secondary assessment for a conscious adult.

Textbooks (Typical):

Textbook:

1. American Red Cross *Responding to Emergencies: Comprehensive First Aid/CRP/AED*. First ed., American Red Cross, 2017.
2. American Heart Association Heartsaver® Instructor Manual , American Heart Association, 2024.
3. American Academy of Orthopaedic Surgeons Advanced *First Aid, CPR, and AED* ~~Advanced~~ . ~~7th~~ Eighth ed., Jones & Bartlett Learning, ~~2017~~ 2022 .

Other Materials Required of Students

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

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.

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 2 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: Minimum 2 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Minimum 1 web-conferencing session 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 2 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 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: Minimum 2 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 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Minimum of 3 exams, and skills test

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Minimum 2 lectures per week.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID: KIN 101 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589076

CB03: TOP Code

127000 - Kinesiology

CIP Code

31.0505 - Exercise Science and Kinesiology.

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



Course Modification: KIN 50A - Pre-Season Intercollegiate Swimming & Diving

Course Modification: KIN 50A - Pre-Season Intercollegiate Swimming & Diving (Launched - Implemented 04-02-2026)

compared with

KIN 50A - Pre-Season Intercollegiate Swimming & Diving (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology 50A Pre-Season Intercollegiate Swimming & Diving

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN 50A - Pre-Season Intercollegiate Swimming & Diving

1.00 - 2.00 Units

This course is designed to give student-athletes participating in intercollegiate swimming and diving the opportunity to enhance fitness levels and skills prior to competition season. Course content will include technique, aerobic conditioning, race specific training, and dryland/weight training. 1 - 2 Units Lab

Recommended Course Preparation:

- KIN ~~SW3~~ SW2
- KIN SWF1

Total Lab Hours	54 - 108
Total Inside of Class Hours	54 - 108
Total Student Learning Hours	54 - 108

Course Grading:

Optional

Justification for course proposal

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate the ability to maintain good academic standing with a 2.0 GPA and 12 units.
- B. Employ a pre-season weight program using principles of overload and progression .
- C. [Show improved endurance through successful completion of threshold training sets](#) .

Course Objectives:

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

- A. Demonstrate a specific stroke drill with a stated objective
- B. Generalize aerobic training methods
- C. Employ a pre-season weight program using principles of overload and progression
- D. Summarize the benefits of alternative activities to swim training
- E. Explain the benefits of using the dry board and trampoline to increase performance for springboard diving.

Course Content:

- 1. Overview of the off-season
 - 1. Goal Setting for pre-season
- 2. Technique and efficiency
 - 1. Drilling
 - 1. Freestyle
 - 2. Backstroke
 - 3. Breaststroke
 - 4. Butterfly
 - 2. Stroke count
- 3. Conditioning
 - 1. Establishing an aerobic base
 - 2. Threshold
 - 3. Race Pace
 - 4. Stroke specific training
 - 5. Individual Medley training
- 4. Weight Training
 - 1. Progression
 - 2. Overload
- 5. Alternative Conditioning Activities
 - 1. Water Polo
 - 2. Ultimate Frisbee
 - 3. Basketball
- 6. Diving
 - 1. 1 meter
 - 2. 3 meter
 - 3. Trampoline
 - 4. Dry Board

Methods of Instruction:

1. Demonstration - ~~Diving~~ The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. Weekly

Typical Outside-of-Class Assignments

- A. ~~Other~~ Laboratory :
 1. ~~Student will participate in all activities of the course~~
 2. ~~Student will perform skills/drills to enhance efficiency~~
 3. Student will participate in weight training/dryland activities to enhance overall fitness
 4. Student will learn a progressively more complex diving list
 1. 1 meter
 2. 3 meter

Textbooks (Typical):

Textbook:

1. Gregory ~~National Collegiate Athletic Association- 2018-2019 NCAA Men's Haff and Women's Travis Swimming Triplett Essentials of Strength Training and Diving Rules Conditioning.~~ 1 5th ed., NCAA Human Kinetics , 2017 2027.
2. FINA World Aquatics Competition Regulations. , FINA, 2026 .
3. *Hannula, D and Thornton, N, Dick Hannula, Nort Thornton The Swim Coaching Bible, Volume II, Human Kinetics, 2012.*
4. *Scott Bay Swimming Steps to Success. 1 ed., Human Kinetics, 2016.*

Manual: _

1. National Collegiate Athletic Association. 2025-2026 and 2026-2027 NCAA Men's and Women's Swimming and Diving Rules . NCAA, 2025.

Other Materials Required of Students

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

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

- A. KIN [SW3](#) [SW2](#)
 - 1. ~~Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.~~
 - B. Employ [KIN](#) and demonstrate efficiency techniques for each competitive stroke:
 - 3. ~~Utilize pace clocks to incorporate intervals into a training regimen to enhance skill development.~~
- [SWF1](#)

DE Proposal

Delivery Methods

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

~~Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances:~~

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.~~

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:

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 twice per semester
- - **Announcements:** - Regular announcements that are academic in nature will be posted to the class.
Frequency: - Minimum twice per week
- - **Web conferencing:** - The instructor will use web conferencing to interact with students in real time.
Frequency: - Minimum once per week
- - **Face-to-face meetings (partially online courses only):** - Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.
Frequency: - Weekly Labs and Office Hours

Student-Student Interaction

- - **Class discussion board:** - Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.
Frequency: - Minimum twice 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 3 quizzes, and 1 exam
- - **Lecture:** - Students will attend or access synchronous or asynchronous lectures on course content.
Frequency: - Minimum twice per week
- - **Other:** -
Frequency: - Minimum twice per semester

General Education/Transfer

General Education/Transfer Request

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

CCC000556835

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



Course Modification: KIN 50B - Intercollegiate Swimming & Diving

Course Modification: KIN 50B - Intercollegiate Swimming & Diving (Launched - Implemented 04-01-2026)

compared with

KIN 50B - Intercollegiate Swimming & Diving (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology 50B Intercollegiate Swimming & Diving

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN 50B - Intercollegiate Swimming & Diving 3.00 Units

This course is for intercollegiate swimming and diving competition conducted through the NCAA and the CCCAA. 3 Units Lab

Recommended Course Preparation:

- KIN ~~SW3~~ SW2
- KIN SWF1

Total Lab Hours	162
Total Inside of Class Hours	162
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Upon completion of KIN 50B, students should be able to demonstrate~~ Demonstrate and apply etiquette and sportsmanship through intercollegiate competition.
- B. ~~Upon completion of KIN 50B, students should be able to demonstrate~~ Demonstrate the ability to compete and excel at the highest level of community college - _ competition.
- C. ~~Upon completion of KIN 50B, students should be able to demonstrate~~ Demonstrate the ability to maintain good academic standing with a 2.0 GPA and 12 units.

Course Objectives:

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

- A. Demonstrate advanced swimming and diving skills appropriate to intercollegiate level athletic competition;
- B. Develop a high level of physical conditioning;
- C. Exhibit proper etiquette and sportsmanship throughout the athletic experience;
- D. Evaluate various contest situations and integrate appropriate solutions;
- E. Demonstrate how diet affects exercise and performance;
- F. Apply NCAA and CCCAA rules and regulations.

Course Content:

1. Pre-season conditioning and fitness
2. Early season team preparation
 1. Team Rules
 2. Equipment
 3. Eligibility
 4. Physicals
3. Practice
 1. Develop individual skills and conditioning (distance swimming, interval training, stroke techniques, sprints, middle distance, kicking and pulling sets, individual medley, start and turn technique)
 2. Review of rules and regulations in accordance with the NCAA and the CCCAA
 3. Develop race strategies
4. Intercollegiate Competition
 1. Refine individual skills, such as technique, dives, turns, conditioning for specific distances.
 2. Develop team tactics and strategy.
 3. Transfer skills and knowledge into conference meets, non-conference meets, Conference Championships, NorCal Championships (diving only), State Championships.
 4. Discuss how diet affects performance
 1. Proper nutrition
5. Post Season and Evaluation
 1. All-American awards
 2. Banquet

Methods of Instruction:

1. Lecture - ~~1.~~ Verbal Explain and the written information provided regarding proper technique, body position, training methodologies, and tactical race skills strategies.
2. Demonstration - The instructor will use multiple modes of drills demonstration such as visual, video, live instructor, and / or live student demonstration of skills .
3. Team Classroom Meetings ~~1.~~ Activity ~~Pre - Competition~~ ~~2.~~ Post-Competition
4. Daily practice ~~1.~~ Individual and group activities

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. Weekly
- C. Final Class Performance
 1. One

Typical Outside-of-Class Assignments

- A. Other:
 1. ~~Participate in practice session activities~~
 2. ~~Participate in drills~~
 3. Participate in competition
 4. Evaluate race outcomes

Textbooks (Typical):

Textbook:

1. ~~National Gregory Collegiate Athletic Association- 2018-2019 NCAA Men's Haff and Women's Travis Swimming Triplett Essentials of Strength and Diving Rules Conditioning.~~ ~~1~~ Fifth ed., ~~NCAA Human Kinetics, 2017~~ 2027 .
2. Scott Riewald, *Scott Rodeo Science of Swimming Faster*. First ed., Human Kinetics, 2015.
3. Jeff Huber *Springboard and Platform Diving*. First ed., Human Kinetics, 2015 .

Manual: .

1. National Collegiate Athletic Association. 2025-2026 and 2026-2027 NCAA Men's and Women's Swimming and Diving Rules . NCAA, 2025 .

Other Materials Required of Students

1. Competitive swim suit.
2. Goggles.
3. Swim Cap.

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

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

A. KIN ~~SW3~~ SW2

1. ~~Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.~~
2. ~~Employ and demonstrate efficiency techniques for each competitive stroke.~~
3. ~~Utilize pace clocks to incorporate intervals into a training regimen to enhance skill development.~~

B. KIN SWF1

1. ~~Organize each swimming stroke and/or a competitive stroke into a training program.~~

General Education/Transfer

General Education/Transfer Request

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

CCC000575210

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



Course Modification: KIN 60 - Intercollegiate Men's Water Polo

Course Modification: KIN 60 - Intercollegiate Men's Water Polo (Launched - Implemented 04-01-2026)

compared with

KIN 60 - Intercollegiate Water Polo -- Men's (Active - Implemented 08-17-2016)

Admin Outline for Kinesiology 60 Intercollegiate Men's Water Polo ~~---Men's~~

Effective: Fall

~~2016~~ 2027

Catalog Description:

KIN 60 - Intercollegiate Men's Water Polo ~~---Men's~~ 3.00 Units

This course is for Intercollegiate Men's Water Polo competition conducted through the NCAA and CCCAA. Defensive and offensive strategies, swimming mechanics, and water polo ball skills appropriate to intercollegiate athletic competition will be expected of the participants. This course may be taken four times for credit. 3 Units Lab

Recommended Course Preparation:

- KIN SW3
- ~~KIN-WP1~~

Total Lab Hours	162
Total Inside of Class Hours	162
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Upon completion of KIN 60, students should be able to demonstrate~~ Demonstrate and apply etiquette and sportsmanship through intercollegiate competition.
- B. ~~Upon completion of KIN 60, students should be able to demonstrate~~ Demonstrate appropriate offensive and defensive strategies to compete at the intercollegiate level.
- C. ~~Upon completion of KIN 60, students should be able to demonstrate~~ Demonstrate effective throwing, catching, and shooting mechanics.

Course Objectives:

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

- A. Exhibit knowledge of the rules of water polo
- B. Demonstrate effective throwing, catching, and shooting mechanics
- C. Utilize appropriate offensive and defensive strategies to compete at the intercollegiate level

Course Content:

1. Rules and Regulations
 1. NCAA
 2. CCCAA
 3. Sportsmanship and etiquette
2. Swimming Mechanics Relating to Water Polo
 1. Freestyle
 2. Backstroke
 3. Head-up freestyle
 4. Eggbeater kick
3. Conditioning
 1. Aerobic
 2. Anaerobic
 3. Strength Training
 4. Injury prevention
4. Throwing and Catching Mechanics
 1. Hand grip
 2. Wrist snap
 3. Follow through
 4. Placement
 5. Absorbtion
5. Shooting Development
 1. 2 meter
 2. 5 meter and closer
 3. Outside 5 meter
6. Defensive Strategies
 1. Press

2. Man drop
3. Zone tactics
4. 6-5 strategies
5. Counter attack prevention
7. Offensive Strategies
 1. Counter attack
 1. 2-1
 2. 3-2
 3. 4-3
 4. 5-4
 2. Front court offense
 3. 2 meter offense
 4. No 2 meter offense

Methods of Instruction:

1. Lecture - **Rules** The instructor will provide verbal, written and posted material (in Canvas) for students regarding rules , regulations, and strategies.
2. Audio-visual Activity - **Study** The instructor present the use of game film and instructional videos in class and via Canvas so students can be presented with, and have access to, in multiple locations .
3. **Lab Demonstration** - **Individual** The instructor will use multiple modes of demonstration such as visual, video, live instructor, and /or group live activities student demonstration of skills .

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. **Final Participation Class in Performance** games and scrimmages weekly
 2. **Lab Activities**

Typical Outside-of-Class Assignments

- A. **Other Laboratory** :
 1. ~~Participate in practice activities~~
 2. Participate in competition
 3. Evaluate game situations and outcomes

Textbooks (Typical):

Textbook:

1. Kelsey Holshauser *Water Polo Coaching* ~~Series--Book 1~~ **BASICS OF SUCCESSFUL COACHING** 101 ., ~~tutu.com~~ Independently Published , ~~2012~~ 2022 .

2. [Gregory Haff and Travis Triplett](#) *Water Essentials Polo of Coaching Strength Series and -Book-2 FUNDAMENTALS-OF-WATER-POLO Conditioning.* ; [lulu Fifth ed . com](#), 2012.
3. - *High Performance Training for Sports.* , Human Kinetics, 2013 [2027](#) .

Manual:

1. NCAA. ~~2014-2016~~ Water Polo Rules and Interpretations [2024-2025 and 2025-2026](#) . National Collegiate Athletic Association, ~~2014~~ [2024](#) .
2. FINA. [FINA World . Water Aquatics . Polo Competition . Rules Regulations . 2013-2017 incl. appendices 2026](#) . FINA ~~-office~~ , 2013 [2026](#) .

Other Materials Required of Students

1. Competition water polo suit.

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

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

A. KIN SW3

1. ~~Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.~~
2. ~~Employ and demonstrate efficiency techniques for each competitive stroke.~~

B. ~~KIN-WP1~~

1. ~~Recognize the basic rules of water polo~~
2. ~~Demonstrate and explain the basic components of offense and defense;~~
3. ~~Demonstrate basic water polo skills: dribbling, passing, shooting~~

General Education/Transfer

General Education/Transfer Request

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

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

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: KIN 61A - Pre-Season Intercollegiate Water Polo

Course Modification: KIN 61A - Pre-Season Intercollegiate Water Polo (Launched - Implemented 04-01-2026)

compared with

KIN 61A - Pre-Season Intercollegiate Water Polo (Active - Implemented 08-15-2021)

Admin Outline for Kinesiology 61A Pre-Season Intercollegiate Water Polo

Effective: Fall

~~2021~~ 2027

Catalog Description:

KIN 61A - Pre-Season Intercollegiate Water Polo 0.50 - 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 water polo at the advanced level in preparation for intercollegiate competition. Skills such as passing, shooting, defensive and offensive strategies will be presented and practiced. Team play and sportsmanship are important priorities that are emphasized in this class. 0.5 - 2 Units Lab

Recommended Course Preparation:

- KIN ~~WP1~~
- ~~KIN-SW2~~ SW3

Total Lab Hours	27 - 108
Total Inside of Class Hours	27 - 108
Total Student Learning Hours	27 - 108

Course Grading:

Optional

Justification for course proposal

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

- A. Explain the standard position numbers for an offensive team
- B. Demonstrate an effective defensive press
- C. Recognize various referee whistles and arm signals for game play.

Course Objectives:

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

- A. Explain the concept of periodization training
- B. Demonstrate the water polo individual medley
- C. Discuss CCCAA, NCAA, and FINA rules and regulations.
- D. Demonstrate skills required for intercollegiate water polo, e.g. handling, dribbling, shooting, passing.
- E. Execute strategies used in used during the game of water polo.
- F. Evaluate various game or water polo situations and explain possible solutions

Course Content:

- 1. Concepts of Water Polo Training
 - 1. Periodization
 - 1. Pre-Season
 - 2. In-Season
 - 3. Off-Season
 - 2. Dryland Strength Training
 - 3. In water, water polo specific training
 - 4. Flexibility
- 2. Explanation of Rules and Conduct for Intercollegiate Water Polo
 - 1. CCCAA (California Community College Athletic Association)
 - 2. NCAA (National Collegiate Athletic Association)
 - 3. FINA (Federation Internationale de natation)
- 3. Development of Water Polo Swimming Skills
 - 1. Freestyle & head-up freestyle
 - 2. Backstroke & backstroke with eggbeater
 - 3. Butterfly & butterfly with breaststroke kick
 - 4. Breaststroke
 - 5. Water polo individual medley
 - 6. Lunging
 - 7. Kicking
 - 1. Eggbeater
 - 2. Breaststroke

3. Freestyle
4. Scissor
4. Development of Water Polo Ball Skills
 1. Handling
 2. Dribbling
 3. Passing
 4. Shooting
5. Game Strategies and Situations
 1. Development of Set Offensive Plays
 1. Concepts to beat a press defense
 2. Concepts to beat a zone defense
 2. Development of Set Defensive Strategies
 1. Press defense
 2. Zone Defense
6. Participation in "hands on" experience via participation in scrimmages and games

Methods of Instruction:

1. Demonstration - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.
2. Discussion - Discussion of strategies and tactics, which may occur before and/or after demonstrations.

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. 1 per month
- C. Exams/Tests
 1. 1 midterm, 1 final

Typical Outside-of-Class Assignments

- A. ~~Other~~ Research :
 1. ~~Participate in practice session activities.~~
 2. ~~Participate in drills.~~
 3. Research a conditioning drill for water polo.
 4. Compile a series of drills with a stated objective.
 5. ~~Take an exam/quiz on concepts relating to conditioning, specifically for water polo.~~

Textbooks (Typical):

Textbook:

1. Tracy Rockwell *How-to-Play Water Polo :The Complete Coaching Guide to Mastering Your Game 101*. 1st ed., Pegasus Publishing, 2018.
2. Brent Gregory, A Haff Alvar, and Katie Travis Sell, Patricia A Duester Triplett NSCA's Essentials of ~~Tactical~~ Strength and Conditioning. ~~1st~~ Fifth ed., Human Kinetics, 2017 2027 .

Manual:

1. NCAA. Water Polo Rules and Interpretations, ~~2018~~ 2024 - ~~2019~~ 2025 and ~~2019~~ 2025 - ~~2020~~ 2026 Water Polo Rules & Interpretations. NCAA Publications, 2018 2024 .
2. FINA. Water World - Polo Aquatics - Rules Competition - 2019-2021 Regulations . FINA, 2019 2026 .

Other Materials Required of Students

1. Competitive swim suit.
2. Goggles.

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

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

- A. KIN ~~WP1~~ SW3
 1. ~~Recognize the basic rules of water polo~~
 2. ~~Demonstrate and explain the basic components of offense and defense;~~
 3. ~~Illustrate the field of play for water polo~~
 4. ~~Demonstrate basic water polo skills: dribbling, passing, shooting~~
- B. 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~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

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.

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 twice per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum twice per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Weekly Labs and Office Hours

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum twice 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 3 quizzes, Midterm, Final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Minimum twice per week
- **Other:**
Frequency: [Class performance:](#) Minimum twice per semester

General Education/Transfer

General Education/Transfer Request

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

CCC000622193

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



Course Modification: KIN 61B - Off Season Intercollegiate Water Polo

Course Modification: KIN 61B - Off Season Intercollegiate Water Polo (Launched - Implemented 04-01-2026)

compared with

KIN 61B - Off Season Intercollegiate Water Polo (Active - Implemented 08-15-2021)

Admin Outline for Kinesiology 61B Off Season Intercollegiate Water Polo

Effective: Fall

~~2021~~ 2027

Catalog Description:

KIN 61B - Off Season Intercollegiate Water Polo 0.50 - 2.00 Units

This course is designed to give students the opportunity to learn and apply specific conditioning skills relating to the game of Water Polo. Instruction will focus on speed, quickness, strength, and cardiovascular conditioning in the pool as they relate to the play of Water Polo. Concepts of dryland training and periodization will be discussed. 0.5 - 2 Units Lab

Recommended Course Preparation:

- KIN ~~WP1~~
- ~~KIN-SW2~~ SW3

Total Lab Hours	27 - 108
Total Inside of Class Hours	27 - 108
Total Student Learning Hours	27 - 108

Course Grading:

Optional

Justification for course proposal

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate five different styles of shooting the water polo ball: forehand, backhand, skip shot, sweep shot, and lob shot.
- B. Explain the water polo position numbers for a standard offense and 6-on-5 offense .
- C. Demonstrate correct positioning in the pool to maintain offensive advantage during a counterattack .

Course Objectives:

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

- A. Arrange a series of speed/quickness drills to reach a stated objective
- B. Demonstrate a proficient eggbeater kick
- C. Utilize partner and whistle drills to enhance speed and quickness.
- D. Demonstrate an improvement in physical conditioning through aerobic, sprint, and threshold training.
- E. Practice shooting, passing, body position drills to enhance physical conditioning.

Course Content:

1. Review Concepts of Water Polo Training
 1. Periodization
 1. Pre-Season
 2. In-Season
 3. Post-Season
 2. Dryland Strength Training
 3. In water, water polo specific training
 4. Flexibility
2. Review of Rules and Regulations for Water Polo
 1. CCCAA (California Community College Athletic Association)
 2. NCAA (National Collegiate Athletic Association)
 3. FINA (Federation Internationale de Natation)
3. Review of basic water polo swim skills and technique
 1. Freestyle & head-up freestyle
 2. Backstroke & backstroke with eggbeater
 3. Butterfly & butterfly with freestyle kick
 4. Breaststroke
 5. Water polo individual medley
 6. Lunging
 7. Kicking
 1. Eggbeater
 2. Breaststroke
 3. Freestyle
 4. Scissor
4. In Water Conditioning
 1. Swim sets

1. Aerobic
 2. Sprint
 3. Threshold
2. Circuit Training
 1. Leg Conditioning
 1. Freestyle kicking
 2. Breaststroke kicking
 1. Eggbeater
 1. Individual kicking drills
 2. Partner kicking drills
5. Water Polo Speed/Quickness Conditioning
 1. Individual drills
 2. Partner drills
 3. Group drills
 4. Whistle drills
6. Offensive, Defensive, and Counter Attack Conditioning
 1. Shooting
 2. Passing
 3. Body Positioning
 4. Defense to Offense
 5. Offense to Defense
7. Evaluation of Game Play
 1. Watch Instructional Videos
 2. Watch recorded games/Practice
 3. Evaluate team and individual play

Methods of Instruction:

1. ~~Application~~ Demonstration - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills .
2. Discussion - Discussion of strategies and tactics, which may occur before and/or after demonstrations.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Performance
 1. weekly drills, scrimmages
- C. Exams/Tests
 1. 1 midterm/1 final
- D. Papers
 1. 1 per semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ Research :

1. ~~Participate in practice session activities.~~
2. ~~Participate in drills.~~
3. Research a conditioning drill for water polo.
4. Compile a series of drills with a stated objective.
5. ~~Take an exam/quiz on concepts relating to conditioning, specifically for water polo.~~

Textbooks (Typical):

Textbook:

1. Tracy Rockwell *How to Play Water Polo: The Complete Guide to Mastering Your Game*. 1st ed., Pegasus Publishing, 2018.
2. ~~Alvar Gregory Brent, Haff Sell and Katie, Travis Patricia Duester Triplett~~ *NSCA's Essentials of Tactical Strength and Conditioning*. ~~First Fifth~~ ed., Human Kinetics, ~~2017 2027~~ .

Manual:

1. NCAA. Water Polo Rules and Interpretations ~~2018 2024~~ - ~~2019 2025~~ and ~~2019 2025~~ - ~~2020 2026~~ .
NCAA Publications, ~~2018 2024~~ .
2. FINA. Water World - Polo Aquatics - Rules Competition - 2019-2021 Regulations . FINA, ~~2019 2026~~ .

Other Materials Required of Students

1. Competitive swim suit.
2. Goggles.
3. Swim Cap.

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

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

- A. KIN ~~WP1~~ SW3
 1. ~~Recognize the basic rules of water polo~~
 2. ~~Demonstrate and explain the basic components of offense and defense~~
 3. ~~Illustrate the field of play for water polo~~
 4. ~~Demonstrate basic water polo skills: dribbling, passing, shooting~~
- B. ~~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~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

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.

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 twice per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum twice per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Weekly Labs and Office Hours

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum twice 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
- **Written papers:** *Papers will be written on various topics.*
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 3 quizzes, Midterm, Final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Minimum twice per week
- **Other:**
Frequency: ~~Minimum~~ Class Performance: minimum twice per semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000622194

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



Course Modification: KIN 65 - Intercollegiate Women's Water Polo

Course Modification: KIN 65 - Intercollegiate Women's Water Polo (Launched - Implemented 04-02-2026)

compared with

KIN 65 - Intercollegiate Water Polo -- Women's (Active - Implemented 08-17-2016)

Admin Outline for Kinesiology 65 Intercollegiate Women's Water Polo ~~--- Women's~~

Effective: Fall

~~2016~~ 2027

Catalog Description:

KIN 65 - Intercollegiate Women's Water Polo ~~--- Women's~~ 3.00 Units

This course is for Intercollegiate Women's Water Polo competition conducted through the NCAA and CCCAA. Defensive and offensive strategies, swimming mechanics, and water polo ball skills appropriate to intercollegiate athletic competition will be expected of the participants. This course may be taken four times for credit. 3 Units Lab

Recommended Course Preparation:

- KIN SW3
- ~~KIN-WP1~~

Total Lab Hours	162
Total Inside of Class Hours	162
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate and apply etiquette and sportsmanship through intercollegiate competition.
- B. Demonstrate appropriate offensive and defensive strategies to compete at the intercollegiate level.
- C. Demonstrate effective throwing, catching, and shooting mechanics.

Course Objectives:

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

- A. Exhibit knowledge of the rules of water polo
- B. Demonstrate effective throwing, catching, and shooting mechanics
- C. Utilize appropriate offensive and defensive strategies to compete at the intercollegiate level

Course Content:

- 1. Rules and Regulations
 - 1. NCAA
 - 2. CCCAA
 - 3. Sportsmanship and etiquette
- 2. Swimming Mechanics Relating to Water Polo
 - 1. Freestyle
 - 2. Backstroke
 - 3. Head-up freestyle
 - 4. Eggbeater kick
- 3. Conditioning
 - 1. Aerobic
 - 2. Anaerobic
 - 3. Strength Training
 - 4. Injury prevention
- 4. Throwing and Catching Mechanics
 - 1. Hand grip
 - 2. Wrist snap
 - 3. Follow through
 - 4. Placement
 - 5. Absorbtion
- 5. Shooting Development
 - 1. 2 meter
 - 2. 5 meter and closer
 - 3. Outside 5 meter
- 6. Defensive Strategies
 - 1. Press
 - 2. Man drop
 - 3. Zone tactics
 - 4. 6-5 strategies

5. Counter attack prevention
7. Offensive Strategies
 1. Counter attack
 1. 2-1
 2. 3-2
 3. 4-3
 4. 5-4
 2. Front court offense
 3. 2 meter offense
 4. No 2 meter offense

Methods of Instruction:

1. ~~Lab--Individual and group activities.~~
2. ~~Lecture--Rules, regulations, and strategies.~~
3. Audio-visual Activity - ~~Study~~ The of instructor will provide game film and instructional videos in class and in Canvas so students can be presented with, and have access to, in multiple locations.
4. Demonstration - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.
5. Lecture - The instructor will provide verbal, written and posted material (in Canvas) for students regarding rules, regulations, and strategies .

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. Weekly
- C. Final Class Performance
 1. ~~Lab~~ Once ~~Activities~~ per semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ Laboratory :
 1. Participate in practice activities
 2. Participate in competition
 3. Evaluate game situations and outcomes

Textbooks (Typical):

Textbook:

1. Gregory Haff and Travis Triplett *Essentials of Strength Training and Conditioning.* 5th ed., Human Kinetics, 2027.
2. Kelly Hoshauser *Water Polo Coaching* ~~Series--Book 1-BASICS-OF-SUCCESSFUL-COACHING~~ 101 ., ~~lulu.com~~ Independently Published , 2012:
3. - ~~Water Polo Coaching Series--Book 2-FUNDAMENTALS-OF-WATER-POLO:~~ ,lulu.com, 2012:
4. - ~~High-Performance Training for Sports:~~ ,Human Kinetics, 2013 2022 .

Manual:

1. NCAA. ~~2014-2016~~ Water Polo Rules and Interpretations 2024-2025 and 2025-2026 . National Collegiate Athletic Association, ~~2014~~ 2024 .
2. FINA. FINA World Water Aquatics Polo Competition Rules Regulations . ~~2013-2017 incl. appendices~~ 2026 . FINA office, ~~2013~~ 2026 .

Other Materials Required of Students

1. Competition water polo suit.

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

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

A. KIN SW3

1. ~~Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.~~
2. ~~Employ and demonstrate efficiency techniques for each competitive stroke.~~

B. ~~KIN WP1~~

1. ~~Recognize the basic rules of water polo~~
2. ~~Demonstrate basic water polo skills: dribbling, passing, shooting~~

General Education/Transfer

General Education/Transfer Request

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

CB03: TOP Code

083550 - Intercollegiate Athletics

CIP Code

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

CB04: Credit Status

~~D - Credit - Degree Applicable~~

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

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: KIN AR1 - Archery 1 - Beginning Archery

Course Modification: KIN AR1 - Archery 1 - Beginning Archery (Launched - Implemented 04-01-2026)

compared with

KIN AR1 - Archery 1 - Beginning Archery (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology AR1 Archery 1 - Beginning Archery

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN AR1 - Archery 1 - Beginning Archery 1.00 Units

Covers the fundamental techniques of archery, terminology, accessories, and history of the sport. - Students will acquire knowledge in the safe use and proper care of equipment, along with range safety. Practice and class competitions are provided to enhance skill development. 1 Units Lab

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Demonstrate the steps of shooting.
- B. Identify and name the parts of the recurve bow and arrow .
- C. Demonstrate proper range and shooting etiquette .

Course Objectives:

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

- A. Define and review the historical, cultural evolution of archery
- B. Execute the draw and load technique.
- C. Explain and demonstrate proper safety techniques
- D. Identify standard archery equipment
- E. Identify and practice the methods of scoring in archery
- F. Define terminology of archery

Course Content:

- 1. Understand and appreciate the nature of archery
 - 1. Protection
 - 2. Food supply
- 2. Historical, cultural evolution of archery
 - 1. Early history
 - 1. Israelites and Egyptians
 - 2. Greek legend about the ability of women to use bows
 - 3. Oriental design of the short bow
 - 4. English and the long bow
 - 5. French adoption of cross bows
 - 2. Present day use of the bow
 - 1. Military in Vietnam
 - 2. Hunting
 - 3. Competitive Shooting
 - 3. Evolution of the sport
 - 1. Developed by Henry VIII of England
 - 2. First U.S. club 1828
 - 3. NAA (National Archery Association) formed 1879
 - 4. The Olympic games
- 3. Types of field competition
 - 1. Instinctive
 - 2. Freestyle
 - 3. Clout
 - 4. Flight
- 4. Techniques and Skills of Archery
 - 1. Stances
 - 1. Open
 - 2. Closed
 - 2. Grip
 - 3. Drawing the bow

4. Anchoring
5. Aiming
6. Release
7. Follow through
5. Safety Techniques
 1. Bows
 1. Bows with splinters
 2. Bows with correct weight
 3. Bows with overdraw
 2. Arrows
 1. Cracked or splintered
 2. Bow and arrow weight
 3. Overdraw
 3. Shooting course
 1. Etiquette
 2. Shooting line
 3. Waiting line
 4. Retrieval line
 5. Commands
6. Equipment
 1. Bows
 2. Arrows
 1. Spine
 2. Fletching
 3. Arm Guard
 1. Leather
 2. Vinyl
 4. Glove/Finger Tab
 1. Leather
 2. Vinyl
7. Terminology of Archery
8. Rules
 1. Columbia Round
 2. American Round
 3. Collegiate Round
 4. FITA Round

Methods of Instruction:

1. Lecture - Explain the history and cultural evolution of archery.
2. Demonstration - Stance, grip, drawing the bow, anchoring, aiming, release, follow through.
3. Simulations - Shoot and score and archery round
4. Discussion - Safety techniques

Methods of Evaluation

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

Typical Outside-of-Class Assignments

- A. ~~Other~~ Laboratory :
 - 1. Student will demonstrate correct release technique with an open stance
 - 2. Student will score a round using Columbia Round rules
 - 3. Student will explain correct course set up and etiquette, including placement of the shooting line, waiting line, and retrieval line.

Textbooks (Typical):

Textbook:

- 1. Miloes Starsfield *Archery Scorebook: Archery Training Book Step by Step Guide to Master Bow and Arrow Techniques Improve Accuracy and Shoot with Confidence.* , Independently published, 2025.
- 2. Mario F. Canepa *Motor Sciences for Archery: The Kinesiological Perspective.* , Independently Published, 2023.
- 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

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

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Skills

General Education/Transfer

General Education/Transfer Request

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

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.

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



Course Modification: KIN SW1 - Swimming 1

Course Modification: KIN SW1 - Swimming 1 (Launched - Implemented 04-02-2026)
compared with
KIN SW1 - Swimming 1 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology SW1 Swimming 1

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN SW1 - Swimming 1 1.00 Units

An introductory course designed to teach basic swimming skills and is designed for non-swimmers who cannot complete one length of the pool (25 yards). Emphasis will be on the physical and psychological adjustment to the water as well as basic swimming stroke technique. Students will also learn aquatics safety methods. 1 Units
Lab

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

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. Demonstrate the basic techniques of freestyle and backstroke for 25 yards.
- C. Demonstrate the basic techniques of elementary backstroke.

Course Objectives:

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

- A. Employ beginning level breathing: blowing bubbles, bobbing, turning the head to the side
- B. Describe and apply aquatic safety methods, including drown-proofing technique
- C. Demonstrate competency of beginning level swimmers, including floating skills, and comfort in the water;
- D. Demonstrate the basic techniques of freestyle and backstroke for 25 yards.
- E. Demonstrate the basic techniques of a non-competitive stroke, elementary backstroke
- F. Perform fundamental entries into the water, shallow and deep.
- G. Identify common swim training equipment

Course Content:

1. ~~Technical~~ Aquatic safety techniques, including drown-proofing, floating, and ~~tactical~~ treading application water
2. Non-competitive swim strokes, such as elementary backstroke
3. Fundamental techniques for competitive swim strokes, including freestyle and backstroke
4. Explanation, demonstration and practice of ~~attacking~~ new ~~principles-~~ strokes
 1. ~~-penetrating~~ Elementary ~~passes~~ backstroke
 2. ~~supporting~~ Front ~~angles~~ Crawl Stroke
 3. ~~movement off-the-ball~~
 4. ~~width and depth~~
 5. ~~switching the point of the attack-~~ Backstroke
5. ~~Technical~~ Breathing techniques: blowing bubbles underwater, bobbing, and ~~tactical~~ turning application the head to the side.
6. Entry in to shallow and deep water
7. General information about swimming: explanation of ~~defensive~~ equipment, ~~principles-~~
 1. ~~-pressure~~
 2. ~~delay~~
 3. ~~depth~~

4. ~~balance~~

5. ~~compactness.~~

8. ~~Technical~~ names ~~instruction of~~ on equipment, and how ~~and why~~ to apply:

1. ~~receiving~~

2. ~~passing~~

3. ~~dribbling~~

use equipment.

Methods of Instruction:

1. ~~Lecture~~ Demonstration and ~~_~~ handouts
2. ~~Verbal~~ The explanation ~~instructor and will~~ visual use cuing
3. ~~Quizzes~~ multiple and ~~demonstrations~~
4. ~~Practice~~ modes of technique
5. ~~Student~~ demonstration participation
6. ~~Visual~~ such as visual, video, live instructor, and /or ~~physical~~ live student demonstration of skills.

Methods of Evaluation

A. Class Participation

1. Daily

B. Class Performance

1. Weekly

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

1. Learn beginning front crawl technique.
2. Learn floating and treading water techniques.
3. Describe and demonstrate the techniques of the elementary backstroke.
4. Demonstrate the ability to swim freestyle utilizing the side-breathing technique (so that the hairline is at water level, thus allowing proper head-turn for side-breathing) the width of the pool or 25 yards.

Textbooks (Typical):

Textbook:

1. ~~Scott Bay Fares Ksebati~~ *Swimming 101 Steps Ways to To Success Swim Faster: How To Swim Faster and Prevent Injury For Life*. ~~1st ed.~~, ~~Human Independently Kinetics Published~~, ~~2016~~ 2024.
2. Brett Hawke *Science of Swimming: Transform Your Stroke, Improve Strength, Revolutionize Your Training (The Science of Fitness)*. , DK, 2024.
3. Nicholas Loxton *Successful Swimming Ideas, LLC, Jeffrey Napolski* Teaching *Swimming - The Easy Way*. ~~1st ed.~~, *Swimming Ideas Tutor*, ~~LLC~~, ~~2018~~ 2025.

Other Materials Required of Students

1. Students are required to wear appropriate swim attire (swim suit, goggles, and swim caps for those with long hair)..

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

General Education/Transfer

General Education/Transfer Request

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

CCC000606216

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



Course Modification: KIN SW2 - Swimming 2

Course Modification: KIN SW2 - Swimming 2 (Launched - Implemented 04-01-2026)
compared with
KIN SW2 - Swimming 2 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology SW2 Swimming 2

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN SW2 - Swimming 2 1.00 Units

This is a beginning level course designed to teach fundamental swimming skills. Emphasis will be on developing basic swimming techniques for the freestyle and backstroke, and include an introduction to breaststroke, butterfly, and sidestroke. Students will also learn aquatic safety methods. 1 Units Lab

Recommended Course Preparation:

- KIN SW1

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Upon completion of KIN SW2, students should be able to demonstrate~~ Demonstrate competency of beginning-level swimming skills; including basic swim strokes - _ (competitive and non-competitive) for 25 yards.
- B. ~~Upon completion of KIN SW2, students should be able to illustrate~~ Illustrate the basic breathing ~~technique~~ techniques for each of the four competitive strokes.
- C. Demonstrate the fundamental swimming techniques for each of the four competitive strokes.

Course Objectives:

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

- A. Demonstrate competency of beginning level swimming skills; including basic swim strokes (competitive and non-competitive);
- B. Demonstrate proper body position for butterfly and breaststroke
- C. Recognize a stroke drill for each of the four competitive strokes
- D. Illustrate the basic breathing technique for each of the four competitive strokes
- E. Utilize kickboards and fins to strengthen swim technique

Course Content:

- 1. Review of aquatic safety techniques, including drown-proofing, floating, and treading water
- 2. Review of fundamental strokes listed below:
 - 1. Backstroke (competitive)
 - 2. Front Crawl Stroke (Freestyle)
 - 3. Elementary backstroke
- 3. Explanation, demonstration, and practice of new strokes
 - 1. Breaststroke
 - 2. Butterfly
- 4. Fundamental ~~techniques~~ techniques and drills
 - 1. Freestyle
 - 2. Backstroke
 - 3. Breaststroke
 - 4. Butterfly
- 5. Basic Breathing Techniques
 - 1. Freestyle
 - 2. Backstroke
 - 3. Breaststroke
 - 4. Butterfly
- 6. Equipment
 - 1. Fins
 - 2. Kickboards

Methods of Instruction:

- 1. Demonstration - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.
- 2. Lecture - Lecture topics will be presented orally, with physical handouts, and ~~handouts~~

3. Verbal posted explanation online and visual-cuing
4. Quizzes and demonstrations
5. Practice of technique
6. Student participation
7. Visual and physical demonstration (Canvas).

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. Weekly

Typical Outside-of-Class Assignments

A. Other Writing :

1. Define the front crawl and explain the technique.
2. Describe and demonstrate the techniques of the breaststroke.
3. Write a brief analysis of the purpose and function of a drill relating to a specific swim stroke.

B. Laboratory:

1. Demonstrate the ability to swim freestyle while utilizing the side-breathing technique (so that the hairline is at water level, thus allowing proper head-turn for side-breathing) the width of the pool or 25 yards.

Textbooks (Typical):

Textbook:

1. Scott Brett Bay Hawke Science of Swimming : Steps Transform to Your Success Stroke, Improve Strength, Revolutionize Your Training (The Science of Fitness). ~~1st ed.~~ , ~~Human Kinetics DK~~ , ~~2016~~ 2024 .
2. Fares Ksehati 101 Ways To Swim Faster: How To Swim Faster and Prevent Injury For Life . Independently Published, 2024.
3. Nicholas Loxton Successful Swimming Ideas, LLC, Jeffrey Napolski Teaching Swimming - The Easy Way. ~~1st ed.~~ , Swimming Ideas Tutor , ~~LLC, 2018~~ 2025 .

Other Materials Required of Students

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

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

A. KIN SW1

1. ~~Employ beginning-level breathing: blowing bubbles, bobbing, turning the head to the side~~
2. ~~Describe and apply aquatic safety methods, including drown-proofing technique~~
3. ~~Demonstrate competency of beginning-level swimmers, including floating skills, and comfort in the water;~~
4. ~~Demonstrate the basic techniques of freestyle and backstroke for 25 yards.~~

General Education/Transfer

General Education/Transfer Request

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

CCC000606217

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



Course Modification: KIN SW3 - Swimming 3

Course Modification: KIN SW3 - Swimming 3 (Launched - Implemented 04-02-2026)
compared with
KIN SW3 - Swimming 3 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology SW3 Swimming 3

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN SW3 - Swimming 3 1.00 Units

This is an Intermediate Swimming course. Instruction includes refining the competitive strokes (freestyle, backstroke, butterfly, breaststroke), the introduction of the individual medley, and competitive turns for each stroke. 1 Units Lab

Recommended Course Preparation:

- KIN SW2

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke ~~, each with competitive flip-turn~~ ; 50 yards breaststroke and 50 yards butterfly, ~~each with the correct competitive turn~~; 100 ~~yard~~ yards Individual Medley ~~with correct turns~~ , - and a 500 yard continuous swim using any combination of swim strokes.
- B. Utilize pace clocks to incorporate intervals ~~in to~~ into a training regimen to enhance skill development.
- C. Demonstrate competitive turns for each stroke

Course Objectives:

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

- A. Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.
- B. Employ and demonstrate efficiency techniques for each competitive stroke.
- C. Utilize swimming equipment, such as kickboards, pull buoys, and fins, to strengthen swim technique.
- D. Demonstrate an appropriate warm-up for swimming
- E. Utilize pace clocks to incorporate intervals into a training regimen to enhance skill development.
- F. Demonstrate competitive breathing techniques associated with each stroke

Course Content:

- 1. Refinement of the fundamental techniques for competitive swim strokes, including freestyle, backstroke, breaststroke, and butterfly through various drills specific to each stroke
- 2. Review of fundamental strokes listed below:
 - 1. Freestyle
 - 2. Breaststroke
 - 3. Backstroke
 - 4. Butterfly
- 3. Introduction to the Individual Medley
- 4. Competitive turns for each stroke
 - 1. Freestyle
 - 2. Breaststroke
 - 3. Backstroke
 - 4. Butterfly
 - 5. Individual Medley
- 5. Introduction to Conditioning for Swimming
 - 1. Proper warm up ~~techniques~~ techniques
 - 2. Aerobic swims
 - 3. Specific distance swims
 - 4. Swim equipment
 - 1. Fins
 - 2. Kickboard
 - 3. Pull Buoy
 - 5. Understanding a pace clock

6. Competitive breathing techniques and strategies

1. Competitive strokes
2. Turns

Methods of Instruction:

1. ~~Visual~~ Demonstration - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.
2. Lecture - Lecture topics will be presented orally, with physical handouts, and ~~physical~~ posted demonstration
3. ~~Practice~~ online of technique (Canvas).
4. Verbal explanation and visual cuing
5. ~~Quizzes and demonstrations~~
6. ~~Lecture and handouts~~
7. ~~Student participation~~

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. Weekly

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :
 1. ~~Learn competitive breaststroke and butterfly technique.~~
 2. Describe and demonstrate the techniques of the freestyle flip turn.
 3. Write a brief analysis of the techniques and mechanics of the freestyle and backstroke, and contrast with breaststroke and butterfly.
- B. Laboratory:
 1. Learn competitive breaststroke and butterfly technique.
 2. Demonstrate the ability to swim the 100 Individual Medley (Butterfly, Backstroke, Breaststroke, Freestyle).
 3. Use a pace clock to follow training regimen (Swim 10x50 on 1:20)

Textbooks (Typical):

Textbook:

1. [Scott Bay Fares Ksebati](#) *Swimming 101 Steps Ways to To Success Swim Faster: How To Swim Faster and Prevent Injury For Life*. -1st ed., Human Independently Kinetics Published, 2016 2024.
2. [Brett Hawke](#) *Science of Swimming: Transform Your Stroke, Improve Strength, Revolutionize Your Training (The Science of Fitness)*. , DK, 2024.
3. [Nicholas Loxton](#) *Successful Swimming Ideas, LLC, Jeffrey Napolski Teaching Swimming - The Easy Way*. -1st ed., Swimming Ideas Tutor, LLC, 2018 2025.

Other Materials Required of Students

1. Students are required to wear appropriate swim attire (swim suit, goggles, and swim caps for those with long hair)..

Equity Based Curriculum

- [Methods of Instruction](#)

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*

General Education/Transfer

General Education/Transfer Request

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

CCC000606218

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

Course Modification: KIN SW4 - Swimming 4

Course Modification: KIN SW4 - Swimming 4 (Launched - Implemented 04-02-2026)
compared with
KIN SW4 - Swimming 4 (Active - Implemented 08-15-2020)

**Admin Outline for Kinesiology SW4
Swimming 4****Effective:** Fall ~~2020~~ 2027**Catalog Description:****KIN SW4 - Swimming 4
1.00 Units**

This is an advanced course designed to enhance the overall knowledge and technique for the aspiring swimmer. Instruction will include an in depth analysis of stroke, turn, and start techniques used in competition (Intercollegiate, High School, Open Water, Triathlon, USA Swimming, and Recreational League). 1 Units Lab

Recommended Course Preparation:

- KIN SW3

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Utilize various training technologies throughout a training set towards the appropriate objective (front-mount snorkel, tempo trainer, etc).
- B. Perform any one of the 13 NCAA individual races with appropriate strategies
- C. Demonstrate one stroke drill for each of the four competitive strokes.

Course Objectives:

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

- A. Compare and contrast stroke techniques using video analysis
- B. Describe the benefits of using the front-mount snorkel
- C. Demonstrate a competitive race start
- D. Construct multiple stroke drills that lead to a stated objective for one stroke
- E. Evaluate NCAA Swimming Rules and Regulations and apply them in a race situation
- F. Demonstrate how to reduce friction and drag in an aquatic environment

Course Content:

- 1. Stroke technique evaluation
 - 1. Video Analysis
 - 2. Stroke demonstration
- 2. Stroke drills
 - 1. Freestyle
 - 2. Backstroke
 - 3. Butterfly
 - 4. Breaststroke
- 3. Technical Products
 - 1. Front-Mount Snorkel
 - 2. Tempo Trainer
 - 3. Fins
 - 4. Swim Paddles
 - 5. Monofin
 - 6. Stretch Cordz
- 4. Race Starts
- 5. Theory
 - 1. Understanding the relationship of training/repetition to stroke development
 - 2. Hydrodynamic Principles
 - 1. Streamlining
 - 2. Friction
 - 3. Drag Reduction
- 6. Rules and Regulations
 - 1. NCAA

2. USA Swimming

Methods of Instruction:

1. Lecture - ~~1.~~ Lecture Explain topics the will proper be technique presented orally, body with position physical handouts, and efficiency posted skills online (Canvas).
2. Demonstration - The instructor will use multiple modes of drills/skills
3. ~~Practice-1.~~ demonstration ~~Individual~~ such as visual, video, live instructor, and /or group live activities student demonstration of skills.

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. Weekly

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :
 1. ~~Participate~~ Provide a written, detailed explanation of the advancements in ~~practice~~ stoke session technique activities technology.
- B. ~~Participate in drills-~~ Laboratory:
 1. Develop a series of drills to enhance the development of a particular stroke
 2. ~~Provide a written, detailed explanation of the advancements in stoke technique technology~~

Textbooks (Typical):

Textbook:

1. Brett Hawke Science of Swimming: Transform Your Stroke, Improve Strength, Revolutionize Your Training. (The Science of Fitness). , DK, 2024.
2. Fares Ksebati 101 Ways To Swim Faster: How To Swim Faster and Prevent Injury For Life. . Independently Published, 2024.
3. Nicholas Loxton Successful Swimming ~~Ideas, LLC, Jeffrey Napolski~~ Teaching Swimming - The Easy Way. ~~1st ed.~~, Swimming Ideas Tutor , LLC, 2018:
4. ~~Scott Bay~~ Swimming Steps to Success. ~~1st ed., Human Kinetics, 2016~~ 2025 .

Other Materials Required of Students

1. Competitive swim suit.
2. Goggles.
3. Swim Cap for those with long hair.

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

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

A. KIN SW3

1. ~~Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.~~
2. ~~Employ and demonstrate efficiency techniques for each competitive stroke.~~
3. ~~Utilize swimming equipment, such as kickboards, pull buoys, and fins, to strengthen swim technique.~~

General Education/Transfer

General Education/Transfer Request

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

CCC000606219

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



Course Modification: KIN SWF1 - Swimming for Fitness 1

Course Modification: KIN SWF1 - Swimming for Fitness 1 (Launched - Implemented 04-02-2026)

compared with

KIN SWF1 - Swimming for Fitness 1 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology SWF1 Swimming for Fitness 1

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN SWF1 - Swimming for Fitness 1 1.00 Units

This course is designed to introduce students to conditioning for swimming. This is a broad level course that will utilize a variety of strokes to increase cardiovascular fitness, as well as introduce the students to different training methodologies. 1 Units Lab

Recommended Course Preparation:

- KIN SW2

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Illustrate a personalized swim training program based upon aquatic training principles.
- B. Demonstrate improvement in a timed swim .
- C. Illustrate a basic dryland training program to complement an aquatic training program .

Course Objectives:

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

- A. Demonstrate safe warm-up and cool-down techniques
- B. Organize each swimming stroke and/or a competitive stroke into a training program.
- C. Illustrate a personalized training program based upon aquatic fitness training principles.
- D. Organize a training goal based upon aquatic training principles.
- E. Recognize the benefits of cardiovascular endurance.
- F. Recognize the effect cross training and strength training have on performance

Course Content:

- 1. Review of fundamental strokes
 - 1. Backstroke
 - 2. Front Crawl Stroke (freestyle)
 - 3. Breaststroke
 - 4. Butterfly
- 2. Review of the Individual Medley
- 3. Warming up and cooling down
- 4. Training for specific strokes and events
 - 1. Relationship of training for all distances
 - 2. Benefits of training for all distances
- 5. Building Endurance
- 6. Benefits of cardiovascular endurance
- 7. Benefits of cross-training/strength training

Methods of Instruction:

- 1. ~~Verbal~~ Lecture ~~explanations~~ - Lecture topics will be presented orally, with physical handouts, and posted online (Canvas).
- 2. Demonstration - The instructor will use multiple modes of ~~techniques~~
- 3. ~~Land~~ demonstration such as visual, video, live instructor, and /or ~~water~~ live ~~demonstrations~~
- 4. ~~Verbal~~ student ~~explanation~~ demonstration of ~~training methodologies~~
- 5. ~~Individual correction and practice~~
- 6. ~~Class drills~~ skills.

Methods of Evaluation

- A. Class Participation
 - 1. Daily

B. Class Performance

1. Weekly

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. Read handouts and text on swimming and cardiovascular condition

B. ~~Swim repetitive laps utilizing selected swim strokes~~

Writing:

1. Write a complete swim workout with specific training goals in mind

Textbooks (Typical):

Textbook:

1. ~~Reiwald Brett Scott~~ Hawke Science of Swimming: Transform Your Stroke , ~~Rodeo~~ Improve Scott Strength. Revolutionize Your Training (The Science of Swimming Fitness). ,DK, 2024.
2. Fares Ksebati 101 Ways To Swim Faster : How To Swim Faster and Prevent Injury For Life. ,Independently Published, 2024.
3. Gregory Haff and Travis Triplett Essentials of Strength Training and Conditioning. . ~~1st~~ Fifth ed., Human Kinetics, 2015.
4. ~~Sheila-Taormina Swim Speed Workouts. 2nd ed., Velopress, 2019~~ 2027 .

Other Materials Required of Students

1. Swim suit, goggles..
2. Swim cap for those with long hair..

Equity Based Curriculum

- Methods of Instruction

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. ~~Demonstrate proper body position for butterfly and breaststroke~~
3. ~~Illustrate the basic breathing technique for each of the four competitive strokes~~

General Education/Transfer

General Education/Transfer Request

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

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



Course Modification: KIN SWF2 - Swimming for Fitness 2

Course Modification: KIN SWF2 - Swimming for Fitness 2 (Launched - Implemented 04-02-2026)

compared with

KIN SWF2 - Swimming for Fitness 2 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology SWF2 Swimming for Fitness 2

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN SWF2 - Swimming for Fitness 2

1.00 Units

This is an intermediate level swim fitness course with an emphasis in sprint training. This course will teach the student about the different aspects of sprint training as they relate to different distances (50 and 100 yards/meters). Instruction will also include sprint training for each of the competitive strokes (backstroke, breaststroke, and butterfly). 1 Units Lab

Recommended Course Preparation:

- KIN ~~SWF1~~ SW2
- KIN ~~SW3~~ SWF1

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate a training methodology that will increase power and speed in swimming.
- B. Demonstrate improvement in a timed sprint swim .
- C. [Devise a sprint training set for the 50 yard freestyle](#) .

Course Objectives:

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

- A. Discuss which energy systems apply to sprint training.
- B. Demonstrate a training methodology that will increase power and speed in swimming.
- C. Recognize similarities in sprint training for each stroke.
- D. Demonstrate an efficient stroke for sprinting.
- E. Identify alternative dryland activities that will compliment sprint training.

Course Content:

- 1. Review of fundamental strokes
 - 1. Backstroke
 - 2. Freestyle
 - 3. Breaststroke
 - 4. Butterfly
- 2. Overview of the body's energy systems
 - 1. ATP-CP
 - 2. Anaerobic glycolysis
 - 3. Aerobic glycolysis
- 3. Sprint Training Methodologies
 - 1. Aerobic needs
 - 2. Threshold
 - 3. VO_2 max
 - 4. Lactate Tolerance
 - 5. Lactate Production
 - 6. Power
 - 7. Speed
- 4. Sprint Training for Specific Strokes
 - 1. Freestyle
 - 2. Butterfly
 - 3. Backstroke
 - 4. Breaststroke
- 5. Technique
 - 1. Efficiency
 - 2. Technological tools
 - 1. Front-mount snorkel, paddles, fins, tempo trainer, etc
- 6. Sprint training options

1. dryland activities
2. resistance training

Methods of Instruction:

1. ~~Verbal~~ Discussion ~~explanations~~ - The instructor will use multiple modes of ~~techniques~~ demonstration such as visual, video, live instructor, and/or live student demonstration of skills.
2. ~~Land~~ Demonstration - The instructor will utilize land and in- water demonstrations to enhance student learning.
3. ~~Verbal~~ Lecture ~~explanation~~ - ~~of~~ Lecture ~~training topics~~ methodologies
4. ~~Individual~~ will ~~correction~~ be presented orally, with physical handouts, and ~~practice~~
5. ~~Class~~ posted ~~drills~~ online (Canvas).

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. Weekly

Typical Outside-of-Class Assignments

- A. ~~Other~~ Laboratory :
 1. Swim repetitive laps utilizing selected energy system training methodologies
- B. Reading:
 1. Read handouts and text on swimming and sprint training
 2. ~~Swim repetitive laps utilizing selected energy system training methodologies~~
 3. Examine current trends in sprint training from reputable resources online

Textbooks (Typical):

Textbook:

1. ~~Sheila Taormina~~ Fares Ksebati 101 Ways To Swim Speed Faster: Workouts How To Swim Faster and Prevent Injury For Life . ~~2nd ed.~~ , ~~Velopress~~ Independently Published , ~~2019~~ 2024 .
2. ~~Scott Brett~~ Reiwald Hawke Science of Swimming: Transform Your Stroke , ~~Rodeo~~ Improve Scott Strength, Revolutionize Your Training (The Science of Swimming Fitness). , ~~Faster~~ DK, 2024.
3. Gregory Haff and Travis Triplett Essentials of Strength Training and Conditioning . ~~1st~~ 5th ed., Human Kinetics, ~~2015~~ 2027 .

Other Materials Required of Students

1. Swim suit, goggles..
2. Swim cap for those with long hair..

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

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

- A. KIN ~~SWF1~~ [SW2](#)
 1. ~~Demonstrate safe warm-up and cool-down techniques~~
 2. ~~Recognize the benefits of cardiovascular endurance.~~
- B. KIN ~~SW3~~ [SWF1](#)
 1. ~~Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100-yard Individual Medley with correct turns, and a 500-yard continuous swim using any combination of swim strokes.~~
 2. ~~Employ and demonstrate efficiency techniques for each competitive stroke.~~
 3. ~~Utilize pace clocks to incorporate intervals into a training regimen to enhance skill development.~~
 4. ~~Demonstrate competitive breathing techniques associated with each stroke~~

General Education/Transfer

General Education/Transfer Request

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

CCC000606221

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



Course Modification: KIN SWF3 - Swimming for Fitness 3

Course Modification: KIN SWF3 - Swimming for Fitness 3 (Launched - Implemented 04-02-2026)

compared with

KIN SWF3 - Swimming for Fitness 3 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology SWF3 Swimming for Fitness 3

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN SWF3 - Swimming for Fitness 3 1.00 Units

This is an intermediate level swim fitness course with an emphasis in middle distance training. This course will teach the student about the different aspects of middle distance training for freestyle as they relate to specific race distances: 200, 400, and 500. Instruction will also focus on the 200 & 400 Individual Medley and the 200's of the strokes (backstroke, breaststroke, and butterfly). 1 Units Lab

Recommended Course Preparation:

- KIN ~~SWF1~~ SW2
- KIN ~~SW3~~ SWF1

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate an improvement in a timed 500 yard swim.
- B. Demonstrate an improvement in a timed mid-distance swim.
- C. Demonstrate threshold pace throughout a given set.

Course Objectives:

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

- A. Discuss how each energy system applies to middle distance training
- B. Demonstrate how to maintain Threshold Pace throughout a given swim set
- C. Summarize differences in training for each of the stroke 200's
- D. Demonstrate training methodologies for the Individual Medley
- E. Evaluate stroke efficiency of during class demonstrations
- F. Select appropriate alternative dryland activities that complement middle distance training

Course Content:

- 1. Review of fundamental strokes
 - 1. Backstroke
 - 2. Freestyle
 - 3. Breaststroke
 - 4. Butterfly
- 2. Overview of the body's energy systems
 - 1. ATP-CP
 - 2. Anaerobic glycolysis
 - 3. Aerobic glycolysis
- 3. Understanding How Each Energy System Plays a Part in Middle Distance Racing
- 4. Middle Distance Training Methodologies
 - 1. Aerobic needs
 - 2. Threshold Pace
 - 3. VO_2 max
 - 4. Lactate Tolerance
 - 5. Lactate Production
 - 6. Power
 - 7. Speed
- 5. Training for the 200's of the Strokes
 - 1. Freestyle
 - 2. Butterfly
 - 3. Backstroke
 - 4. Breaststroke
- 6. Training for the Individual Medley
 - 1. 200 IM
 - 2. 400 IM

7. Technique

1. Importance of efficiency
2. Technology tools
 1. Front-mount snorkel, paddles, fins, tempo trainer, etc

8. Alternative training options

1. dryland activities
2. resistance training

Methods of Instruction:

1. Lecture - ~~Verbal~~ Lecture explanations topics of will training be methodologies
2. ~~Observation presented - orally.~~ Skills with physical handouts, and ~~drills~~
3. ~~Individualized posted Instruction online -Correction-and-practice~~ (Canvas).
4. Demonstration - ~~Land~~ The instructor will utilize land and in- water demonstrations to enhance student learning.
5. Discussion - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.

Methods of Evaluation

A. Class Participation

1. Daily

B. Class Performance

1. Weekly

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

1. Swim repetitive laps utilizing selected energy system training methodologies

B. Reading:

1. Read handouts and text on swimming and specific race distance training
2. ~~Swim repetitive laps utilizing selected energy system training methodologies~~
3. Examine current trends in middle distance - training from reputable resources online

Textbooks (Typical):

Textbook:

1. ~~Sheila Brett Taormina~~ Hawke ~~Swim Science~~ Speed of Workouts: Swimming: 2nd Transform ed: Your Stroke , Velopress Improve Strength , 2019:
2. ~~Scott~~ Revolutionize ~~Reiwald~~ Your Training (The Science of Swimming Fitness), , DK, 2024.

3. [Fares Ksebaty 101 Ways To Swim Faster : How To Swim Faster and Prevent Injury For Life .,Independently Published, 2024.](#)
4. [Gregory Haff Essentials of Strength Training and Conditioning . 1~~st~~ 5th ed., Human Kinetics, 2015 2027 .](#)

Other Materials Required of Students

1. Swim suit, goggles..
2. Swim cap for those with with long hair..

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

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

- A. KIN ~~SWF1~~ [SW2](#)
 1. ~~Demonstrate safe warm-up and cool-down techniques~~
- B. KIN ~~SW3~~ [SWF1](#)
 1. ~~Perform 100-yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.~~
 2. ~~Employ and demonstrate efficiency techniques for each competitive stroke.~~
 3. ~~Utilize swimming equipment, such as kickboards, pull buoys, and fins, to strengthen swim technique.~~
 4. ~~Utilize pace clocks to incorporate intervals into a training regimen to enhance skill development.~~
 5. ~~Demonstrate competitive breathing techniques associated with each stroke~~

General Education/Transfer

General Education/Transfer Request

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

CCC000606222

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



Course Modification: KIN SWF4 - Swimming for Fitness 4

Course Modification: KIN SWF4 - Swimming for Fitness 4 (Launched - Implemented 04-02-2026)

compared with

KIN SWF4 - Swimming for Fitness 4 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology SWF4 Swimming for Fitness 4

Effective: Fall

~~2020~~ 2027

Catalog Description:

KIN SWF4 - Swimming for Fitness 4 1.00 Units

This is an intermediate level swim fitness course with an emphasis in distance training. This course will teach the student about the different aspects of distance training for freestyle as they relate to specific race distances: 800/1500 meters and 1000/1650 yards. Instruction will also include an introduction to open water swimming techniques and strategies. 1 Units Lab

Recommended Course Preparation:

- KIN ~~SWF1~~ SW2
- KIN ~~SW3~~ SWF1

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate improvement in a timed distance swim.
- B. Demonstrate the benefit of interval training and pacing through demonstrated improvement in - _ a timed 20 minute swim.
- C. Identify the benefits of interval training and pacing as they relate to distance training.

Course Objectives:

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

- A. Discuss how each energy system applies to distance training and racing
- B. Summarize the relationship of power and speed as they relate to distance swimming.
- C. Identify the benefits interval training and pacing have on distance swimming
- D. Recognize the importance kicking plays into distance training
- E. Compare and contrast distance swimming in the pool to open water swimming
- F. Demonstrate efficiency techniques learned from using the front-mount snorkel
- G. Identify appropriate alternative dryland activities that complement distance training

Course Content:

- 1. Review of Freestyle Technique
- 2. Overview of the body's energy systems
 - 1. ATP-CP
 - 2. Anaerobic glycolysis
 - 3. Aerobic glycolysis
- 3. Understanding How Each Energy System Plays a Part in Distance Racing
- 4. Distance Training Methodologies
 - 1. Aerobic needs
 - 2. Threshold Pace
 - 3. VO_2 max
 - 4. Lactate Tolerance
 - 5. Lactate Production
 - 6. Power
 - 7. Speed
- 5. Distance Training
 - 1. Kicking
 - 2. Pulling
 - 3. Individual Medley
 - 4. Pacing
 - 5. Interval Training
- 6. Open Water
 - 1. Differences from the pool
 - 2. Common race lengths
 - 3. Equipment

4. Breathing strategies
5. Spotting
7. Technique
 1. Importance of efficiency
 2. Technology tools
 1. Front-mount snorkel, paddles, fins, tempo trainer, etc
8. Alternative training options
 1. dryland activities
 2. resistance training

Methods of Instruction:

1. Lecture - ~~Verbal~~ Lecture ~~explanations~~ topics of will ~~training~~ be ~~methodologies~~
2. ~~Observation~~ presented - ~~orally,~~ Skills with physical handouts, and ~~drills~~
3. ~~Individualized~~ posted ~~Instruction~~ online -~~Correction and practice~~ (Canvas).
4. Demonstration - ~~Land~~ The instructor will utilize land and in- water demonstrations to enhance student learning.
5. Discussion - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Performance
 1. Weekly

Typical Outside-of-Class Assignments

- A. ~~Other~~ Laboratory :
 1. Swim repetitive laps utilizing selected energy system training methodologies
 2. Perform timed swims
- B. Reading:
 1. Read handouts and text on swimming and specific race distance training
 2. ~~Swim repetitive laps utilizing selected energy system training methodologies~~
 3. Examine current trends in distance training from reputable resources online
 4. ~~Perform timed swims~~

Textbooks (Typical):

Textbook:

1. Sheila Taormina Fares Ksebaty 101 Ways To Swim Speed Faster: Workouts How To Swim Faster and Prevent Injury For Life . -2nd ed. , Velopress Independently Published , 2019 2024 .
2. Reiwald Brett Scott Hawke Science of Swimming: Transform Your Stroke , Rodeo Improve Scott Strength, Revolutionize Your Training (The Science of Swimming Fitness) . , Faster DK, 2024.
3. Gregory Haff and Travis Triplett Essentials of Strength Training and Conditioning . 1st 5th ed., Human Kinetics, 2015 2027 .

Other Materials Required of Students

1. Swim suit, goggles..
2. Swim cap for those with long hair..

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

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

A. KIN ~~SWF1~~ SW2

1. ~~Demonstrate safe warm-up and cool-down techniques~~

B. KIN ~~SW3~~ SWF1

1. ~~Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.~~
2. ~~Employ and demonstrate efficiency techniques for each competitive stroke.~~
3. ~~Utilize swimming equipment, such as kickboards, pull buoys, and fins, to strengthen swim technique.~~
4. ~~Utilize pace clocks to incorporate intervals into a training regimen to enhance skill development.~~
5. ~~Demonstrate competitive breathing techniques associated with each stroke~~

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

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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

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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



Course Modification: MATH 5 - Ordinary Differential Equations

Course Modification: MATH 5 - Ordinary Differential Equations (Launched - Implemented 04-09-2026)

compared with

MATH 5 - Ordinary Differential Equations (Active - Implemented 08-15-2022)

Admin Outline for Mathematics 5 Ordinary Differential Equations

Effective: Fall

~~2022~~ 2027

Catalog Description:

MATH 5 - Ordinary Differential Equations

~~3~~ 4. ~~50~~ 00 Units

Introduction to differential equations including the conditions under which a unique solution exists, techniques for obtaining solutions, and applications. Techniques include generation of series solutions, use of Laplace Transforms, and the use of eigenvalues to solve linear systems. Generation of exact solutions, approximate solutions, and graphs ~~of solutions~~ using ~~MATLAB~~ technology. ~~3~~ 4 Units Lecture ~~0.5 Units Lab~~

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- MATH 3

Total Lecture Hours	~~54~~
~~Total Lab Hours~~	~~27~~ <u>72</u>
Total Inside of Class Hours	~~81~~ <u>72</u>
Total Outside of Class Hours	~~108~~ <u>144</u>
Total Student Learning Hours	~~189~~ <u>216</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Construct and interpret the solution of a mass-spring system.
- B. Model an RLC using differential equations.
- C. Use a 4th order Runge-Kutta algorithm to solve an equation numerically.
- D. Use the method of Laplace transforms to solve differential equation.

Course Objectives:

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

- A. Create and analyze mathematical models based on ordinary differential equations;
- B. Verify that a given solution satisfies a given differential equation and interpret it geometrically when appropriate;
- C. Recognize certain types of differential equations and choose an appropriate method for obtaining a solution(s) in the following categories:
 - 1. ~~First~~ first order ~~equations~~
 - 2. ~~Separable~~ separable ~~equations~~
 - 3. ~~Exact~~ exact ~~equations~~
 - 4. ~~First~~ first order linear ~~equations~~
 - 5. ~~Second~~ second order linear ~~equations~~ with constant coefficients
 - 6. ~~Cauchy-Euler~~ Cauchy-Euler ~~equations~~
 - 7. ~~Higher~~ higher order ~~equations~~
 - 8. ~~Nonlinear~~ and ~~equations~~
nonlinear
- D. Determine the existence of a unique solution to a first order differential equation;
- E. Use a Wronskian to verify that a set of solutions is a fundamental set;
- F. Solve systems of linear ordinary differential equations using eigenvalues;
- G. ~~Use MATLAB to~~
 - 1. ~~Find and plot exact solutions to ordinary differential equations~~
 - 2. ~~Plot directional fields~~
 - 3. ~~Approximate solutions using numerical methods~~
 - 4. ~~Produce a phase plane portrait~~
 - 5. ~~Generate coefficients for a series solution~~
 - 6. ~~Find eigenvalues and diagonalize matrices~~

Course Content:

Lecture:

1. Introduction

1. Classification and some origins of differential equations

2. Geometric interpretation of equations and solutions

3. Definitions and examples of initial value problems and boundary value problems

2. First order equations

1. Separable

2. Homogeneous

3. Exact

4. Linear

5. Nonlinear

6. Bernoulli

7. Applications

1. Exponential growth/decay

2. Cooling

3. Mixture problems

4. Circuits

3. Higher order linear differential equations

1. Homogeneous

2. Fundamental set of solutions

1. Wronskian

2. Principle of superposition

3. General solutions

3. Nonhomogeneous

1. Undetermined coefficients

2. Variation of parameters

4. Reduction of order

5. Applications

1. Mass-spring systems

2. RLC Circuits

6. Cauchy-Euler equations

4. Laplace Transforms

1. Definition

1. Piecewise continuous functions

2. Functions of exponential order

2. Properties

3. Convolution

4. Heaviside function

5. Periodic functions

6. Dirac delta function

5. Series solutions

1. Ordinary points
2. Regular singular points
3. Bessel's Equation

6. Systems of linear differential equations

1. Distinct real eigenvalues and diagonalization
2. Repeated eigenvalues
3. Complex eigenvalues
4. Fundamental matrices

7. Phase plane

8. MATLAB

9. Symbolic integration

10. Differentiation

11. Numerical integration

12. Euler's Method

13. Improved Euler's method

14. Classical 4th order Runge-Kutta method

15. Picard's Method

16. Graphing

17. Plotting directional fields

18. Generating phase plane portraits
19. Partial fraction expansions
20. Laplace and inverse Laplace transforms of functions
21. Eigenvalues
22. Diagonalization
23. Taylor Series
24. Recurrence relations

Lab Activities:

Methods of Instruction:

1. Lecture - The instructor presents theoretical concepts, definitions, theorems, and solution techniques through structured presentations. Lecture is used to introduce new material, demonstrate problem-solving procedures step-by-step, and model mathematical reasoning essential to working with differential equations.
2. Discussion
3. **Lab - Assignments** Instructor-facilitated discussion encourages students to articulate mathematical ideas, ask clarifying questions, and engage with course concepts verbally. Discussion is used to deepen conceptual understanding, address common misconceptions, and connect solution methods to real-world applications.
4. **Student Classroom Presentations** Activity - Students work in small groups to solve problems, compare solution strategies, and explain reasoning to peers. This method reinforces procedural fluency and conceptual understanding while developing communication and teamwork skills in a mathematical context.
5. **Web Demonstration - based tutorials** The instructor models the use of technology tools to visualize solutions and explore the behavior of differential equations. Demonstration connects analytic methods to numerical and graphical representations.
6. **Collaborative Learning. learning** Management System - The course utilizes a Learning Management System (LMS) to distribute course materials, assignments, and announcements; facilitate communication between instructor and students; and provide access to supplementary resources. The LMS supports both in-person and online course components by providing a centralized hub for course activity, submission of assignments, gradebook access, and asynchronous engagement with course content.

Methods of Evaluation

A. Exams/Tests

1. 3 midterm exams ; and 1 final exam all conducted in person

B. Home Work

1. For each section covered

C. ~~Lab Activities~~

1. ~~At least 3~~

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Homework~~ Students should be directed to read the section covered in class ahead of time so they are better prepared to learn while in class.

B. Writing:

1. Homework should be assigned from the text and should include a sufficient number and variety of problems to develop both skill and conceptual understanding. Problems should range in level of difficulty from introductory level to challenging. A typical assignment should take an average student 1 to 2 hours for each hour in class.

3. ~~Collaborative learning~~

1. ~~Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving. Students may be asked to present their results on the board.~~
2. ~~Example: Give each group a mass-spring system with initial conditions and ask them to find the equation of motion. Then have the group present their results to the class.~~

4. ~~Laboratory assignments~~

1. ~~Laboratory assignments can be used to reinforce fundamental concepts and skills, to explore certain concepts in more depth than is possible in class, and to solve numerically challenging problems. They may be designated for individual or group work.~~
2. ~~Example: Write an m-file in MATLAB which executes the classical 4th order Runge-Kutta algorithm for any first order ODE given any step size, initial condition, and time interval.~~

Textbooks (Typical):

Textbook:

1. William E. Boyce, Richard C. DiPrima, Douglas B. Meade. *Elementary Differential Equations and Boundary Value Problems*. 12th ed., Wiley, 2021.
2. C Henry Edwards, David E Penney *Elementary Differential Equations with Boundary Value Problems : Computing and Modeling* . 6th ed., Pearson, ~~2019~~ 2023 .

3. ~~Brian R. Hunt, Ronald~~ Martha L. Lipsman Abell, ~~John James E P.~~ Osborn, Jonathan M. Rosenberg Braselton Introductory Differential Equations ~~with Matlab~~. 3rd 6th ed., Wiley Academic Press, ~~2019~~ 2024.
4. R. Kent Nagle, Edward B. Saff, Arthur David Snider *Fundamentals of Differential Equations and Boundary Value Problems*. 7th ed., Pearson, ~~2018~~ 2021.
5. Dennis G. Zill *A First Course in Differential Equations with Modeling Applications*. ~~11th~~ 12th ed., Cengage Learning, ~~2018~~ 2024.

Other Materials Required of Students

Equity Based Curriculum

- ~~DE~~ Methods Course of Interaction Instruction

Requisite Skills

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

A. MATH 3

Required

- Extend the concepts of limits, continuity, differentiability and differential of single variable functions to functions of two or more variables;
- Compute limits, partial derivatives, total differential, gradient, directional derivatives and interpret them geometrically and in terms of rate of change;
- Compute double and triple integrals directly or using change of variables and explain the geometric interpretation of Jacobians;
- ~~Compute limits, partial derivatives, total differential, gradient, directional derivatives and interpret them geometrically and in terms of rate of change~~
- ~~Extend the concepts of limits, continuity, differentiability and differential of single variable functions to functions of two or more variables~~
- ~~Compute double and triple integrals directly or using change of variables and explain the geometric interpretation of Jacobians~~

Recommended

- Find scalar potentials for conservative vector fields.
- Apply partial derivatives and/or gradients to problems involving tangent planes and linear approximation, and optimization, especially using Lagrange multipliers;
- Apply differential operators, gradient, divergence, curl and Laplacian to scalar and vector field and interpret the results;
- ~~Find scalar potentials for conservative vector fields.~~
- ~~Apply partial derivatives and/or gradients to problems involving tangent planes and linear approximation, and optimization, especially using Lagrange multipliers~~
- ~~Apply differential operators, gradient, divergence, curl and Laplacian to scalar and vector field and interpret the results~~
- ~~Find scalar potentials for conservative vector fields~~

Not Necessary Skills

- Parameterize surfaces using vector functions of two variables, and compute their areas;

- Interpret the theorems of Green, Stokes and divergence physically as well as mathematically (as the generalizations of the Fundamental Theorem of Calculus), and use them to compute line and surface integrals;
- Transform points and equations among rectangular, cylindrical, and spherical coordinates and sketch their graphs as well as quadric surfaces;
- Parameterize curves using vector functions of one variable and analyze them (e.g., find unit tangent, unit normal, curvature);
- Perform vector algebra in two and three space and interpret the results geometrically especially the dot and cross products and apply them to problems in space geometry (e.g., orthogonal projection, vector equations of lines and planes);
- Sketch the graphs of functions of two variables using level curves, traces in coordinate planes, symmetry, etc.;
- ~~Parameterize~~ Compute ~~surfaces~~ line integrals using ~~vector~~ parameterizations ~~functions~~ for ~~of two variables, and compute their areas;~~
- ~~Interpret the theorems of Green, Stokes and divergence physically as well as mathematically (as the generalizations of the Fundamental Theorem of Calculus), and use them to compute line and surface integrals;~~
- ~~Transform points and equations among rectangular, cylindrical, and spherical coordinates and sketch their graphs as well as quadric surfaces~~ curves ;
- Compute surface integrals of scalar functions and vector functions using parameterization for surfaces;
- ~~Compute line integrals using parameterizations for curves;~~
- ~~Transform points and equations among rectangular, cylindrical, and spherical coordinates and sketch their graphs as well as quadric surfaces~~
- ~~Perform vector algebra in two and three space and interpret the results geometrically especially the dot and cross products and apply them to problems in space geometry (e.g., orthogonal projection, vector equations of lines and planes)~~
- ~~Parameterize curves using vector functions of one variable and analyze them (e.g., find unit tangent, unit normal, curvature)~~
- ~~Parameterize surfaces using vector functions of two variables, and compute their areas~~
- ~~Compute line integrals using parameterizations for curves~~
- ~~Interpret the theorems of Green, Stokes and divergence physically as well as mathematically (as the generalizations of the Fundamental Theorem of Calculus), and use them to compute line and surface integrals~~
- ~~Compute surface integrals of scalar functions and vector functions using parameterization for surfaces~~
- ~~Sketch the graphs of functions of two variables using level curves, traces in coordinate planes, symmetry, etc.~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

The math department and instructors for Math 5 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 following discussion with colleagues, our supervisor, after hearing from students, and exploring online delivery options.

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 every three 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: Feedback on every homework, quiz, or exam. At least once every week.

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

Frequency: At least once a week.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: 2 web-conferencing 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: Exams. Weekly Labs (will depend on the severity of the emergency situation).

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: Weekly chat discussion or chat during web conferences.

Student-Student Interaction

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

Frequency: Twice a month.

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: During synchronous class sessions, or once a week for asynchronous classes.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: At least once a week.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: 3 exams, one 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: 2-3 short quizzes per month. 1 practice exam per month.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Twice a week.

- **Other:**

Frequency: Homework problem sets and/or labs will be assigned for each section of material covered. At least once a week.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: MATH 240 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584385

CB03: TOP Code

170100 - Mathematics, General

CIP Code

27.0101 - Mathematics, 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

B. Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status

N - Course is not a support course

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



Course Modification: MATH 7 - Elementary Linear Algebra

Course Modification: MATH 7 - Elementary Linear Algebra (Launched - Implemented 04-09-2026)

compared with

MATH 7 - Elementary Linear Algebra (Active - Implemented 08-15-2021)

Admin Outline for Mathematics 7 Elementary Linear Algebra

Effective: Fall

~~2021~~ 2027

Catalog Description:

MATH 7 - Elementary Linear Algebra

3. ~~50~~ 00 Units

An introduction to linear algebra including: techniques and theory needed to solve and classify systems of linear equations using Gaussian elimination and matrix algebra; properties of vectors in n-dimensions; generalized vector spaces, inner product spaces, basis, norms, orthogonality; eigenvalues, eigenspaces, and linear transformations. Selected applications of linear algebra, including the use of **MATLAB™ technology** to solve problems involving advanced numerical computation. ~~3~~ 2 Units Lecture ~~0.5~~ 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- MATH ~~2~~ C2220

Total Lecture Hours	~~54~~ <u>36</u>
Total Lab Hours	~~27~~ <u>54</u>
Total Inside of Class Hours	~~81~~ <u>90</u>
Total Outside of Class Hours	~~108~~ <u>72</u>
Total Student Learning Hours	~~189~~ <u>162</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Determine if a set is a subspace of a vector space.
- B. Diagonalize a matrix.
- C. **Set Det** up a system of Linear Equations to represent a network and then solve the system :
- D. ~~Use software to solve a least squares problem~~ .

Course Objectives:

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

- A. Solve systems of linear equations using any of the following methods: elimination, inverse or LU factorization;
- B. Determine whether a linear system is consistent or inconsistent, and for consistent systems, characterize solutions as unique or infinitely many;
- C. Apply the algebraic properties of vectors and matrices to simplify expressions and to write proofs;
- D. Perform operations with vectors and matrices;
- E. Compute the transpose, determinant, and inverse of matrices if defined for a given matrix;
- F. Recognize and use the properties of vector spaces and inner products spaces;
- G. Define subspace, inner product space, linear independence, basis, spanning set, and orthogonality;
- H. Determine if a given set of vectors is a subspace of a vector space;
 - I. Define a linear transformation and represent it using matrix multiplication;
 - J. Recognize and use the properties of linear transformations;
- K. Compute the characteristic polynomial, eigenvalues, eigenvectors and eigenspaces for a given matrix;
- L. Construct orthogonal and orthonormal bases for a given basis;
- M. Construct the orthogonal diagonalization of a symmetric matrix;
- N. ~~Perform matrix operations using basic MATLAB™ commands and functions;~~
- O. ~~Investigate and solve linear algebra applications using MATLAB™.~~

Course Content:

Lecture:

1. Systems of linear equations
 1. Basic terminology and notation
 2. Classification of solution sets of a system of linear equations
 1. Consistent or inconsistent
 2. Unique solutions

3. Infinite number of solutions and parameterization

3. Gaussian and Gauss-Jordan elimination

4. Row-echelon and reduced row-echelon form

5. Back-substitution and forward-substitution

2. Matrix algebra

1. Operations

2. Properties

3. Inverse of a matrix

1. Definition

2. Methods for computing the inverse of a matrix

3. Invertibility

4. Using the inverse to solve $Ax = b$

5. Relationship between singular and non-singular coefficient matrices and the solutions of a system of linear equations

4. Transpose of a matrix

5. Special matrices

1. Diagonal

2. Triangular

3. Symmetric

6. Determinants

1. Definition
2. Methods of computing
 1. Cofactor expansion
 2. Elementary row operations
3. Properties of the determinant function

7. Vectors in n-space

1. Algebra of vectors
2. Norm of a vector
3. Dot product
4. Angle between vectors
5. Orthogonality of two vectors
6. Scalar and vector and orthogonal projection

8. Generalized vector spaces

1. Definition
2. Properties
3. Vector addition and scalar multiplication
4. Axioms
5. Subspaces

6. Linear independence and dependence, span

7. Basis and dimension

9. Generalized inner product spaces

1. Definition

2. Axioms

3. Norm

4. Orthogonality of two vectors

10. Matrix-generated spaces

1. Row space

2. Column space

3. Null space

4. Rank

5. Nullity

11. Orthogonal and orthonormal bases; Gram-Schmidt process

12. Change of basis

13. Linear transformations

1. Definitions

2. Properties

3. Matrices of general linear transformations

4. Geometry of linear transformations
5. Inverse linear transformations
6. Kernel and range
7. One-to-one and onto transformations
8. Isomorphism

14. Eigenvalue Problems

1. Methods for finding eigenvalues and eigenvectors
2. Characteristic equation
3. Eigenspace

15. Diagonalization

16. Orthogonal diagonalization of a symmetric matrix

17. Proofs

1. Use of proof techniques as they pertain to the content of the course
2. Evaluation of correctness of a proof

18. Applications include, but are not limited to: Markov Chains, least-squares analysis ~~with MATLAB™~~, polynomial curve fitting, use of linear transformations to transform graphs

Lab Activities:

~~Laboratory instruction in the use of MATLAB™ to:~~

1. ~~Define vectors and matrices~~
2. Perform ~~algebra~~ computation with matrices and determinants manually or using technology.
3. Obtain reduced row-echelon form .

4. Solve systems of linear equations
5. Find the inverse of a matrix .
6. Find ~~a~~ an LU factorization
7. ~~Calculate determinants~~ and apply it to solve problems.
8. Solve characteristic equations
9. ~~Exponentiate~~ Work a on matrix Real World Applications.
10. ~~Graph~~ Gram-Schmidt process
11. Practice writing proofs.

Methods of Instruction:

1. Lecture
2. ~~Lab~~
3. ~~Demonstration~~ - ~~Demonstrate~~ The use instructor presents theoretical concepts, definitions, theorems, and proof techniques through structured presentations. Lecture is used to introduce new material, demonstrate computational procedures step-by-step, and model the logical reasoning and abstract thinking central to linear algebra, including topics such as matrix operations, vector spaces, linear transformations, eigenvalues, and orthogonality.
4. Discussion - Instructor-facilitated discussion encourages students to articulate mathematical ideas, ask clarifying questions, and engage with course concepts verbally. Discussion is used to deepen conceptual understanding, address common misconceptions, and explore connections between abstract theory and concrete applications such as networks and transformations.
5. Classroom Activity - Students work in small groups to solve problems, compare solution strategies, and explain reasoning to peers. This method reinforces both procedural fluency and abstract reasoning while developing mathematical communication skills in the context of MATLAB topics commands such as systems of linear equations, basis and dimension, and matrix decomposition.
6. Learning Management System - The course utilizes a Learning Management System (LMS) to distribute course materials, assignments, and announcements; facilitate communication between instructor and students; and provide access to supplementary resources . The LMS supports both in-person and online course components by providing a centralized hub for course activity, submission of assignments, gradebook access, and asynchronous engagement with course content .

Methods of Evaluation

- A. Exams/Tests
 1. At least 3 per semester and one final exam : all in person
- B. Home Work
 1. ~~Once~~ At least once a week :
- C. ~~Lab Activities~~
 1. ~~At least 6 lab assignments using MATLAB .~~
- D. Quizzes
 1. At least 2-3 short quizzes per month.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Homework~~ Students should be directed to read the section covered in class ahead of time so they are better prepared to learn while in class.

B. Writing:

1. Homework should be assigned from the text and should include a sufficient number and variety of problems to develop both skill and conceptual understanding. Problems should range in level of difficulty from introductory level to challenging. A typical assignment should take an average student ~~1 to~~ 2 hours for each hour of in class Lecture .

C. ~~Collaborative learning~~

Activity:

1. ~~Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem-solving. Students may be asked to present their results on the board.~~
2. ~~Example collaborative learning assignment: Give each group a description of a possible subspace and ask them to determine whether it is a subspace or not. Then have the group present their results to the class and either explain why it is not a subspace or prove that it is.~~

4. ~~Laboratory assignments~~

1. ~~Laboratory~~ Activity assignments can be used to analyze more complicated and realistic data sets which appear in applied problems, to reinforce to students the commands and syntax which will be used to calculate matrix operations, and to graph data and relations in order for students to analyze behaviors and trends.

1. Example ~~laboratory assignment~~ : - Assume a certain truck rental company has centers in New York, Chicago, Dallas, and Albuquerque and initially there are 13 trucks in New York, 248 trucks in Chicago, 327 trucks in Dallas, and 150 in Albuquerque. Every month approximately half of the trucks in New York go to Chicago, one-third of the trucks go to Albuquerque, and the rest stay in New York. Also in each month, approximately half of the trucks in Chicago go to Dallas and the other half go to Albuquerque. In each month, approximately one-third of the trucks in Dallas go to New York, one-third go to Chicago, and one-third stay in Dallas. Finally during each month, approximately one-sixth of the trucks in Albuquerque go to Chicago, one-sixth go to New York, one-third go to Dallas, and one-third stay in Albuquerque. How many trucks are in New York, Chicago, Dallas, and Albuquerque after 2, 3, 4, 5, 6, and 7 months? Make a prediction as to the number of trucks in each location over a long period of time.

2. Collaborative learning

1. Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving. Students may be asked to present their results on the board.
2. Example collaborative learning assignment: Give each group a description of a possible subspace and ask them to determine whether it is a subspace or not. Then have the group present their results to the class and either explain why it is not a subspace or prove that it is.

Textbooks (Typical):

OER:

1. Ken Kuttler *A First Course in Linear Algebra.* , LibreTexts, 2022.
[https://math.libretexts.org/Bookshelves/Linear_Algebra/A_First_Course_in_Linear_Algebra_\(Kuttler\).](https://math.libretexts.org/Bookshelves/Linear_Algebra/A_First_Course_in_Linear_Algebra_(Kuttler).)

Textbook:

1. Gilbert Strang *Introduction to Linear Algebra.* 6th ed., Wellesly Cambridge Press, 2023.
2. Steven J. Leon, Lisette de Pillis *Linear Algebra with Applications.* ~~4th~~ 10th ed., Pearson, ~~2020~~ 2021 .
3. Ron Larson *Elementary Linear Algebra.* 8th ed., Cengage, 2017.
4. Howard Anton and Anton Kaul *Elementary Linear Algebra.* ~~11th~~ 12th ed., ~~John Wiley & Sons~~ W , 2019.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

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

A. MATH ~~2~~ C2220

Required

- Evaluate definite and indefinite integrals using a variety of integration formulas and techniques.
- Solve separable first order differential equations;

Recommended

- Solve Determine ~~exponential~~ convergence ~~growth~~ of sequences and ~~decay~~ problems; series.

- Sketch Graph, curves differentiate, defined and by integrate functions in polar equations; and parametric form.
- Solve exponential growth and decay problems;
- Find Apply dot theorems product for differentiation and cross-product integration of vectors a power series.
- Perform basic vector algebra in two-space and three-space and interpret the results geometrically;
- Graph and differentiate inverse trigonometric functions;
- Sketch curves defined by parametric equations;

Not Necessary Skills

- Apply numerical methods to approximate definite integrals;
- Use integration to solve applications such as work ; are or length and the surface area of a solid of revolution; curve.
- Find Apply Taylor and Maclaurin series for a given function;
- Solve separable first order differential equations;
- Use the binomial series integration to find a areas and volumes.
- Evaluate improper integrals.
- Represent functions as power series of a function;
- Estimate the sum of a convergent series;
- Find the radius and interval of convergence;
- Determine convergence or divergence of a power series, and find the radius and interval of convergence; .
- Graph, differentiate, and integrate inverse functions and transcendental functions such as trigonometric, exponential and logarithmic functions;
- Graph, Apply differentiate numerical and methods integrate to functions in polar and parametric form;
- Evaluate approximate definite and indefinite integrals by a variety of
- Use integration techniques;
- Determine convergence or divergence of an infinite series, alternating or non-alternating, by applying tests for convergence;
- Determine convergence or divergence of an infinite sequence;
- Evaluate limits by applying L'Hospital's rule and techniques appropriate to limits find of the indeterminate surface forms;
- Apply theorems for differentiation and integration area of a power solid of revolution
- Estimate the sum of a convergent series ;
- Evaluate improper integrals;
- Evaluate improper integrals;
- Solve separable first order differential equations ;
- Determine convergence or divergence of a power series ;
- Apply ,and find the techniques radius and interval of calculus to polar curves convergence ;
- Find the radius and interval of convergence;
- Find Taylor and Maclaurin series for a given function ;
- Apply numerical methods to approximate definite integrals;

- Evaluate limits by applying L'Hospital's rule and techniques appropriate to limits of indeterminate forms;
- Estimate the sum of a convergent series;
- Determine convergence or divergence of an infinite sequence;
- Determine convergence or divergence of an infinite series, alternating or non-alternating, by applying tests for convergence;
- Apply theorems for differentiation and integration of a power series;
- Evaluate definite and indefinite integrals by a variety of integration techniques;
- Use the binomial series to find a power series of a function;
- Find arc length and the surface area of a solid of revolution;
- Apply the techniques of calculus to parametric curves;

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

The demand for this course has increased and we now offer multiple sections per semester and in the summer session. As a result the department believes that the flexibility of being able to offer this class in a DE format would increase access for students.

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

The decision was made after discussion with colleagues, our students, our supervisor, and exploring online delivery options.

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 in every three 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: Feedback on every homework, quiz, and exam. At least once a week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least once a week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: At least 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: At least once a month for proctored exams.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Weekly chat discussions or during web conferences.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: At least twice a month.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: During synchronous class sessions or once a week for asynchronous classes.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: At least once a week.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Three exams and one 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: 2-3 short quizzes per month. 1 practice exam per month.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Twice a week.

- **Other:**

Frequency: Homework problem sets will be assigned for each section of material covered (at least once a week). At least six computer laboratory assignments will be given per semester.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: MATH 250 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000362010

CB03: TOP Code

170100 - Mathematics, General

CIP Code

27.0101 - Mathematics, 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

B. Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: MATH 21 - Precalculus

Course Modification: MATH 21 - Precalculus (Launched - Implemented 04-09-2026)
compared with
MATH 21 - Precalculus (Active - Implemented 08-15-2025)

Admin Outline for Mathematics 21 Precalculus

Effective: Fall

~~2025~~ 2027

Catalog Description:

MATH 21 - Precalculus 4.00 Units

Precalculus core concepts relating to Science, Technology, Engineering and Mathematics (STEM) and Business fields are explored, such as polynomial, absolute value, radical, rational, exponential, logarithmic, and trigonometric functions and their graphs; analytic geometry, polar coordinates. - Multiple representations, applications, and modeling with functions are emphasized throughout. ~~4~~ 3 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- MATH 39

Total Lecture Hours	~~72~~ <u>54</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~90~~ <u>108</u>
Total Outside of Class Hours	~~144~~ <u>108</u>
Total Student Learning Hours	~~234~~ <u>216</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Solve a multi-step trigonometric equation.
- B. Define trigonometric functions in terms of a right triangle, using coordinates of a point and distance from the origin, and using the unit circle.
- C. Model a precalculus level application.
- D. Graph and identify the main features of a precalculus level function without using a graphing utility.

Course Objectives:

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

- A. 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
- B. Synthesize results from the graphs and/or equations of functions and relations
- C. 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
- D. Apply transformations to the graphs of functions and relations
- E. Explore and apply functions to model real world applications, including applications in science, technology, engineering and mathematics
- F. Explore and graph basic conics, such as parabolas, circles, ellipse and hyperbolas
- G. Recognize the relationship between functions and their inverses graphically and algebraically
- H. Solve and apply equations including rational, linear, polynomial, exponential, absolute value, radical, and logarithmic, and solve linear, nonlinear, and absolute value inequalities
- I. Solve systems of equations and inequalities
- J. Identify special triangles and their related angle and side measures
- K. Evaluate the trigonometric function of an angle given in degree and radian measure
- L. Manipulate and simplify a trigonometric expression
- M. Solve trigonometric equations, triangles, and applications
- N. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs
- O. Prove trigonometric identities

Course Content:

Lecture:

1. Functions

1. Linear

2. Polynomial
3. Rational
4. Radical
5. Exponential
6. Absolute value
7. Logarithmic
8. Trigonometric
9. Definitions, evaluation, domain and range

2. Analysis of Functional Behavior

1. Increasing and decreasing functions
2. Extreme values
3. Average rate of change

3. Modeling and Applications of functions and relations

4. Inverses of functions

5. Algebra of functions

6. Graphs of functions

1. Asymptotic behavior
2. Intercepts
3. Vertices

7. Transformations of functions

1. Quadratic
2. Absolute value
3. Radical
4. Rational
5. Logarithmic,
6. Exponential

8. Equations

1. Rational
2. Linear
3. Radical
4. Polynomial
5. Exponential
6. Trigonometric
7. Logarithmic
8. Absolute value
9. Conics

9. Inequalities

1. Linear
2. Nonlinear
3. Absolute value

10. Systems of equations and inequalities
11. Characterization of real and complex zeros of polynomials
12. Unit circle and right triangle trigonometry
13. Trigonometric and inverse trigonometric identities and formulas
14. Graphing trigonometric functions

1. Period
2. Amplitude
3. Phase shift
4. Inverse trigonometric functions

15. Polar coordinates

Lab Activities:

1. ~~Sketch~~ Students explore functions ~~using~~ graphically and numerically, examining extrema and end behavior, before generalizing their findings to align with theory.
2. Model a ~~computer~~ real-world ~~program~~ STEM ~~to determine extrema, x-intercepts,~~ application and intervals answer of associated increase questions using rational, linear, polynomial, radical, absolute value, exponential, logarithmic, or trigonometric functions and ~~decrease~~ equations.
3. Solve non-linear equations using a computer program to sketch the graphs of each expression using the program to numerically estimate the solution(s) .
4. ~~Model a real-world STEM application and answer associated questions using rational, linear, polynomial, radical, absolute value, exponential, logarithmic or trigonometric equations~~

Methods of Instruction:

1. Classroom Activity - Individual problem solving or group work
2. Lab - Assignments incorporating modeling real-world STEM applications
3. Individualized Instruction
4. Discussion
5. Lecture

6. Any Directed Study - Reading
7. Student Presentations - Collaborative learning, done in small groups of the 2-4 following students, at can the be discretion used of to the introduce instructor 1. new Individual concepts, build skills, or teach problem solving 2 . Group Students may be asked to present their results on the board. Sample collaborative learning assignment: To introduce exponential growth and decay, the class in break into groups of 2 - 3 students complete different tables and graph different exponential growth functions with a base greater than 1; have each group present their tables and graphs using graphing technology. Display group work 3 to the class, discuss what you notice about the graphs (domain, range, y-intercepts, horizontal asymptote, etc.) . Student Repeat presentations
8. Reading this same process with different exponential decay functions with a base between 0 and 1. This same idea can be repeated for introduction of logarithmic bases.

Methods of Evaluation

- A. Class Work
 1. Each day, time should be allowed in class for students to apply the concepts being covered.
- B. Exams/Tests
 1. Minimum of four examinations plus a comprehensive final exam . All examinations will be conducted in person.
- C. Home Work
 1. Daily
- D. Lab Activities
 1. Weekly
- E. Quizzes
 1. Number of quizzes are at the discretion of the instructor.

Typical Outside-of-Class Assignments

- A. Reading:
 1. Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading).
- B. Other:
 1. Lab assignments can be used to reinforce fundamental concepts, applications and modeling or to explore certain concepts in more depth than is possible in a lecture. They may be designated for individual or group work.
 2. Sample lab assignment: Students explore concepts related to quadratic and rational functions, given a function that models a situation, solving and interpreting the result.
- C. Other:

1. Homework

1. Problems from the text should be assigned for each section covered. The number of problems assigned may vary from section to section and from instructor to instructor, but the homework assignments should include a sufficient number and variety of problems to develop both skill and conceptual understanding. A typical assignment should take an average student 1 to 2 hours for each hour in class.
2. The majority of the problems assigned should be those for which answers are readily available (e.g., online software platform that provides feedback and suggestions), so that students may obtain immediate feedback on their work.
3. ~~Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading)~~

4. Laboratory

1. ~~Lab assignments can be used to reinforce fundamental concepts, applications and modeling or to explore certain concepts in more depth than is possible in a lecture. They may be designated for individual or group work.~~
2. ~~Sample lab assignment: Students explore concepts related to quadratic and rational functions; given a function that models a situation solving and interpreting the result.~~

5. In-Class

1. ~~Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving. Students may be asked to present their results on the board.~~
2. ~~Sample collaborative learning assignment: To introduce exponential growth and decay, the class in break into groups of 2 - 3 students complete different tables and graph different exponential growth functions with a base greater than 1; have each group present their tables and graphs using graphing technology. Display group work to the class, discuss what you notice about the graphs (domain, range, y-intercepts, horizontal asymptote, etc.). Repeat this same process with different exponential decay functions with a base between 0 and 1. This same idea can be repeated for introduction of logarithmic bases.~~

Textbooks (Typical):

All of the course materials are OER to promote student equity and access.

Textbook OER :

1. J David S-Ratti Lippman , Marcus Melonie S-McWaters Rasmussen *Precalculus: A An Unit Investigation Circle of Approach Functions*. 4th Current ed: /e , Pearson LibreTexts , 2023 2026.
[https://math.libretexts.org/Bookshelves/Precalculus/Book%3APrecalculus_An_Investigation_of_Functions_\(Lippman_and_Rasmussen\)](https://math.libretexts.org/Bookshelves/Precalculus/Book%3APrecalculus_An_Investigation_of_Functions_(Lippman_and_Rasmussen)) .
2. Michael-Sullivan, Jay. Michael-Sullivan Abramson *Precalculus : Concepts Through Current Functions* /e , A OpenStax. Unit 2026. <https://openstax.org/details/books/precalculus-2e>.
3. Jay Circle Abramson *Approach Algebra to and Trigonometry*. 5th Current ed: /e , Pearson OpenStax , 2024 2026 .
4. Julie-Miller, Donna-Gerken- *Precalculus* <https://openstax.org/details/books/algebra-and-trigonometry-2e> . 2nd ed., McGraw-Hill, 2023

Other Materials Required of Students

1. A scientific or graphing calculator may be required to complete labs..

Equity Based Curriculum

- Course Content
- - Methods of Instruction
- - Methods of Evaluation
- - Typical Assignments
- - Textbooks/Materials
- - Other Materials Required of Students

Requisite Skills

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

A. MATH 39

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Under usual circumstances, examinations will be conducted in person. In t

Rationale for DE

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

Reasons include accessibility for students, to have more options than just traditional lecture (face-to-face), and to include in the OEI.

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

At a recent math department meeting, we discussed the need to have more courses as part of the OEI. Classroom availability is limited and with the increase of FTEF towards higher-level math courses, we need to have an increased number of sections.

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 instructor's discretion
- **Discussion board:** The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.
Frequency: at least one per module
- **Feedback on assignments:** The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.
Frequency: feedback on all assignments and exams
- **Announcements:** Regular announcements that are academic in nature will be posted to the class.
Frequency: at least one per week
- **Web conferencing:** The instructor will use web conferencing to interact with students in real time.
Frequency: at instructor's discretion
- **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 for exams

Student-Student Interaction

- **Email:** Students will be encouraged to email each other to ask questions about the course, including assignments.
Frequency: at instructor's discretion
- **Class discussion board:** Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.
Frequency: at least one 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: at least one per week
- **Quizzes, tests/exams:** Quizzes will be used to make sure students completed assigned material and understood it.
Frequency: minimum of four examinations plus a comprehensive final
- **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: as needed as part of lecture

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: MATH 155 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000646244

CB03: TOP Code

170100 - Mathematics, General

CIP Code

27.0101 - Mathematics, General.

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

~~C~~ - Not transferable

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

1 - Program Applicable

CB25: Course General Education Status

B. ~~Not Applicable~~ - Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status

N - Course is not a support course

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



Course Modification: MATH 27 - Number Systems for Educators

Course Modification: MATH 27 - Number Systems for Educators (Launched - Implemented 04-09-2026)

compared with

MATH 27 - Number Systems for Educators (Active - Implemented 08-22-2024)

Admin Outline for Mathematics 27 Number Systems for Educators

Effective: Fall

~~2024~~ 2027

Catalog Description:

MATH 27 - Number Systems for Educators 3.00 Units

This course focuses on the development of quantitative reasoning skills through in-depth, integrated explorations of topics in mathematics, including real number systems and subsystems. Emphasis is on comprehension and analysis of mathematical concepts and applications of logical reasoning. 3 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- Intermediate Algebra or a higher level of mathematics.

Total Lecture Hours	54
Total ~~Lab Hours~~	~~18~~
~~Total~~ Inside of Class Hours	~~72~~ <u>54</u>
Total Outside of Class Hours	108
Total Student Learning Hours	~~180~~ <u>162</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Use a variety of methodology to understand mathematical concepts
- B. Understand the differences between various number systems
- C. Understand the basic concepts of number systems

Course Objectives:

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

- A. Perform calculations with place value systems;
- B. Evaluate the equivalence of numeric algorithms and explain the advantages and disadvantages of equivalent algorithms in different circumstances;
- C. Apply algorithms from number theory to determine divisibility in a variety of settings;
- D. Analyze least common multiples and greatest common divisors and their role in standard algorithms;
- E. Explain the concept of rational numbers, using both ratio and decimal representations;
- F. Analyze, determine and justify the equivalency of arithmetic algorithms of the ratio and decimal representations of rational numbers;
- G. Analyze the structure and properties of different number systems including real numbers and its subsystems;
- H. Define the concept of rational and irrational numbers, including their decimal representation, and illustrate the use of a number line representation;
- I. Develop and reinforce conceptual understanding of mathematical topics through the use of patterns, problem solving, communication, connections, modeling, reasoning, and representation;
- J. Develop math activities based on state and national curriculum standards.

Course Content:

Lecture:

1. Numeration systems

1. History

2. Hindu-Arabic

3. Place-value

2. Number theory

1. Divisibility
2. Prime and composite numbers
3. Prime factorization
4. Fundamental Theorem of Arithmetic
5. Least Common Multiple
6. Greatest Common Divisor

3. Integers

1. Structure
2. Properties
3. Computational algorithms

4. Rational numbers

1. Structure
2. Properties
3. Ratio
4. Proportions

5. Real numbers

1. Structure
2. Operations
3. Properties

4. Rational and irrational numbers

5. Decimal representations

6. Number line representation

6. Equivalency of computational algorithms

7. Developing conceptual understanding

1. Patterns

2. Problem Solving

3. Communication

4. Connections

5. Modeling

6. Reasoning

7. Representation

8. National and state curriculum standards for elementary school mathematics including Common Core State Standards

Lab Activities:

- A. With a partner, consider one state standard for 4th grade in the "Measurement and Data" domain and build a hands-on lesson for students to explore measuring with different units (inches/cm) and comparing or angles with protractor, and reporting their data.
- B. Compare and contrast the different algorithms for finding the prime factorization of numbers, determining the cases in which each algorithm

Methods of Instruction:

1. Classroom Activity - Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving.
2. Lecture - Lecture will use a variety of methods to present information for different types of learners.
3. Demonstration - The instructor will demonstrate a variety of ways to explain mathematical concepts

4. Discussion - Students are encouraged to engage in discussions regarding the material being covered during class
5. Projects - Students will work on group and individual projects in class
6. Research - Students will spend some time researching information for their project
7. Audio-visual Activity
8. ~~Group~~ Student Activities Presentations - Students may be asked to present their results of collaborative learning on the board.
9. Directed Study - In-class work should focus on problem-solving, communication, and conceptual understanding of mathematics.

Methods of Evaluation

A. Class Work

1. time should be allowed in class weekly for students to apply the concepts being covered; individually, in groups or as - _ part of projects

B. Exams/Tests

1. minimum 3 exams plus a comprehensive final examination

C. Home Work

1. assigned for each section covered

D. Oral Presentation

1. small presentations on research projects ~~or lab assignments~~ including activities on state/national standards; at the discretion of the instructor

E. Quizzes

1. at the discretion of the instructor

F. Research Projects

1. research on history related to content; recommend one to three projects per semester at the discretion of the instructor.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Homework~~ Students should read the section being covered during the lecture ahead of time so they will be more prepared for and engaged with the material during the lecture.

B. Writing:

1. Problems from the text should be assigned for each section covered. The number of problems assigned may vary from section to section and from instructor to instructor, but the homework assignments should include a sufficient number and variety of problems to develop both skill, conceptual understanding and application of the concepts to real world situations. A typical assignment should take ~~an average student 1 to 2~~ about two hours for each hour in class.
2. The majority of the problems assigned should be those for which answers are readily available (e.g., from the answer appendix in the text), so that students may obtain immediate feedback on their work.

3. Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading).
4. Homework problems should focus on problem-solving, communication, and conceptual understanding of mathematics.
5. Sample homework problem: Find GCF(252, 350) using prime factorization, Euclidean algorithm, and the Division Method. Explain the differences between the methods.

3. In-Class

1. Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem-solving. Students may be asked to present their results on the board.
2. Sample collaborative learning assignment: Students explore the differences between the subgroups of the real number systems, discussing similarities and differences for each. The group develops a lesson plan tied to CCSS to teach concepts to 3rd-grade students.
3. In-class work should focus on problem-solving, communication, and conceptual understanding of mathematics.
4. Sample in-class assignment: Think-Pair-Share
 - Start with a 5×5 chess board, and consider a small square of size $k \times k$. Describe the pattern: How many squares of size $k \times k$ fit on a chess board of size 5×5 ?
 - What if the chess board is bigger? Based on the pattern above, how many squares of size $k \times k$ should fit on a chess board of size 10×10 ?
 - What if you do not know how big the chess board is? Based on the pattern above, how many squares of size $k \times k$ should fit on a chess board of size $n \times n$?
 - (After discovering the pattern) Work with a partner to carefully explain why the number of 3×3 squares will be $6 \cdot 6 = 36$, and why the number of 4×4 squares will be $5 \cdot 5 = 25$.

Textbooks (Typical):

Textbook:

1. Rick Billstein, Shlomo Libeskind, Johnny W. Lott, Barbara Boschmans *A Problem Solving Approach to Mathematics*. 13th ed., Pearson, 2020.
2. Sybilla Beckmann *Mathematics for Elementary and Middle School Teachers with Activities*. 6th ed., Pearson, 2022.
3. Tom Bassarear, Meg Moss *Mathematics for Elementary School Teachers*. 7th ed., Cengage Learning, 2020.
4. Michelle Manes *Mathematics for Elementary Teachers*. 1st ed., LibreTexts, 2023.

Other Materials Required of Students

1. Scientific Calculator.

Equity Based Curriculum

- ~~Course Content~~
- - Methods of Instruction
- - ~~Methods of Evaluation~~
- - ~~Typical Assignments~~
- - ~~Textbooks/Materials~~
- - ~~Other Materials Required of Students~~

Requisite Skills

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: MATH 120

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606147

CB03: TOP Code

170100 - Mathematics, General

CIP Code

27.0101 - Mathematics, 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



Course Modification: MATH 34 - Business Calculus

Course Modification: MATH 34 - Business Calculus (Launched - Implemented 04-09-2026)
compared with
MATH 34 - Business Calculus (Active - Implemented 08-17-2022)

Admin Outline for Mathematics 34 Business Calculus

Effective: Fall

~~2023~~ 2027

Catalog Description:

MATH 34 - Business Calculus 4.00 Units

Functions and their graphs; limits of functions; differential and integral calculus of algebraic, exponential and logarithmic functions. Applications in business, economics, and social sciences. Functions of several variables and partial derivatives. 4 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- Intermediate Algebra or a higher level of mathematics.

Total Lecture Hours	72
Total ~~Lab Hours~~	~~18~~
~~Total~~ Inside of Class Hours	~~90~~ <u>72</u>
Total Outside of Class Hours	144
Total Student Learning Hours	~~234~~ <u>216</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Analyze problems involving limits and continuity.
- B. Evaluate derivatives.
- C. Evaluate indefinite and definite integrals.
- D. Set up and solve applications of derivatives, including the use of appropriate technology.
- E. Solve problems involving functions of two variables.

Course Objectives:

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

- A. Solve problems using limits;
- B. Determine the domain and range of a function;
- C. Find the first and second derivatives of algebraic, logarithmic and exponential functions;
- D. Apply the concepts of continuity, limits and the derivative to graphs;
- E. Find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule;
- F. Use the chain rule to find first derivatives of composite functions;
- G. Find and interpret equations of tangents to functions;
- H. Sketch the graph of functions using horizontal and vertical asymptotes, intercepts, and first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum values, intervals of concavity and points of inflection
- I. Apply the concept of the derivative to solve applied optimization and related rate problems in such areas as marginal analysis, consumer behavior and the spread of disease;
- J. Find and interpret the anti-derivatives and definite integrals of algebraic and exponential functions;
- K. Find definite and indefinite integrals by using the general integral formulas, integration by substitution, and other integration techniques
- L. Apply the Fundamental Theorem of Calculus to solve problems involving area and accumulations of sums;
- M. Solve basic differential equations and interpret the result;
- N. Find partial derivatives of functions of several variables;
- O. Apply the tools of calculus to solve applications in business, economics and the social sciences.
- P. Use calculus to analyze revenue, cost, and profit

Course Content:

Lecture:

1. Functions

1. Functional notation

2. Algebraic, exponential, logarithmic functions

1. Solving equations
2. Applications
3. Exponential growth and decay
4. Logistic growth

3. Graphs of functions

1. Using a table of values, basic functional graphs, and translation

4. Interpretation of functions numerically and graphically

2. Limits, continuity, and derivatives

1. Definitions
2. Numerical and graphical interpretation of the limit
 1. Generate a table of values to determine the limit
 2. Given a graph, determine the limit

3. Graphical interpretation of continuity

1. Given a graph, determine continuity at a point

4. Finding limits using limit rules

5. Determining continuity of a function from the definition

6. Finding derivatives using the definition of the derivative

7. Rules of differentiation including the chain rule
8. Derivatives of natural logs and exponential functions
9. Higher derivatives
10. Implicit differentiation

3. Applications of derivatives

1. Equation of a tangent line; interpretation of the tangent line
2. Rate of change
3. Maximum-minimum problems
4. Curve sketching
 1. Sketch the graph of functions using horizontal and vertical asymptotes, intercepts, and first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum values, intervals of concavity and points of inflection
 2. Analyze and interpret graphs by locating relative extrema, discussing intervals where the function is increasing or decreasing, discussing concavity and determining points of inflection
 3. Sketch curves using a graphing calculator and discuss relative extrema, intervals where the function is increasing or decreasing, concavity and points of inflection
 4. Given a graph of an applied function, use calculus-based analysis to interpret the behavior of the function
5. Related rates
6. Marginal analysis

4. Integration

1. Techniques of Integration

1. Antidifferentiation

2. Method of substitution

2. Area under a curve and the definite integral

1. Approximating the definite integral as a sum

3. Fundamental Theorem of Calculus

4. Applications of integration in business and economics

5. Multivariable functions

1. Functions of several variables and their application

2. Derivatives of multivariable functions

Lab Activities:

- A. Analyze the cost, revenue, and profit functions and their marginal functions (Measurable objectives B, E, and H).
- B. Set up several scenarios which use integration to find economic values such as the present value of an investment and the accumulated present value of a continuous money flow into an investment. (Measurable objective J).

Methods of Instruction:

- 1. ~~Lab~~ Lecture - ~~assignments~~ Lecture will use a variety of methods to present information for different types of learners.
- 2. ~~Lecture~~ Discussion - Students are encouraged to engage in discussions regarding the material being covered during class
- 3. Classroom ~~discussion~~
- 4. Activity - Collaborative learning where applicable
- 5. Demonstration - Computer and graphing calculator demonstrations

Methods of Evaluation

- A. Class Participation
 - 1. Weekly discussion boards
- B. Exams/Tests
 - 1. Minimum of 3 monthly exams plus a final examination proctored in-person.
- C. Group Projects
 - 1. ~~at~~ At minimum of one per semester
- D. Home Work
 - 1. Weekly homework from each section covered in class
- E. Quizzes
 - 1. ~~weekly~~ Weekly quizzes
- F. Monthly practice exams and a practice final (or comparable study guide)

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :
 - 1. ~~Perform~~ Read specific the differentiation section techniques
 - 2. ~~Apply~~ being differentiation covered during the lecture ahead of time so you can be more prepared for and integration engaged ~~to business and social science problems~~
 - 3. ~~Analyze a function using limits~~
 - 4. ~~Discuss~~ with the ~~results~~ material during the lecture.
 - B. Writing:
 - 1. Homework is assigned weekly from sections covered during lecture. Assignments should require about two hours of ~~application~~ homework ~~problems~~ for every hour in class.
 - C. ~~Find and interpret marginal cost, marginal revenue, and marginal profit~~
 - 4. ~~Sketch the graphs of cost, revenue, and profit functions and determine break-even points~~
 - 5. ~~Solve multicultural applications problems~~
- Research:
- 1. Examine the impact and history diverse mathematicians and economists had on the development of calculus

Textbooks (Typical):

Textbook:

1. Marvin L. Bittinger, David J. Ellenbogen, [Scott A. Surgent, and Gene Kramer](#) *Calculus and Its Applications*. ~~12th~~ [3rd](#) ed., Pearson, ~~2020~~ [2025](#).
2. Larry J. Goldstein, David C. Lay, David I. Schneider, Nakhle H. Asmar, William Edward Tavernetti *Calculus and Its Applications*. 15th ed., Pearson, 2023.
3. Margaret L Lial, Raymond N Greenwell, Nathan P Ritchey *Calculus with Applications*. 12th ed., Pearson Education, 2022.

Other Materials Required of Students

Equity Based Curriculum

- ~~Typical~~ [Methods](#) ~~Assignments~~ [of Instruction](#)

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

Reasons include accessibility for students, to have more options than just traditional lecture (face-to-face), and to include in the OEI.

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

At a recent math department meeting, we discussed the need to have more courses as part of the OEI.

Classroom availability is limited and with the increase of FTEF towards higher-level math courses, we need to have an increased number of sections.

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
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
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

- **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

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
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Weekly quizzes and monthly exams, including 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: monthly practice quizzes and ~~monthly~~ exams, including a comprehensive final exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: daily
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: daily
- **Other:**
Frequency: Weekly graded homework assignments

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: MATH 140 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000630029

CB03: TOP Code

170100 - Mathematics, General

CIP Code

27.0101 - Mathematics, 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

B. Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: MATH 39 - Trigonometry

Course Modification: MATH 39 - Trigonometry (Launched - Implemented 04-09-2026)
compared with
MATH 39 - Trigonometry (Active - Implemented 08-22-2024)

Admin Outline for Mathematics 39 Trigonometry

Effective: Fall

~~2024~~ 2027

Catalog Description:

MATH 39 - Trigonometry 4.00 Units

Trigonometry includes definitions of the trigonometric functions and their inverses, graphs of the trigonometric functions and their inverses, trigonometric equations, trigonometric expressions and identities, including proofs, an introduction to vectors, polar coordinates and complex numbers. Applications include solving right triangles and solving triangles using the law of sines and the law of cosines. 4 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- Intermediate Algebra or a higher level of mathematics.

Total Lecture Hours	72
Total ~~Lab Hours~~	~~18~~
~~Total~~ Inside of Class Hours	~~90~~ 72
Total Outside of Class Hours	144
Total Student Learning Hours	~~234~~ 216

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Define trigonometric functions in terms of the right triangle, using coordinates of a point and distance from the origin, and using the unit circle.
- B. Identify and describe the period, amplitude and phase shift of a sine or cosine function.
- C. Solve a trigonometric equation that does not involve any of the standard angles as solutions, making usage of a calculator necessary.
- D. Solve a trigonometric equation using factoring and identities.
- E. **Solve** Solve an application problem using law of sines or law of cosines.

Course Objectives:

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

- A. Define trigonometric functions in terms of the right triangle, using coordinates of a point and distance from the origin, and using the unit circle;
- B. State from memory the values for sine, cosine and tangent functions of common angles given in either degrees or radians;
- C. Identify special triangles and their related angle and side measures;
- D. State from memory the Pythagorean identities, reciprocal identities, quotient identities, double angle identities, and sum and difference identities for sine and cosine ;
- E. Evaluate the trigonometric function of an angle in degree and radian measure;
- F. Manipulate and simplify a trigonometric expression;
- G. Solve trigonometric equations, including equations with multiple angles over different intervals, and solve triangles and applied problems;
- H. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs;
- I. Evaluate and graph inverse trigonometric functions;
- J. Prove trigonometric identities;
- K. Develop and use trigonometric ratios or other trigonometric formulas to solve problems;
- L. Develop and use the law of sines and law of cosines to completely solve an oblique triangle;
- M. Convert between polar and rectangular coordinates and equations;
- N. Graph polar coordinate equations.
- O. Calculate powers and roots of complex numbers using DeMoivre's Theorem;
- P. Represent a vector (a quantity with magnitude and direction) in the form $\langle a, b \rangle$ and $a + bj$.

Course Content:

Lecture:

1. Definitions and evaluation of the six trigonometric functions

1. Coordinate definitions

2. Right triangle definitions
3. Unit circle definitions
4. Reference angles and quadrant rules of sign

2. Radian measure of an angle

1. Definition and radian/degree conversion
2. Arc length
3. Angular and linear speed

3. Identities

1. Prove trigonometric identities
2. Use identities to evaluate trigonometric functions
3. Use identities to simplify or manipulate trigonometric expressions

4. Graphs of trigonometric functions

1. Period, amplitude, vertical translation and phase shift, asymptotes
2. Graphing with calculator

5. Inverse trigonometric functions

1. Definitions

1. domain
2. range

3. graph

2. Evaluation by hand or with calculator

6. Trigonometric equations

1. Solutions over an interval

2. General solutions

3. Solutions of equations with a multiple angle

4. Solutions involving inverse trigonometric functions

7. Applications of Trigonometric Functions

1. Solving triangles

2. Right triangle applications

3. Law of sines

4. Law of cosines

8. Polar coordinates and complex numbers

1. Polar coordinates and polar/rectangular conversion

2. Polar equations

3. Polar form of complex numbers

4. DeMoivre's Theorem

5. Root Theorem

9. Vectors in the plane

Lab Activities:

- A. After practicing numerically, graphically and symbolically with the three forms of the definitions, students compare and contrast the three definitions, focusing on their similarities and differences.
- B. Students solve right triangles, and applications involving triangles, arc length, and linear and angular speed.
- C. Students analyze trigonometric equations in two variables and identify (as applicable) amplitude, period, phase shift, vertical translation and asymptotes. This information is used to sketch the graph over a one- or two-period interval, with appropriate scale.

Methods of Instruction:

1. Lecture
2. ~~Lab~~ - ~~assignments~~ Lecture will use a variety of methods to present information for different types of learners.
3. Classroom Activity - Group and individual activities to reinforce concepts and promote engagement. Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving. Students may be asked to present their results on the board.
4. Assigned readings in the text
5. Web-based tutorials
6. ~~Group and individual activities in-class~~
7. ~~Homework~~

Methods of Evaluation

- A. Class Work
 1. at the discretion of the instructor
- B. Exams/Tests
 1. minimum of four in-person exams plus ~~the~~ an in-person final exam
- C. Home Work
 1. assigned for each section covered
- D. ~~Lab Activities~~
 1. ~~minimum of eight~~
- E. Projects
 1. at the discretion of the instructor
- F. Quizzes
 1. at the discretion of the instructor

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :

1. ~~Homework~~ Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading).

B. Writing:

1. Problems should be assigned for each section covered. The number of problems assigned may vary from section to section and from instructor to instructor, but the homework assignments should include a sufficient number and variety of problems to develop both skill and conceptual understanding. A typical assignment should take an average student 1 to 2 hours for each hour in class.
2. The majority of the problems assigned should be those for which answers are readily available (e.g., from the answer appendix in the text), so that students may obtain immediate feedback on their work.
3. ~~Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading).~~

3. Laboratory

1. ~~Lab assignments can be used to reinforce fundamental concepts and skills or to explore certain concepts in more depth than is possible in class. They may be designated for individual or group work.~~
2. ~~Sample lab assignment: students develop and use trigonometric function models to solve applied problems.~~

4. In-Class

1. ~~Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem-solving. Students may be asked to present their results on the board.~~
2. ~~Sample collaborative learning assignment: Each student is given a piece of paper of with a trigonometric identity printed on it. They must find the other members of the class that have the same identity. Working with those students, the group proves the identity and then presents their solution to the class via the document camera.~~

Textbooks (Typical):

Textbook:

1. Margaret J. Stewart, L. Lial Redlin, John and Hornsby, S. David Schneider, Callie Daniels Watson *Trigonometry Precalculus: Mathematics for Calculus*. 12th 8th ed., Pearson Cengage Learning, 2021 2023.
2. Robert F Blitzer *Trigonometry*. 3rd ed., Pearson Education, 2022.
3. Mark Michael Dugopolski Sullivan *Trigonometry Precalculus*. 5th 12th ed., Pearson Education, 2020 2024.

Other Materials Required of Students

1. Graphing or scientific calculator.

Equity Based Curriculum

- ~~Course Content~~
- - Methods of Instruction
- - ~~Methods of Evaluation~~
- - ~~Typical Assignments~~
- - ~~Textbooks/Materials~~
- - ~~Other Materials Required of Students~~

Requisite Skills

DE Proposal

Delivery Methods

- Online with the Flexible In-Person Component (OFI)
- Partially Online
- Emergency Fully Online (EFO)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

The only reason that FO was not selected above is due to articulation with transfer institutions requiring in-person exams.

Rationale for DE

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

Reasons include accessibility for students, to have more options than just traditional lecture (face-to-face).

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

~~1) Reasons include accessibility for students, to have more options than just traditional lecture (face-to-face), and to include in the OFI. 2) At a recent math department meeting, we discussed the need to have more~~

~~courses as part of the OEI. Classroom availability is limited and with the increase of FTEF towards higher-level math courses, we need to have an increased number of sections.~~

At a recent math department meeting, we discussed the need to have more courses as part of the OEI. Classroom availability is limited and with the increase of FTEF towards higher-level math courses, we need to have an increased number of sections.

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~~ At the ~~instructor with questions about the content, structure, grading, etc.,~~ discretion of the ~~course. Replies will be made as soon as possible~~ instructor

- **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~~ At ~~instructor the~~ will regularly participate in discussions that deal with academic content, will constantly provide substantive feedback, and will facilitate all discretion of the ~~discussions~~ instructor .

- **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~~ At the discretion of the ~~instructor will provide regular substantive, academic feedback to students on assignments and other assessments~~ .

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

Frequency: ~~Announcements that are academic in nature will be posted to~~ At the class discretion ~~regularly. To a lesser extent, of the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.~~ .

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: ~~Students~~ As will scheduled come for to in-person ~~campus during face-to-face office hours to discuss any facet of the course~~ exams . (hybrid courses only)

Student-Student Interaction

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

Frequency: ~~Students will be encouraged to email each other to ask questions about the course, including assignments.~~ 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: ~~Students will post to~~ At the discussion discretion ~~board in each module, answering questions posed by of the instructor . They will also reply to each others' postings. An example assignment is as follows: The instructor posts the following prompt: "List out any content-specific or conceptual questions concerning the content in the first module." Students would be expected to read the question, respond to it if they are able to, and then the instructor will review the students' responses and provide feedback. If there are no correct student responses, then the instructor will still provide feedback. In a hybrid course, the discussion board postings will be used to guide in-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: Each 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 assignment is as follows: "Discuss an application involving the use of the law of sines or law of cosines."~~

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Quizzes will be ~~used in each module to make sure students completed~~ at the ~~assigned~~ discretion ~~reading of the instructor. At least 4 exams and understood a~~ it. These quizzes will be "open-book", but the questions will be randomized so different students get different questions. Tests and exams will include multiple choice and free response questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized (if delivered online) so different students get different questions. Time limits will also be set. For hybrid classes, all tests/exams will be given out in class. A typical final exam ~~question~~ proctored is, "Prove a trigonometric identity in-person ."

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Hybrid students will be expected to attend a classroom-based lecture at least once per week. ~~These lectures are intended to be interactive and consist of a variety of activities including the instructor answering student questions, students participating in group work activities, and other active-learning classroom-based exercises. The instructor should not predominantly utilize classroom time for traditional lecture. For both the hybrid and online courses, material will be provided to students online in the form of short video lectures.~~

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Simulations At will the be used by students so they can participate in, and learn from, processes that might otherwise be less available because discretion of ~~danger, expense or logistical difficulties.~~ An example simulation for this course is as follows: "Use the java applet to examine the effects of varying the amplitude, period, and phase shift on the graph of a trigonometric sine or cosine function instructor ."

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Video will be used to demonstrate procedures and to help students visualize concepts: These clips increase At the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. These online videos can be used various ways, including: 1. Pose a question at the beginning discretion of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a wholeclass discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close captioned instructor .

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

C-ID: MATH 851 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000569950

CB03: TOP Code

170100 - Mathematics, General

CIP Code

27.0101 - Mathematics, 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

B. Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: MATH 47 - Mathematics for Liberal Arts

Course Modification: MATH 47 - Mathematics for Liberal Arts (Launched - Implemented 04-09-2026)

compared with

MATH 47 - Mathematics for Liberal Arts (Active - Implemented 08-22-2024)

Admin Outline for Mathematics 47 Mathematics for Liberal Arts

Effective: Fall

~~2024~~ 2027

Catalog Description:

MATH 47 - Mathematics for Liberal Arts 3.00 Units

An introduction to a variety of mathematical concepts for students interested in liberal arts. Intended to cultivate an appreciation of the significance of mathematics in daily life and help develop students' mathematical reasoning. Topics include personal finance, logic, and exponential growth. 3 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- Intermediate Algebra or a higher level of mathematics.

Total Lecture Hours	54
Total ~~Lab Hours~~	~~18~~
~~Total~~ Inside of Class Hours	~~72~~ <u>54</u>
Total Outside of Class Hours	108
Total Student Learning Hours	~~180~~ <u>162</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Develop and use an appropriate model (linear or exponential) for a given problem.
- B. Identify a set that can be represented as a union or intersection of two other sets and describe this set in the context of an applied problem.
- C. Solve a financial problem involving amortization.
- D. Translate a statement into symbolic logic notation.

Course Objectives:

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

- A. Find unions, intersections and complements of sets
- B. Use Venn diagrams to solve problems
- C. Apply the basic definitions of elementary probability
- D. Determine the probability that a specified event will occur
- E. Find the conditional probability of an event
- F. Develop an appropriate (linear or exponential) model for a real-world problem
- G. Solve applied problems involving simple and compound interest
- H. Solve applied problems involving annuities, sinking funds and amortization
- I. Construct truth tables to determine validity of an argument
- J. Identify logically equivalent statements
- K. Translate an English statement into symbolic notation
- L. Organize raw data into tables, charts, and/or graphs
- M. Calculate and apply the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete population or sample;
- N. Apply historical mathematical concepts from various cultures to solve a variety of problems

Course Content:

Lecture:

1. Logic

1. Concepts of Set Theory

1. Subsets, set equality, union, intersection, complement

2. DeMorgan's Laws

3. Venn Diagrams

2. Simple and Compound Statements

1. Tautologies, contradictions

2. Negations

3. Conditional, converse, inverse, contrapositive

3. Connectives

4. Symbolic Notation

5. Validity of an Argument

6. Truth Tables

2. Finance

1. Simple and compound interest

2. Future value and present value

3. Annuities, sinking funds and amortization

3. Exponential growth and linear growth

1. Linear Functions

1. Slope and rate of change

2. Applications and models

2. Exponential Functions

1. Applications and models

2. Logarithms

4. Probability

1. Basics of probability

2. Complement and union of events

3. Conditional probability

5. Statistics

1. Organizing and visualizing data

1. Frequency Distributions

2. Histograms

3. Bar graphs, circle graphs, line graphs

2. Measures of central tendency

1. Mean

2. Median

3. Mode

3. Measures of variation

1. Range

2. Standard Deviation

3. Variance

4. Normal Distribution

1. Empirical Rule

2. Significance to Statistical Analysis

6. Mathematics in History and Culture

1. Concepts and history of specific branches of mathematics

2. Profiles of famous mathematicians in history

3. Surveys of mathematics in different cultures

Lab Activities:

- A. Using financial math formulas, solve problems involving compound interest, present and future value, annuities and amortization. Distinguish between present and future value of a loan or investment, and between annuities and sinking funds. Compare various investment options and determine the best option.
- B. Given a set of real-world data, create a linear or exponential model. Then predict future values, and interpret these in the context of the data set.

Methods of Instruction:

1. ~~Laboratory~~ ~~Classroom~~ ~~assignments~~ Activity - Group and individual activities using collaborative learning and class projects where applicable.
2. ~~Homework~~ Lecture - When possible, include examples that relate to different majors, backgrounds, and interests to promote diversity and student engagement
3. Discussion - Assigned readings in the text
4. Directed Study
5. Group and individual activities in class
6. ~~Assigned readings in the text~~
7. ~~Lecture and classroom discussion~~

Methods of Evaluation

- A. Class Work
 - 1. at the discretion of the instructor
- B. Exams/Tests
 - 1. minimum of ~~3~~ three exams plus the final
- C. Home Work
 - 1. assigned for each section covered
- D. ~~Lab Activities~~
 - 1. ~~minimum of six~~
- E. Quizzes
 - 1. at the discretion of the instructor
- F. Research Projects
 - 1. at the discretion of the instructor

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

- 1. Homework assignments may include reading the text.
 - 1. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture to reinforce important concepts and skills.
 - 2. An instructor may require written work in conjunction with the reading assignments (e.g. have students complete a Q & A sheet related to the assigned reading).

B. Writing:

- 1. Homework
 - 1. Problems from the text should be assigned for each section covered. The number of problems assigned may vary from section to section and from instructor to instructor, but the homework assignments should include a sufficient number and variety of problems to develop both skill and conceptual understanding. A typical assignment should take an average student 1 to 2 hours for each hour in class.
 - 2. The majority of the problems assigned should be those for which answers are readily available (e.g., from the answer appendix in the text), so that students may obtain immediate feedback on their work.
 - 3. ~~Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture to reinforce important concepts and skills. An instructor may require written work in conjunction with~~

the reading assignments (e.g, have students complete a Q & A sheet related to the assigned reading):

3. Laboratory

1. Lab assignments can be used to reinforce fundamental concepts and skills or to explore certain concepts in more depth than is possible in class. They may be designated for individual or group work.
2. Sample lab assignment: Provided a real-world data set, determine whether a linear model or an exponential model would better fit the data.

4. In-Class

1. Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem-solving. Students can be asked to present their results on the board.
2. Sample collaborative learning assignment: After researching car models, dealership deals, and bank APY rates, determine whether financing or getting a loan from a bank is better for buying a car chosen by the group.

Textbooks (Typical):

Textbook:

1. Thomas Pirnot, Margaret Moore *Mathematics All Around*. 7th ed., Pearson, 2022.
2. Richard Aufmann *Discovering Mathematics: A Quantitative Reasoning Approach*. 1st ed., Cengage, 2019.
3. David Sobecky *Math in Our World*. 4th ed., McGraw-Hill, 2019.
4. David Lippman *Math In Society*. 2nd ed., OpenTextbookStore, 2022.

Other Materials Required of Students

1. Scientific Calculator.

Equity Based Curriculum

- Course Content
- - Methods of Instruction
- - Methods of Evaluation
- - Typical Assignments
- - Textbooks/Materials
- - Other Materials Required of Students

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

Reasons include accessibility for students, to have more options than just traditional lecture (face-to-face), and to include in the OEI. Classroom availability is limited and with the increase of FTEF towards higher-level math courses, we need to have an increased number of sections.

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

The decision was made through discussion with colleagues in the mathematics department. The content lends itself well to being taught online.

[Prior note]

previously 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: Weekly emails.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At least one per module or chapter.
- **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 feedback on all tests.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly announcements.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: At least one web conference 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 one per module or chapter.
- **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 four collaborative activities 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 one per module or chapter.
- **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 four collaborative activities per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Three minimum exams of per-semester; threeexams plus the final examination proctored in-person.
- **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: One practice test for each exam.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Minimum two lectures per week.

- **Other:**

Frequency: One presentation per semester.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000552242

CB03: TOP Code

170100 - Mathematics, General

CIP Code

27.0101 - Mathematics, 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

B. Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: MATH 66C - Concurrent Support for Calculus I

Course Modification: MATH 66C - Concurrent Support for Calculus I (Launched - Implemented 04-09-2026)

compared with

MATH 66C - Concurrent Support for Calculus I (Active - Implemented 01-01-2020)

Admin Outline for Mathematics 66C Concurrent Support for Calculus I

Effective: ~~Spring~~ Fall

~~2020~~ 2027

Catalog Description:

MATH 66C - Concurrent Support for Calculus I 1.00 Units

This course offers structured support to students who are concurrently enrolled in Calculus I. The support course includes material to prepare students for the rigor of the calculus course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic, geometric and trigonometric concepts, and more in-depth investigation of core concepts in their concurrent math course. 1 Units Lab

Corequisite:

- MATH + C2210

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Develop study skills and life skills that will improve the likelihood of succeeding in their academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and - _ conquering math anxiety strategies, etc :
- B. ~~Identify challenging mathematics topics and be able to communicate in writing the correct strategies and processes for solving relevant mathematics problems .~~
- C. Read mathematical writing with understanding and use this skill as preparation to solve relevant mathematics problems.
- D. Utilize online and other technological resources effectively to enhance their understanding of a mathematics topic.

Course Objectives:

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

- A. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, test taking and math anxiety strategies, etc.
- B. Use a problem solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the problem.
- C. Apply relevant prerequisite math concepts at a higher level.
- D. Organize and justify their mathematical thinking on relevant math problems.
- E. Use effective strategies to monitor their own understanding of math concepts.
- F. Use learning strategies to identify and communicate in their own words key mathematical concepts.

Course Content:

- 1. Learn appropriate skills necessary to become more productive, successful and independent learners.
 - 1. Students will engage in metacognitive activities around new math concepts.
 - 2. Students will participate in Growth Mindset, Brain Research and learning skills activities.
 - 3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
 - 4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.
- 2. Successfully solve context problems by learning how to:
 - 1. Read context problems with understanding
 - 2. Identify relevant information.
 - 3. Define variables.
 - 4. Execute relevant procedures.
 - 5. Interpret results in the context of the problem.
- 3. Review Algebraic, Geometric, Trigonometric and Calculus concepts and practice completing many math problems.
- 4. Read mathematical text for understanding.

1. Make a skeleton outline of material covered in the class and textbook.
2. Highlight important facts in the material or textbook.
5. Learn and apply effective strategies to monitor understanding.
 1. Create summary sheets and/or practice exams before assessments.
 2. Correct any assessments and practice explaining the concepts to someone else.
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.
 1. Students will learn how to communicate their thinking on math problems.
 2. Students will learn how to synthesize big ideas in the material.

Methods of Instruction:

1. Discussion - Instructor should allow time during workshops to discuss what main algebraic, geometric and trigonometric concepts were covered in their math course, what the big ideas are, citing their classroom notes and mathematical textbook for evidence.
2. Demonstration - Instructor should model examples of what a mathematician should do when approaching the math content. - _ Students should then practice applying those strategies to additional problems.
3. Directed Study - Class will spend time in directed math content activities, with students practicing applying concepts individually, ~~in workshops~~ inworkshops , or in small groups.
4. Lecture - Lecture will only be in small, relevant amounts, with specific skills-building goal in mind and time left for students to practice applying the demonstrated skill described.
5. Individualized Instruction - Instructor will provide individualized instruction as often as possible.
6. Audio-visual Activity - Personalized learning supports and practice on prerequisite material.

Methods of Evaluation

- A. Class Participation
 1. Attendance will be recorded hourly
- B. Class Work
 1. Regular assignments and workshops on learning skills and mastery of relevant mathematical concepts
- C. Home Work
 1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

Typical Outside-of-Class Assignments

- A. ~~Other~~ Laboratory :
 1. ~~In-Class~~
 1. Workshops: Review of relevant algebraic, geometric and trigonometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

1. ~~Students will regularly participate in workshops~~
 2. Students will then complete worksheets on the material to test for understanding.
 3. Students will regularly participate in workshops
-
2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.
 3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.
 4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
 5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments,
- B. Other:
1. Attend three Smart Shops based on their independent learning needs
 2. Homework - students will be encouraged to continue work outside of class each day towards the following:
 1. Mastery of key mathematical concepts
 2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

Textbooks (Typical):

All of the course materials are OER to promote student equity and access.

OER: _

1. Dave Dillon *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies.* current /e, LibreTexts, 2024.

[https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies \(Dillon\).](https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon).)

2. [Gilbert Strang, Edwin "Jed" Herman. *Calculus, Volume 1*. current /e, Openstax, 2024.](https://openstax.org/details/books/calculus-volume-1)
[https://openstax.org/details/books/calculus-volume-1.](https://openstax.org/details/books/calculus-volume-1)

Other Materials Required of Students

1. Access to a computer and internet.

Equity Based Curriculum

- [Catalog Description](#)
- [Course Content](#)
- [Course Objectives](#)
- [Methods of Instruction](#)
- [Textbooks/Materials](#)

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

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.

This concurrent support course is designed to offer students personalized instruction to help them be successful in their concurrently enrolled math class. Students will be given rigorous assessments that will ensure that their experience is focused and personalized. Online software and instructor supports will be available to students to support their math learning goals from anywhere. Offering this course via online instruction will increase access to this learning support, allowing working students the flexibility they need to participate in this concurrent support while continuing to work. The decision to offer this course online was made by experienced math faculty, used to teaching Hybrid and Online courses. In addition, from anecdotal observation from similar classes, such as Math Jam, students would cumulatively miss hours of the course due to work schedules but were able to successfully make up the time and material missed in class using the online material from home.

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 will be an essential means of communication between student and instructor in a hybrid course. The instructor will use it to make announcements, answer individual questions, form groups, send reminders for tests, etc.
- **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 Class discussion Board will be utilized for introductions, recommending websites, and other student-instructor interactions. One of the more common uses of the Discussion Board will be instructor posted responses to students' questions on group work, homework, etc.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Students will use this to introduce themselves to each other, and ask/answer any student-to-student questions. A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" Other parts of the Discussion board will be used for group projects, and any important instructor posted responses to questions.

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

Frequency: Any important announcements will be posted on the announcements page in Canvas. Any important announcements will also be emailed to the entire class.

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: An appropriate webconferencing tool such as Conferzoom will be utilized to help give individual assistance to students. The instructor and tutors will hold virtual help sessions and use it to go through problems in a step by step fashion.

- **Other:**

Frequency: Communicating about mathematics is a core component of this course. Students will be asked to explain their reasoning (via Discussion Board) and critique the reasoning of others (in a manner directed by the instructor).

Student-Student Interaction

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

Frequency: Student-to-student email will mostly be used by groups needing to communicate about collaborative assignments. Students may communicate about homework, exam study groups, etc. at their own comfort level

- **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 this to set up and work with study groups and ask/answer any student-to-student questions. Students will also complete group assignments and post them in the Discussion Board. They will be responsible for answering questions on their assignments in the Discussion Board.

- **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 both in-class and online (via Discussion Board and email). Group work may include projects, presentations, and reading assignments. Study groups for exams will be encouraged.

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: An appropriate webconferencing tool such as Conferzoom will be utilized to help give individual assistance to students. The Chatroom and virtual classroom may be used by students to ask/answer questions, critique group assignments (as directed by the instructor), and get help from one another.

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: Working collaboratively is a key component of this course. Group work may be initiated in the classroom and completed on-line, utilizing Discussion Board, Chatroom, or email. Group work will be used to introduce concepts, explore key aspects of the content, practice skills, and prepare for exams. Students may self-select or be placed into a group by their instructor. Groups may be asked to present their work to the class. Groups may be working on the same exercises or each group may be given a

different type of problem which they will solve and then present to the class, explaining/justifying their reasoning. Students will be encouraged to explore different ways of problem solving through group interaction. Groups may be asked to complete an assignment outside of class and then post their results on-line in the Class Discussion Board. The students would be asked to review and critique the posted results.

- **Written papers:** *Papers will be written on various topics.*

Frequency: ~~Many~~ At ~~instructors~~ instructor discretion. Instructors may use written assignments ~~in their face-to-face courses~~ to help students better understand their learning styles and the content. Written assignments may also be used to have students respond in a reflective to a video or reading assignment. ~~In the proposed hybrid course, the same assignments could be given.~~

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: At instructor discretion. Short on-line quizzes may be used to test students understanding of core concepts/processes/skills assigned by way of reading or homework sets. For example, students may be assigned a reading or video and then asked a few questions about what they have read/seen.

- **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: Prior to each in-class exam, there will be a practice exam study guide available to help the students prepare for the test. the solutions key to each practice exam will be posted so that students can check their work. Students may be required to turn in their completed practice exams on the day of the in-class exam.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: ~~video~~ At instructor discretion. Video mini-lectures targeting core concepts or skills may be assigned for viewing prior to class, to prepare students for the new content to be learned or explored in class.

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Interactive eManipulatives will be used to illustrate core concepts such as domain and range. These will be highly recommended, but need not be required.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601354

CB03: TOP Code

170200 - Mathematics Skills

CIP Code

27.0301 - Applied Mathematics, 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

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

S - Course is a support course.

CB27: Upper Division Status



Course Modification: MATH 67 - Math Jam for Calculus II

Course Modification: MATH 67 - Math Jam for Calculus II (Launched - Implemented 04-09-2026)

compared with

MATH 67 - Math Jam for Calculus II (Active - Implemented 01-01-2020)

Admin Outline for Mathematics 67 Math Jam for Calculus II

Effective: ~~Spring~~ Fall

~~2020~~ 2027

Catalog Description:

MATH 67 - Math Jam for Calculus II 0.50 Units

Math Jam for Calculus II is a credit course for students preparing for Calculus II. Embedded are essential study and life skills to develop each student holistically, including career development. Students will be learning basic skills and transfer-level material with the goal of preparing them to be successful in their upcoming class. It is strongly recommended that students taking this course are enrolled in a calculus course. 0.5 Units Lab

Total Lab Hours	27
Total Inside of Class Hours	27
Total Student Learning Hours	27

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Identify skills needed to become a more productive, successful, and independent learner.
- B. Apply prerequisite mathematical topics at a higher level.
- C. Develop study skills and life skills that will improve the student's likelihood of succeeding in his or her academic goals (examples of topics include brain research, identifying his/her individual growth mindset, personal time management, test taking and conquering math anxiety strategies, etc.).

Course Objectives:

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

- A. Formulate short-term and long-term learning objectives for the course, based on their academic goal(s), including preparation for their upcoming Calculus II course
- B. Identify his/her individual areas of understanding and weakness in pre-calculus or calculus concepts
- C. Apply mathematical concepts at a higher level
- D. Demonstrate the appropriate skills necessary to become a more productive, successful, and independent learner
- E. Apply study skills and life skills that will improve the student's likelihood of succeeding in their academic and career goals, such as identifying his/her individual growth mindset, brain research, and learn personal time management, study skills, test taking and math anxiety strategies, etc.

Course Content:

- 1. Students will identify their academic goal.
 - 1. Students will discuss their goal of preparing for their upcoming Calculus II course with an instructor and/or tutor.
 - 2. Students will declare their goal by filling out an intent form and given personalized calculus-related objectives to focus on based on their goal.
- 2. Students will complete rigorous pre- and post-diagnostic exams.
 - 1. Results from pre-diagnostic exam will be used to identify his/her individual areas of understanding and weakness in pre-calculus or calculus concepts.
 - 2. Students will discuss the results with an instructor and/or tutor and create a personalized learning plan.
- 3. Students will read, watch videos, attend workshops and study pre-calculus and calculus I and II material based on their personalized learning plan.
- 4. Students will work through pre-calculus and calculus I and II problems.
- 5. Students will learn the appropriate skills necessary to become more productive, successful and independent learners.
 - 1. Students will participate in Growth Mindset and learning skill discussions.
 - 2. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
 - 3. Students will actively participate in the course by practicing, interpreting, restating, and organizing material independently and under the supervision of instructors and/or tutors.
- 6. Students will participate in classroom discussions and/or Smart Shops around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, and dealing with

Methods of Instruction:

1. Classroom Activity - such as instructor and/or tutor led discussions, workshops, etc.
2. Guest Lecturers - such as workshops led by content experts around the campus on such topics as Growth Mindset, Brain Research, Time Management, Test Taking Skills, Math Anxiety, Career Development, etc.
3. Individualized Instruction - such personalized instruction provided to the student by the instructor and/or tutor
4. Audio-visual Activity - such as watching videos, reading multi-media textbook, working problems out in steps, etc.

Methods of Evaluation

- A. Class Work
 1. Attendance will be recorded hourly
- B. Exams/Tests
 1. Students will take a pre- and post- test.
- C. Home Work
 1. Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by completing daily homework
- D. Quizzes
 1. Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by taking daily quizzes

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

1. ~~In-Class~~

1. Complete a Math Jam Pre- and Post-Survey, used to analyze student needs and effectiveness of the program.
2. Identify individual goal for the course by completing the Participant Goal Sheet. For most participants, their goal is to prepare for their upcoming community college course.
3. Complete a rigorous diagnostic pre- and post-test that will be used to personalize the learning for Math Jam.
4. Customize Study Plan of the math content based on the diagnostic pre-test and the individual goals for the course.
5. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the calculus-related math concepts.

6. Students will read, watch videos, attend workshops and study calculus-related math material based on their personalized learning plan.

B. Other:

1. Smart Shops

1. Classroom and lunchtime discussions around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.

2. Homework - students will be encouraged to continue work outside of class each day towards the following:

1. Mastery of calculus-related math concepts
2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

Textbooks (Typical):

- All of the course materials are OER to promote student equity and access.

Textbook OER :

1. ~~Joel Dave Hass, Christopher Heil, Maurice Weir~~ Dillon Thomas' Blueprint Calculus for Success in College - Indispensable Study Skills and Time Management Strategies . 14th current ed. /e , Pearson LibreTexts , 2017 2024 .
[https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies \(Dillon\)](https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)) .
2. James Gilbert Stewart Strang, Edwin "Jed" Herman Calculus ,Volume 2 . 8th 2024 ed. /e , Cengage OpenStax , 2016 2024 .
3. ~~William L Briggs, Lyle Cochran, Eric Schulz~~ Calculus [https://openstax](https://openstax.org/details/books/calculus-volume-2) . 3rd ed., Pearson, 2019 [org/details/books/calculus-volume-2](https://openstax.org/details/books/calculus-volume-2) .

Other Materials Required of Students

Equity Based Curriculum

- [Catalog Description](#)
- [Course Content](#)
- [Course Objectives](#)
- [Methods of Instruction](#)
- [Typical Assignments](#)
- [Textbooks/Materials](#)

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

MATH 66, MATH 67 and MATH 68 are Math Jam for Calculus I, II and III respectively. Math Jam is a bootcamp like preparation week prior to the start of the semester to get students prepared for their semester target math class. Concurrent Support, modeled after Math Jam but offered during the semester has been offered in distance education mode this Fall semester and we feel confident we can offer Math Jam in this mode too. Offering this course via online instruction increases opportunities for access-- in particular, it allows working students the flexibility they need to complete this course while continuing to work.

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

The decision to offer MATH 66, MATH 67, MATH 68 Math Jam for Calculus I, II and III courses online was made after discussion amongst several groups on campus to increase the support of under prepared students and continue this tuition-free, valuable resources to 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: Any important announcements will also be emailed to the entire class. Instructors are expected to post at least one academic announcement per day.
- **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: 5 - 10 individual responses to discussion posts during the week of Math Jam.
- **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 one assignment should be assigned and completed each day, with feedback provided within 2 days.
- **Announcements:** Regular announcements that are academic in nature will be posted to the class.
Frequency: Any important announcements will also be emailed to the entire class. Instructors are expected to post at least one academic announcement per day.
- **Web conferencing:** The instructor will use web conferencing to interact with students in real time.
Frequency: An appropriate webconferencing tool such as ConferZoom will be utilized at least once per day to help give individual assistance to students. The instructor will hold virtual help sessions and go through problems in a step-by-step fashion in real time 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: Minimum 1 meeting per Math Jam for orientation, exams, group work or lecture. →
- **Chat:** The instructor will use chat to interact with students, textually and/or graphically, in realtime.
Frequency: The instructor will use a chatroom daily. "Chatroom" includes the chat feature that is part of ConferZoom (and similar) webconferencing sessions.

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 use the Discussion Board during the week to communicate about mathematics, to set up and work with study groups, and to ask/answer any student-to-student questions.
- **Chat:** Students will use the class chatroom to discuss assignments and course material in realtime.
Frequency: Communicating about mathematics is a key component of this course, so students will be encouraged to communicate, such as by chat, with each other on a daily basis.

Student-Content Interaction

- **Class discussion board:** Students will post to the discussion board, answering questions on course content posed by the instructor.
Frequency: Students will use the Discussion Board on a weekly basis. An example of a typical discussion prompt is "What strategies can you use when solving [a given type of math problem]?"
- **Quizzes, tests/exams:** Quizzes will be used to make sure students completed assigned material and understood it.
Frequency: Students will take a pre- and post- assessment during the Math Jam week. Daily quizzes will be given to provide quick assessments of mastery.

- **Lecture:** Students will attend or access synchronous or asynchronous lectures on course content.
Frequency: At least once per day.
- **Other:**
Frequency: SMART Shops will be offered at least 4 times a week around successful learning topics such as Brain Research, effective note taking, time management, test preparation and study skills.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606148

CB03: TOP Code

170200 - Mathematics Skills

CIP Code

27.0301 - Applied Mathematics, 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

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



Course Modification: MATH 67C - Concurrent Support for Calculus II

Course Modification: MATH 67C - Concurrent Support for Calculus II (Launched - Implemented 04-09-2026)

compared with

MATH 67C - Concurrent Support for Calculus II (Active - Implemented 01-29-2020)

Admin Outline for Mathematics 67C Concurrent Support for Calculus II

Effective: ~~Spring~~ Fall

~~2020~~ 2027

Catalog Description:

MATH 67C - Concurrent Support for Calculus II 1.00 Units

This course offers structured support to students who are concurrently enrolled in Calculus II. The support course includes material to prepare students for the rigor of the calculus course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic, geometric and trigonometric concepts, and more in-depth investigation of core concepts in their concurrent math course. 1 Units Lab

Corequisite:

- MATH ~~2~~ C2220

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Develop study skills and life skills that will improve the likelihood of succeeding in their academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
- B. Read mathematical writing with understanding and use this skill as preparation to solve relevant mathematics problems.
- C. Utilize online and other technological resources effectively to enhance their understanding of a mathematics topic.

Course Objectives:

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

- A. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, test taking and math anxiety strategies, etc.
- B. Use a problem solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the problem.
- C. Apply relevant prerequisite math concepts at a higher level.
- D. Organize and justify their mathematical thinking on relevant math problems.
- E. Use effective strategies to monitor their own understanding of math concepts.
- F. Use learning strategies to identify and communicate in their own words key mathematical concepts.

Course Content:

- 1. Learn appropriate skills necessary to become more productive, successful and independent learners.
 - 1. Students will engage in metacognitive activities around new math concepts.
 - 2. Students will participate in Growth Mindset, Brain Research and learning skills activities.
 - 3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
 - 4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.
- 2. Successfully solve context problems by learning how to:
 - 1. Read context problems with understanding
 - 2. Identify relevant information.
 - 3. Define variables.
 - 4. Execute relevant procedures.
 - 5. Interpret results in the context of the problem.
- 3. Review Algebraic, Geometric and Trigonometric and Calculus I concepts and practice completing many math problems.
- 4. Read mathematical text for understanding.

1. Make a skeleton outline of material covered in the class and textbook.
2. Highlight important facts in the material or textbook.
5. Learn and apply effective strategies to monitor understanding.
 1. Create summary sheets and/or practice exams before assessments.
 2. Correct any assessments and practice explaining the concepts to someone else.
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.
 1. Students will learn how to communicate their thinking on math problems.
 2. Students will learn how to synthesize big ideas in the material.

Methods of Instruction:

1. Discussion - Instructor should allow time during workshops to discuss what main algebraic, geometric, trigonometric and calculus concepts were covered in their math course, what the big ideas are, citing their classroom notes and mathematical textbook for evidence.
2. Demonstration - Instructor should model examples of what a mathematician should do when approaching the math content. Students should then practice applying those strategies to additional problems.
3. Directed Study - Class will spend time in directed math content activities, with students practicing applying concepts individually, in workshops, or in small groups.
4. Lecture - Lecture will only be in small, relevant amounts, with specific skills-building goal in mind and time left for students to practice applying the demonstrated skill described.
5. Individualized Instruction - Instructor will provide individualized instruction as often as possible.
6. Audio-visual Activity - Personalized learning supports and practice on prerequisite material.

Methods of Evaluation

- A. Class Participation
 1. Attendance will be recorded hourly
- B. Class Work
 1. Regular assignments and workshops on learning skills and mastery of relevant mathematical concepts
- C. Home Work
 1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

Typical Outside-of-Class Assignments

- A. ~~Other~~ Laboratory :
 1. ~~In-Class~~
 1. Workshops: Review of relevant algebraic, geometric, trigonometric and calculus concepts, and more in-depth investigation of core concepts in their concurrent math course.

1. Students will regularly participate in workshops
2. Students will then complete worksheets on the material to test for understanding.
2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.
3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.
4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments ; .

B. Other:

1. In Class
2. Attend three Smart Shops based on their independent learning needs
3. Homework - students will be encouraged to continue work outside of class each day towards the following:
 1. Mastery of key mathematical concepts
 2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

Textbooks (Typical):

- All of the course materials are OER to promote student equity and access.

OER: _

1. [Dave Dillon](#) *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*. [current /e, LibreTexts, 2024.](#)
[https://socialsci.libretexts.org/Bookshelves/Counseling and Guidance/Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies \(Dillon\).](https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon).)
2. [Gilbert Strang, Edwin "Jed" Herman](#) *Calculus, Volume 2*. [current /e, Openstax, 2024.](#)
[https://openstax.org/details/books/calculus-volume-2.](https://openstax.org/details/books/calculus-volume-2)

Other Materials Required of Students

Equity Based Curriculum

- [Catalog Description](#)
- [Course Content](#)
- [Course Objectives](#)
- [Methods of Instruction](#)
- [Typical Assignments](#)
- [Textbooks/Materials](#)

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

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.

This concurrent support course is designed to offer students personalized instruction to help them be successful in their concurrently enrolled math class. Students will be given rigorous assessments that will ensure that their experience is focused and personalized. Online software and instructor supports will be available to students to support their math learning goals from anywhere. Offering this course via online instruction will increase access to this learning support, allowing working students the flexibility they need to participate in this concurrent support while continuing to work. The decision to offer this course online was made by experienced math faculty, used to teaching Hybrid and Online courses. In addition, from anecdotal observation from similar classes, such as Math Jam, students would cumulatively miss hours of the course due

to work schedules but were able to successfully make up the time and material missed in class using the online material from home.

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 will be an essential means of communication between student and instructor in a hybrid course. The instructor will use it to make announcements, answer individual questions, form groups, send reminders for tests, etc.
- **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 Class discussion Board will be utilized for introductions, recommending websites, and other student-instructor interactions. One of the more common uses of the Discussion Board will be

instructor posted responses to students' questions on group work, homework, etc.

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Students will use this to introduce themselves to each other, and ask/answer any student-to-student questions. A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" Other parts of the Discussion board will be used for group projects, and any important instructor posted responses to questions.

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

Frequency: Any important announcements will be posted on the announcements page in Canvas. Any important announcements will also be emailed to the entire class.

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: An appropriate webconferencing tool such as Conferzoom will be utilized to help give individual assistance to students. The instructor and tutors will hold virtual help sessions and use it to go through problems in a step by step fashion.

- **Other:**

Frequency: Communicating about mathematics is a core component of this course. Students will be asked to explain their reasoning (via Discussion Board) and critique the reasoning of others (in a manner directed by the instructor).

Student-Student Interaction

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

Frequency: Student-to-student email will mostly be used by groups needing to communicate about collaborative assignments. Students may communicate about homework, exam study groups, etc. at their own comfort level

- **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 work in groups both in-class and online (via Discussion Board and email). Group work may include projects, presentations, and reading assignments. Study groups for exams will be encouraged.

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: An appropriate webconferencing tool such as Conferzoom will be utilized to help give individual assistance to students. The Chatroom and virtual classroom may be used by students to ask/answer questions, critique group assignments (as directed by the instructor), and get help from one another.

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 the discretion of the instructor. Working collaboratively is a key component of this course. Group work may be initiated in the classroom and completed on-line, utilizing Discussion Board, Chatroom, or email. Group work will be used to introduce concepts, explore key aspects of the content, practice skills, and prepare for exams. Students may self-select or be placed into a group by their instructor. Groups may be asked to present their work to the class. Groups may be working on the same exercises or each group may be given a different type of problem which they will solve and then present

to the class, explaining/justifying their reasoning. Students will be encouraged to explore different ways of problem solving through group interaction. Groups may be asked to complete an assignment outside of class and then post their results on-line in the Class Discussion Board. The students would be asked to review and critique the posted results.

- **Written papers:** *Papers will be written on various topics.*

Frequency: At the discretion of the instructor. Many instructors use written assignments ~~in their face-to-face courses~~ to help students better understand their learning styles and the content. Written assignments may also be used to have students respond in a reflective to a video or reading assignment. ~~In the proposed hybrid course, the same assignments could be given.~~

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: At the discretion of the instructor. Short on-line quizzes may be used to test students understanding of core concepts/processes/skills assigned by way of reading or homework sets. For example, students may be assigned a reading or video and then asked a few questions about what they have read/seen.

- **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: Prior to each in-class exam, there will be a practice exam study guide available to help the students prepare for the test. the solutions key to each practice exam will be posted so that students can check their work. Students may be required to turn in their completed practice exams on the day of the in-class exam.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: ~~video~~ At the discretion of the instructor. Video mini-lectures targeting core concepts or skills may be assigned for viewing prior to class, to prepare students for the new content to be learned or explored in class.

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Interactive eManipulatives will be used to illustrate core concepts such as domain and range. These will be highly recommended, but need not be required.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606149

CB03: TOP Code

170200 - Mathematics Skills

CIP Code

27.0301 - Applied Mathematics, 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

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



Course Modification: MATH 68 - Math Jam for Calculus III

Course Modification: MATH 68 - Math Jam for Calculus III (Launched - Implemented 04-09-2026)

compared with

MATH 68 - Math Jam for Calculus III (Active - Implemented 01-29-2020)

Admin Outline for Mathematics 68 Math Jam for Calculus III

Effective: ~~Spring~~ Fall

~~2020~~ 2027

Catalog Description:

MATH 68 - Math Jam for Calculus III

0.50 Units

Math Jam for Calculus III is a credit course for students preparing for Calculus III. Embedded are essential study and life skills to develop each student holistically, including career development. Students will be learning basic skills and transfer-level material with the goal of preparing them to be successful in their upcoming class. It is strongly recommended that students taking this course are enrolled in a calculus course. 0.5 Units Lab

Total Lab Hours	27
Total Inside of Class Hours	27
Total Student Learning Hours	27

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Identify skills needed to become a more productive, successful, and independent learner.
- B. Apply prerequisite mathematical topics at a higher level.
- C. Develop study skills and life skills that will improve the student's likelihood of succeeding in his or her academic goals (examples of topics include brain research, identifying his/her individual growth mindset, personal time management, test taking and conquering math anxiety strategies, etc.).

Course Objectives:

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

- A. Formulate short-term and long-term learning objectives for the course, based on their academic goal(s), including preparation for their upcoming Calculus III course
- B. Identify his/her individual areas of understanding and weakness in pre-calculus or calculus concepts
- C. Apply mathematical concepts at a higher level
- D. Demonstrate the appropriate skills necessary to become a more productive, successful, and independent learner
- E. Apply study skills and life skills that will improve the student's likelihood of succeeding in their academic and career goals, such as identifying his/her individual growth mindset, brain research, and learn personal time management, study skills, test taking and math anxiety strategies, etc.

Course Content:

- 1. Students will identify their academic goal.
 - 1. Students will discuss their goal of preparing for their upcoming Calculus III course with an instructor and/or tutor.
 - 2. Students will declare their goal by filling out an intent form and given personalized calculus-related objectives to focus on based on their goal.
- 2. Students will complete rigorous pre- and post-diagnostic exams.
 - 1. Results from pre-diagnostic exam will be used to identify his/her individual areas of understanding and weakness in pre-calculus or calculus concepts.
 - 2. Students will discuss the results with an instructor and/or tutor and create a personalized learning plan.
- 3. Students will read, watch videos, attend workshops and study pre-calculus and calculus I, II, and III material based on their personalized learning plan.
- 4. Students will work through pre-calculus and calculus I, II and III problems.
- 5. Students will learn the appropriate skills necessary to become more productive, successful and independent learners.
 - 1. Students will participate in Growth Mindset and learning skill discussions.
 - 2. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
 - 3. Students will actively participate in the course by practicing, interpreting, restating, and organizing material independently and under the supervision of instructors and/or tutors.
- 6. Students will participate in classroom discussions and/or Smart Shops around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, and dealing with

Methods of Instruction:

1. Classroom Activity - such as instructor and/or tutor led discussions, workshops, etc.
2. Guest Lecturers - such as workshops led by content experts around the campus on such topics as Growth Mindset, Brain Research, Time Management, Test Taking Skills, Math Anxiety, Career Development, etc.
3. Individualized Instruction - such personalized instruction provided to the student by the instructor and/or tutor
4. Audio-visual Activity - such as watching videos, reading multi-media textbook, working problems out in steps, etc.

Methods of Evaluation

- A. Class Work
 1. Attendance will be recorded hourly
- B. Exams/Tests
 1. Students will take a pre- and post- test.
- C. Home Work
 1. Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by completing daily homework
- D. Quizzes
 1. Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by taking daily quizzes

Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory :

1. ~~In-Class~~

1. Complete a Math Jam Pre- and Post-Survey, used to analyze student needs and effectiveness of the program.
2. Identify individual goal for the course by completing the Participant Goal Sheet. For most participants, their goal is to prepare for their upcoming community college course.
3. Complete a rigorous diagnostic pre- and post-test that will be used to personalize the learning for Math Jam.
4. Customize Study Plan of the math content based on the diagnostic pre-test and the individual goals for the course.
5. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the calculus-related math concepts.

6. Students will read, watch videos, attend workshops and study calculus-related math material based on their personalized learning plan.

B. Other:

1. Smart Shops

1. Classroom and lunchtime discussions around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
2. Homework - students will be encouraged to continue work outside of class each day towards the following:

1. Mastery of calculus-related math concepts
2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

Textbooks (Typical):

- All of the course materials are OER to promote student equity and access.

Textbook OER :

1. ~~James Dave Stewart Dillon~~ Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies. current /e, LibreTexts, 2024.
[https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies \(Dillon\)](https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)).
2. Gilbert Strang, Edwin "Jed" Herman Calculus , Volume 3 . 8th current ed: /e , Cengage Openstax , 2016 2024 .
3. ~~Joel Hass, Christopher Heil, Maurice Weir~~ Thomas' Calculus <https://openstax> . ~~14th ed., Pearson, 2017.~~
4. ~~William Briggs, Lyle Cochran, Eric Schulz~~ Calculus: 3rd ed., Pearson, 2019 [org/details/books/calculus-volume-3](https://openstax.org/details/books/calculus-volume-3) .

Other Materials Required of Students

Equity Based Curriculum

- [Catalog Description](#)
- [Course Content](#)
- [Course Objectives](#)
- [Methods of Evaluation](#)
- [Typical Assignments](#)
- [Textbooks/Materials](#)

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

MATH 66, MATH 67 and MATH 68 are Math Jam for Calculus I, II and III respectively. Math Jam is a bootcamp like preparation week prior to the start of the semester to get students prepared for their semester target math class. Concurrent Support, modeled after Math Jam but offered during the semester has been offered in distance education mode this Fall semester and we feel confident we can offer Math Jam in this mode too. Offering this course via online instruction increases opportunities for access-- in particular, it allows working students the flexibility they need to complete this course while continuing to work.

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

The decision to offer MATH 66, MATH 67, MATH 68 Math Jam for Calculus I, II and III courses online was made after discussion amongst several groups on campus to increase the support of under prepared students and continue this tuition-free, valuable resources to 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: Any important announcements will also be emailed to the entire class. Instructors are expected to post at least one academic announcement per day.
- **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: 5 - 10 individual responses to discussion posts during the week of Math Jam.
- **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 one assignment should be assigned and completed each day, with feedback provided within 2 days.
- **Announcements:** Regular announcements that are academic in nature will be posted to the class.
Frequency: Any important announcements will also be emailed to the entire class. Instructors are expected to post at least one academic announcement per day.
- **Web conferencing:** The instructor will use web conferencing to interact with students in real time.
Frequency: An appropriate webconferencing tool such as ConferZoom will be utilized at least once per day to help give individual assistance to students. The instructor will hold virtual help sessions and go through problems in a step-by-step fashion in real time 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: Minimum 1 meeting per Math Jam for orientation, exams, group work or lecture. ?
- **Chat:** The instructor will use chat to interact with students, textually and/or graphically, in realtime.
Frequency: The instructor will use a chatroom daily. "Chatroom" includes the chat feature that is part of ConferZoom (and similar) webconferencing sessions.

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 use the Discussion Board during the week to communicate about mathematics, to set up and work with study groups, and to ask/answer any student-to-student questions.
- **Chat:** Students will use the class chatroom to discuss assignments and course material in realtime.
Frequency: Communicating about mathematics is a key component of this course, so students will be encouraged to communicate, such as by chat, with each other on a daily basis.

Student-Content Interaction

- **Class discussion board:** Students will post to the discussion board, answering questions on course content posed by the instructor.
Frequency: Students will use the Discussion Board on a weekly basis. An example of a typical discussion prompt is "What strategies can you use when solving [a given type of math problem]?"
- **Quizzes, tests/exams:** Quizzes will be used to make sure students completed assigned material and understood it.
Frequency: Students will take a pre- and post- assessment during the Math Jam week. Daily quizzes will be given to provide quick assessments of mastery.

- **Lecture:** Students will attend or access synchronous or asynchronous lectures on course content.
Frequency: At least once per day.
- **Other:**
Frequency: SMART Shops will be offered at least 4 times a week around successful learning topics such as Brain Research, effective note taking, time management, test preparation and study skills.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606150

CB03: TOP Code

170200 - Mathematics Skills

CIP Code

27.0301 - Applied Mathematics, 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

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



Course Modification: NCIS 201 - CyberSecurity Camp

Course Modification: NCIS 201 - CyberSecurity Camp (Launched - Implemented 04-09-2026)
compared with
NCIS 201 - CyberSecurity Camp (Active - Implemented 08-15-2019)

Admin Outline for Noncredit Computer Information Systems 201 CyberSecurity Camp

Effective: Fall

~~2019~~ 2027

Catalog Description:

NCIS 201 - CyberSecurity Camp 70 Hours

This course will introduce the novice to cybersecurity career opportunities, cyber ethics, online safety, and cyber threats. Students will be introduced to cybersecurity principles, virtual machines, basic Windows and Linux administration security policies, fundamental CISCO network routing and CISCO packet tracer. As a culminating activity students will compete by analyzing and fixing vulnerabilities on the provided Windows and Linux images. 15 hours lecture, 25 hours laboratory.

Total Lecture Hours	15
Total Lab Hours	25
Total Inside of Class Hours	40
Total Outside of Class Hours	30
Total Student Learning Hours	70

Course Grading:

Pass/No Pass/Satisfactory Progress

Justification for course proposal

Discipline:

Vocational (short-term): Noncredit

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Participate in guided cybersecurity exercises to identify and address basic system vulnerabilities in controlled environments.
- B. Use virtual machines and introductory networking tools (e.g., Cisco Packet Tracer) to explore and practice cybersecurity concepts.
- C. Demonstrate basic system security skills in Windows and Linux environments, including simple administration and security practices.
- D. Explain ethical considerations and career pathways within the cybersecurity field.
- E. Describe fundamental cybersecurity concepts, including common threats, vulnerabilities, and safe online practices.

Course Objectives:

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

- A. Describe cybersecurity career opportunities, cyber ethics, online safety, and cyber threats
- B. Participate in hands-on introduction to the fundamentals of cybersecurity, from system hardening to access control to system protection for both Windows and Linux operating systems
- C. Gain an appreciation of the importance to our nation of cyber, cyber security, and good computer practices
- D. Productively participate as team member in a cyber security defense competition
- E. Explain basic IT security concepts and models

Course Content:

1. Cyber Ethics - This module outlines the fundamentals of ethical behavior in the real world and online.

- 1. Important definitions
- 2. Ethical behavior
- 3. Ethics and cybersecurity
- 4. Ethics applications

2. Introduction to CyberPatriot and Cybersecurity– This module contains information about the CyberPatriot program and cybersecurity concepts in general.

- 1. Cyber Competition basics: CyberPatriots, NCL, etc

2. The importance of cybersecurity

3. Cyber careers

3. Online Safety – This module outlines ways to stay safe on the Internet. Topics include:

1. Cyberbullying

2. Personally identifiable information

3. Social media tips

4. Computer Basics and Virtual Machines – This module provides information about computer hardware and the software used to play competition virtual machine images. Topics include:

1. Computer hardware basics

2. Networking basics

3. An overview of virtualization

4. How to start a virtual machine

5. Principles of Cybersecurity – This module describes cybersecurity concepts in more detail. Topics include:

1. CIA Triad

2. How to build strong passwords

3. Social engineering

4. Malware

6. Microsoft Windows Security: This module is the most important for understanding how to find and fix common vulnerabilities on Windows images. Topics include:

1. An introduction to Windows operating systems

2. Firewalls

3. Security tools and policies

7. Windows File Protections and Monitoring – This module contains more advanced Windows security topics, including:

1. File protections

2. Encryption

3. Backups

4. Auditing

5. System monitoring

8. Introduction to Linux and Ubuntu – This module is helpful for gaining an introduction to non-Windows systems that may be used during the competition. Topics include:

1. An introduction to Unix

2. Linux Flavors

3. Introduction to command line

9. Ubuntu Security- This module includes tips for securing an Ubuntu operating system. Topics include:

1. GUI security

2. Updates

3. Command line security

4. Security tools and policies

10. Additional Training Topics and Tips- This module contains other tips for competing in the CyberPatriot competition. Topics include:

1. Topics for further study
2. Tips from CyberPatriot veterans

11. CISCO Networking, routing, Packet Tracer

1. Intro to Networks
2. Intro to CISCO routing
3. Intro to Packet Tracer

12. Incorporation of scaffolded cybersecurity labs, guided simulations (e.g., virtual machines, Packet Tracer), and multiple solution pathways to support learners with varied technical backgrounds and promote equitable skill development
13. Opportunities for collaborative problem-solving, competition-based learning, and flexible demonstration of knowledge (e.g., hands-on system hardening, analysis, and reporting), with concepts presented through multiple modalities including lecture, demonstration, and applied practice

Methods of Instruction:

1. Classroom Activity - Hands-on labs, cyber competitions
2. Lecture - Lecture on cyber security topics, Windows administration, Linux administration, networking
3. Lab - Hands-on computer lab tasks
4. Discussion - Sharing of competition results, lists, etc

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Group Projects
 1. min 1-2 per term
- C. Lab Activities
 1. 50% hands-on labs

Typical Outside-of-Class Assignments

A. ~~Other~~ Activity :

1. Hands-on operating system (Windows and/or Linux) administration
 1. Apply security policies in a Windows and/or Linux environment
2. Develop a security check list for use during the competition activities
3. Web search

Textbooks (Typical):

Textbook:

1. [Robin Sharp](#) *Introduction to Cybersecurity*. 1st ed., Springer, 2023.
2. [Chuck Easttom](#) *Computer Security Fundamentals*. Fifth ed., Pearson, 2022.
3. Marti Lehto *Cyber Security Analytics, Technology, and Automation*. 1st ed., Springer, 2016.
4. US CyberPatriot AFA CyberCamp Kit. 11th ed., US Air Force Association CyberPatriot, 2018.

Other Learning Materials: _

1. [TryHackMe is a subscription-based online cybersecurity training platform that delivers hands-on, guided learning through interactive virtual labs accessible directly in a web browser. It offers structured learning paths in areas such as network security, ethical hacking, system administration, and digital forensics, combining concise instructional content with real-world practice scenarios on simulated machines. The subscription provides access to its library of labs, guided exercises, and progress tracking tools, making it a practical environment for developing job-ready cybersecurity skills.](#)

Other Materials Required of Students

1. ~~storage~~ [Storage](#) : flash, portable hard drive, cloud.

Equity Based Curriculum

- [Course Content](#)

Requisite Skills

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)
- [Partially Online](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

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

~~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~~

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: 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 . At the discretion of the instructor .
- **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. . At the discretion of the instructor.
- **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** 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.
- **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 during face-to-face class hours and office hours to discuss any facet of the course and receive direction and/or feedback. (hybrid courses only) . At the discretion of the instructor.

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: _ Students will engage in daily student-to-student interaction through structured pair and small-team activities. Learners will be grouped in pairs or small teams each class session to collaboratively complete cybersecurity modules or participate in capture-the-flag (CTF) competitions. These activities require ongoing communication, problem-solving, and knowledge sharing, ensuring regular and effective peer-to-peer engagement. At the discretion of the instructor.

Student-Content Interaction

- _ **Simulations:** _ Simulations will be used by students so they can participate in and learn from processes.
Frequency: _ Simulations will be integrated on a daily basis throughout the cybersecurity camp, allowing students to actively engage in hands-on, scenario-based learning. Each session will include guided or team-based simulations such as threat detection, incident response, or system defense exercises. These frequent simulation activities ensure that students consistently apply concepts in realistic

environments, reinforcing skills through repeated practice and collaborative problem-solving. At the discretion of the instructor.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601358

CB03: TOP Code

070810 - Computer Networking

CIP Code

11.1003 - Computer and Information Systems Security/Auditing/Information Assurance.

CB04: Credit Status

N - Non Credit

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

J - Workforce Preparation

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



Course Modification: NCIS 201B - CyberSecurity Advanced Skills

Course Modification: NCIS 201B - CyberSecurity Advanced Skills (Launched - Implemented 04-09-2026)

compared with

NCIS 201B - CyberSecurity Advanced Skills (Active - Implemented 01-01-2020)

Admin Outline for Noncredit Computer Information Systems 201B

CyberSecurity Advanced Skills

Effective: ~~Spring~~ Fall

~~2020~~ 2027

Catalog Description:

NCIS 201B - CyberSecurity Advanced Skills

70 Hours

This course will build upon the intro to cybersecurity camp. Review cybersecurity career opportunities, cyber ethics, online safety, and cyber threats. Students will build upon cybersecurity principles, virtual machines, basic Windows and Linux administration security policies, fundamental CISCO network routing and CISCO packet tracer. As a culminating activity students will compete by analyzing and fixing vulnerabilities on the provided Windows and Linux images. 15 hours lecture, 25 hours laboratory.

Total Lecture Hours	15
Total Lab Hours	25
Total Inside of Class Hours	40
Total Outside of Class Hours	30
Total Student Learning Hours	70

Course Grading:

Pass/No Pass/Satisfactory Progress

Justification for course proposal

Discipline:

Vocational (short-term): Noncredit

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Analyze and mitigate cybersecurity threats in Windows and Linux environments.
- B. Collaborate effectively in team-based cybersecurity challenges to solve security problems.
- C. Identify and remediate vulnerabilities through hands-on system analysis and defense activities.
- D. Apply foundational cybersecurity principles and ethical practices to real-world scenarios.

Course Objectives:

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

- A. Describe cybersecurity career opportunities, cyber ethics, online safety, and cyber threats
- B. Participate in hands-on introduction to the fundamentals of cybersecurity, from system hardening to access control to system protection for both Windows and Linux operating systems
- C. Discuss the importance to our nation of cyber, cyber security, and good computer practices
- D. Productively participate as team member in a cyber security defense competition
- E. Explain basic IT security concepts and models

Course Content:

1. Cyber Ethics - This module outlines the fundamentals of ethical behavior in the real world and online.

- 1. Important definitions
- 2. Ethical behavior
- 3. Ethics and cybersecurity
- 4. Ethics applications

2. Introduction to CyberPatriot and Cybersecurity– This module contains information about the CyberPatriot program and cybersecurity concepts in general.

- 1. Cyber Competition basics: CyberPatriots, NCL, etc
- 2. The importance of cybersecurity
- 3. Cyber careers

3. Online Safety – This module outlines ways to stay safe on the Internet. Topics include:

1. Cyberbullying
2. Personally identifiable information
3. Social media tips

4. Computer Basics and Virtual Machines – This module provides information about computer hardware and the software used to play competition virtual machine images. Topics include:

1. Computer hardware basics
2. Networking basics
3. An overview of virtualization
4. How to start a virtual machine

5. Principles of Cybersecurity – This module describes cybersecurity concepts in more detail. Topics include:

1. CIA Triad
2. How to build strong passwords
3. Social engineering
4. Malware

6. Microsoft Windows Security: This module is the most important for understanding how to find and fix common vulnerabilities on Windows images. Topics include:

1. An introduction to Windows operating systems
2. Firewalls

3. Security tools and policies

7. Windows File Protections and Monitoring – This module contains more advanced Windows security topics, including:

1. File protections
2. Encryption
3. Backups
4. Auditing
5. System monitoring

8. Introduction to Linux and Ubuntu – This module is helpful for gaining an introduction to non-Windows systems that may be used during the competition. Topics include:

1. An introduction to Unix
2. Linux Flavors
3. Introduction to command line

9. Ubuntu Security- This module includes tips for securing an Ubuntu operating system. Topics include:

1. GUI security
2. Updates
3. Command line security
4. Security tools and policies

10. Additional Training Topics and Tips- This module contains other tips for competing in the CyberPatriot competition. Topics include:

1. Topics for further study
2. Tips from CyberPatriot veterans

11. CISCO Networking, routing, Packet Tracer

1. Intro to Networks
 2. Intro to CISCO routing
 3. Intro to Packet Tracer
-
12. Incorporation of scaffolded cybersecurity labs, guided simulations (e.g., virtual machines, Packet Tracer), and multiple solution pathways to support learners with varied technical backgrounds and promote equitable skill development
 13. Opportunities for collaborative problem-solving, competition-based learning, and flexible demonstration of knowledge (e.g., hands-on system hardening, analysis, and reporting), with concepts presented through multiple modalities including lecture, demonstration, and applied practice

Methods of Instruction:

1. Classroom Activity - Hands-on labs, cyber competitions
2. Lecture - Lecture on cyber security topics, Windows administration, Linux administration, networking
3. Lab - Hands-on computer lab tasks
4. Discussion - Sharing of competition results, lists, etc

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Group Projects
 1. min 1-2 per term
- C. Lab Activities
 1. 50% hands-on labs per term

Typical Outside-of-Class Assignments

- A. ~~Other~~ **Project** :
 1. Hands-on operating system (Windows and/or Linux) administration
 1. Apply security policies in a Windows and/or Linux environment
 2. Develop a security check list for use during the competition activities

3. Web search

Textbooks (Typical):

Textbook:

1. [Chuck Easttom](#) *Computer Security Fundamentals*. Fifth Edition ed., Pearson, 2022.
2. [Robin Sharp](#) *Introduction to Cybersecurity*. 1st ed., Springer, 2023.
3. Marti Lehto *Cyber Security Analytics, Technology, and Automation*. 1st ed., Springer, 2016.
4. US CyberPatriot AFA CyberCamp Kit. 11th ed., US Air Force Association CyberPatriot, 2018.

Other Learning Materials: _

1. [TryHackMe is a subscription-based online cybersecurity training platform that delivers hands-on, guided learning through interactive virtual labs accessible directly in a web browser. It offers structured learning paths in areas such as network security, ethical hacking, system administration, and digital forensics, combining concise instructional content with real-world practice scenarios on simulated machines. The subscription provides access to its library of labs, guided exercises, and progress tracking tools, making it a practical environment for developing job-ready cybersecurity skills.](#)

Other Materials Required of Students

1. storage: flash, portable hard drive, cloud.

Equity Based Curriculum

- [_ Course Content](#)

Requisite Skills

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)
- [Partially Online](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

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

~~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~~

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: 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 . At the discretion of the instructor .
- **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 . At the discretion of the instructor .
- **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.
- **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 during face-to-face class hours and office hours to discuss any facet of the course and receive direction and/or feedback. (hybrid courses only) . At the discretion of the instructor.

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: _ Students will engage in daily student-to-student interaction through structured pair and small-team activities. Learners will be grouped in pairs or small teams each class session to collaboratively complete cybersecurity modules or participate in capture-the-flag (CTF) competitions. These activities require ongoing communication, problem-solving, and knowledge sharing, ensuring regular and effective peer-to-peer engagement. At the discretion of the instructor.

Student-Content Interaction

- _ **Simulations:** _ Simulations will be used by students so they can participate in and learn from processes.
Frequency: _ Simulations will be integrated on a daily basis throughout the cybersecurity camp, allowing students to actively engage in hands-on, scenario-based learning. Each session will include guided or team-based simulations such as threat detection, incident response, or system defense exercises. These frequent simulation activities ensure that students consistently apply concepts in realistic environments, reinforcing skills through repeated practice and collaborative problem-solving. At the discretion of the instructor.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606955

CB03: TOP Code

070810 - Computer Networking

CIP Code

[11.1003 - Computer and Information Systems Security/Auditing/Information Assurance.](#)

CB04: Credit Status

N - Non Credit

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

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

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



Course Modification: NCIS 202 - CyberSecurity Competition Prep

Course Modification: NCIS 202 - CyberSecurity Competition Prep (Launched - Implemented 04-09-2026)

compared with

NCIS 202 - CyberSecurity Competition Prep (Active - Implemented 08-15-2019)

Admin Outline for Noncredit Computer Information Systems 202

CyberSecurity Competition Prep

Effective: Fall

~~2019~~ 2027

Catalog Description:

NCIS 202 - CyberSecurity Competition Prep 30 Hours

This course prepares students to participate in cyber security competitions (CyberPatriot, National Cyber League, etc). Topics include an overview of cyber competitions, virtual machines, Linux operating systems and administration, Windows operating systems and administration, CISCO networking, and packet tracer. Through business scenarios, students will create checklists of potential vulnerabilities and work in teams to secure networks and sensitive data. hours lecture, 30 hours laboratory.

Total Lab Hours	30
Total Inside of Class Hours	30
Total Outside of Class Hours	0
Total Student Learning Hours	30

Course Grading:

Pass/No Pass/Satisfactory Progress

Justification for course proposal

Discipline:

Vocational (short-term): Noncredit

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Develop and refine team-based competition strategies including role assignment, task prioritization, and collaborative problem solving under timed conditions.
- B. Apply foundational cybersecurity tools and techniques (e.g., virtual machines, system administration, Cisco Packet Tracer) to practice securing systems and networks in competition-style scenarios.
- C. Prepare for cybersecurity competitions by identifying and assessing common vulnerabilities in Windows, Linux, and networked environments using structured analysis and checklists.

Course Objectives:

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

- A. Document system changes and best practices learned during cybersecurity defense competitions as a member in cybersecurity competitions
- B. Implement and correct Windows desktop and server operating system configurations
- C. Implement and correct Linux operating system configurations
- D. Productively participate as a member of a cybersecurity team
- E. Explain basic IT security concepts and models

Course Content:

- 1. Windows
 - 1. Installation
 - 2. Navigation
 - 3. File structure
 - 4. System Configuration
 - 5. File and Folder Permissions
 - 6. Windows Powershell Command Line
 - 7. Identify security vulnerabilities
- 2. Server Roles and Features
- 3. Linux
 - 1. Installation
 - 2. Navigation: GUI, command line
 - 3. System Configuration
 - 4. Linux Services
 - 5. Identify security vulnerabilities
- 4. CISCO
 - 1. Introduction to networks hardware, e.g, routers, switches
 - 2. CISCO Routing and Switching
 - 3. Packet Tracer software
- 5. VMWare
 - 1. Overview of VMWare
 - 2. Create multiple virtual machines
- 6. CyberSecurity Competition

1. Develop checklists of potential security vulnerabilities for Windows and Linux operating system for use during competitions
2. Participate as a team member in cybersecurity competitions
3. Develop team leadership skills

Methods of Instruction:

1. Lab - Hands-on cybersecurity lab tasks
2. Lecture
3. Classroom Activity - Hands-on labs, cyber competitions
4. Discussion - Sharing of competition results, lists, debrief, etc.
5. Lecture - Lecture on cyber security topics, Windows administration, Linux administration, networking

Methods of Evaluation

- A. Exams/Tests
 1. frequent practice quizzes
- B. Lab Activities
 1. 1-2 hands-on class activities every session

Typical Outside-of-Class Assignments

- A. ~~Other~~ **Project** :
 1. Given a Windows desktop operating system image, find and fix the security vulnerabilities
 2. As a team, create a check list of possible vulnerabilities to check in a Linux operating system
 3. Download and install Virtual Machine

Textbooks (Typical):

Textbook:

1. [Robin Sharp](#) *Introduction to Cybersecurity*. 1st ed., Springer, 2024.
2. [Chuck Easttom](#) *Computer Security Fundamentals*. Fifth ed., Pearson, 2022.
3. US Airforce Associations CyberPatriot Academy *Training Modules*. 11th ed., US Air Force Association CyberPatriot, 2018.
4. MacDonnell Ulsch *Cyber Threat!! How to Manage the Growing Risk of Cyber Attacks*. 2nd ed., Wiley, 2017.

Other Learning Materials:

1. [TryHackMe is a subscription-based online cybersecurity training platform that delivers hands-on, guided learning through interactive virtual labs accessible directly in a web browser. It offers structured learning paths in areas such as network security, ethical hacking, system administration, and digital forensics, combining concise instructional content with real-world practice scenarios on simulated machines. The subscription provides access to its library of labs, guided exercises, and progress tracking tools, making it a practical environment for developing job-ready cybersecurity skills.](#)

Other Materials Required of Students

1. ~~storage~~ Storage : - flash, portable hard drive, or cloud .

Equity Based Curriculum

- Course Content

Requisite Skills

DE Proposal

Delivery Methods

- Fully Online (FO)
- Partially Online

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

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

~~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~~

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: 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. [At the discretion of the instructor.](#)
- **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. Such students will share their security check lists [At the discretion of the instructor.](#)
- **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.
- **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 during face-to-face class hours and office hours to discuss any facet of the course and receive direction and/or feedback. (hybrid courses only) [At the discretion of the instructor.](#)

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: Students will assemble with other students to participate in cybersecurity competition team play. Students are given the opportunity to compete in cybersecurity competitions like Capture the Flag, CyberPatriots, National Cyber League. The competitions can be local, regional, or national. Most teams are 1-5 players. Teams collaborate on strategy, use divide and conquer techniques to accomplish the goals in a given time period. [At the discretion of the instructor.](#)

Student-Content Interaction

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: Simulations will be used by students so they can participate in, and learn from, processes that might otherwise be less available because of danger, expense or logistical difficulties. An example simulation for this course is... students will receive an operating systems with security flaws, they will fix those flaws in a virtual machine environment [.At the discretion of the instructor.](#)

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601359

CB03: TOP Code

070810 - Computer Networking

CIP Code

11.1003 - Computer and Information Systems Security/Auditing/Information Assurance.

CB04: Credit Status

N - Non Credit

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

J - Workforce Preparation

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



Course Modification: NCIS 203 - CyberSecurity Competition

Course Modification: NCIS 203 - CyberSecurity Competition (Launched - Implemented 04-09-2026)

compared with

NCIS 203 - CyberSecurity Competition (Active - Implemented 01-01-2020)

Admin Outline for Noncredit Computer Information Systems 203 CyberSecurity Competition

Effective: ~~Spring~~ Fall

~~2020~~ 2027

Catalog Description:

NCIS 203 - CyberSecurity Competition 30 Hours

This course allows students to participate in cyber security competitions (CyberPatriot, National Cyber League, etc). Topics include an overview of cyber competitions, virtual machines, Linux operating systems and administration, Windows operating systems and administration, CISCO networking, and packet tracer. Through business scenarios, students will create checklists of potential vulnerabilities and work in teams to secure networks and sensitive data. hours lecture, 30 hours laboratory.

Total Lab Hours	30
Total Inside of Class Hours	30
Total Outside of Class Hours	0
Total Student Learning Hours	30

Course Grading:

Pass/No Pass/Satisfactory Progress

Justification for course proposal

Discipline:

Vocational (short-term): Noncredit

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Collaborate effectively in team-based competitions to develop strategies, prioritize tasks, and defend systems under time-constrained conditions.
- B. Apply cybersecurity tools and environments (e.g., virtual machines, Cisco Packet Tracer) to simulate, practice, and compete in real-world cybersecurity scenarios.
- C. Analyze and secure systems and networks by identifying vulnerabilities in Windows, Linux, and network configurations and applying appropriate remediation techniques.

Course Objectives:

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

- A. Document system changes and best practices learned during cybersecurity defense competitions as a member in cybersecurity competitions
- B. Implement and correct Windows desktop and server operating system configurations
- C. Implement and correct Linux operating system configurations
- D. Productively participate as a member of a cybersecurity team
- E. Explain basic IT security concepts and models

Course Content:

- 1. Windows
 - 1. Installation
 - 2. Navigation
 - 3. File structure
 - 4. System Configuration
 - 5. File and Folder Permissions
 - 6. Windows Powershell Command Line
 - 7. Identify security vulnerabilities
- 2. Server Roles and Features
- 3. Linux
 - 1. Installation
 - 2. Navigation: GUI, command line
 - 3. System Configuration
 - 4. Linux Services
 - 5. Identify security vulnerabilities
- 4. CISCO
 - 1. Introduction to networks hardware, e.g, routers, switches
 - 2. CISCO Routing and Switching
 - 3. Packet Tracer software
- 5. VMWare
 - 1. Overview of VMWare
 - 2. Create multiple virtual machines
- 6. CyberSecurity Competition

1. Develop checklists of potential security vulnerabilities for Windows and Linux operating system for use during competitions
2. Participate as a team member in cybersecurity competitions
3. Develop team leadership skills
7. Multiple instructional modalities including demonstrations, written guides, visual tools, and hands-on labs with virtual machines
8. Collaborative team-based activities with flexible roles to support equitable participation and engagement
9. Multiple methods for demonstrating competency including practical labs, written analyses, and guided simulations

Methods of Instruction:

1. Lab - Hands-on cybersecurity lab tasks
2. Lecture
3. Classroom Activity - Hands-on labs, cyber competitions
4. Discussion - Sharing of competition results, lists, debrief, etc.
5. Lecture - Lecture on cyber security topics, Windows administration, Linux administration, networking

Methods of Evaluation

- A. Class Participation
 1. team competitions
- B. Exams/Tests
 1. frequent practice quizzes
- C. Lab Activities
 1. 1-2 hands-on class activities every session

Typical Outside-of-Class Assignments

- A. ~~Other~~ Project :
 1. Given a Windows desktop operating system image, find and fix the security vulnerabilities
 2. As a team, create a check list of possible vulnerabilities to check in a Linux operating system
 3. Download and install Virtual Machine

Textbooks (Typical):

Textbook:

1. Robin Sharp *Introduction to Cybersecurity*. 1st ed., Springer, 2023.
2. Chuck Easttom *Computer Security Fundamentals*. Fifth Edition ed., Pearson, 2022.
3. US Airforce Associations CyberPatriot Academy *Training Modules*. 11th ed., US Air Force Association CyberPatriot, 2018.
4. MacDonnell Ulsch *Cyber Threat!! How to Manage the Growing Risk of Cyber Attacks*. 2nd ed., Wiley, 2017.

Other Learning Materials: _

1. [TryHackMe is a subscription-based online cybersecurity training platform that delivers hands-on, guided learning through interactive virtual labs accessible directly in a web browser. It offers structured learning paths in areas such as network security, ethical hacking, system administration, and digital forensics, combining concise instructional content with real-world practice scenarios on simulated machines. The subscription provides access to its library of labs, guided exercises, and progress tracking tools, making it a practical environment for developing job-ready cybersecurity skills.](#)

-

Other Materials Required of Students

1. storage: flash, portable hard drive, cloud.

Equity Based Curriculum

- [Course Content](#)

Requisite Skills

DE Proposal

Delivery Methods

- [Fully Online \(FO\)](#)
- [Partially Online](#)

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General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606956

CB03: TOP Code

070810 - Computer Networking

CIP Code

[11.1003 - Computer and Information Systems Security/Auditing/Information Assurance.](#)

CB04: Credit Status

N - Non Credit

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

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

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



Course Modification: NESL 213 - Speaking and Listening Fluency for Academic and Professional Purposes

Course Modification: NESL 213 - Speaking and Listening Fluency for Academic and Professional Purposes (Launched - Implemented 04-10-2026)

compared with

NESL 213 - Speaking and Listening Fluency for Academic and Professional Purposes (Active - Implemented 01-01-2024)

Admin Outline for Noncredit English as a Second Language 213

Speaking and Listening Fluency for Academic and Professional Purposes

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

NESL 213 - Speaking and Listening Fluency for Academic and Professional Purposes

126 Hours

This is an oral communication course that will enable students to develop advanced speaking and listening fluency for academic and professional purposes. ESL 113 will enable students to fluently use linguistic forms accurately, meaningfully and appropriately, emphasizing academic and professional discourse. Students will practice listening and responding to academic lectures and presentations like TED Talks, including note-taking, summarizing, and other forms of critical analysis. Speaking practice will emphasize advanced rhetorical strategies through group discussions, debates, impromptu speeches and oral presentations and cultural norms in academic and professional contexts. It is the fifth and highest level of the ESL Speaking and Listening Fluency Pathway. 36 hours lecture, 18 hours laboratory.

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 123 or ESL 126 or NESL 223 or NESL 226, or placement through the ESL assessment process

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

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~present~~ Present a researched topic accurately, professionally and persuasively.
- B. ~~understand~~ Understand main ideas and details in an oral presentation like an academic lecture or TED Talk.
- C. ~~distinguish~~ Distinguish between fact, opinion, and inference in an oral presentation.

Course Objectives:

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

- A. Request clarification and explanation when necessary.
- B. Apply comprehensive rules of social interaction: introductions, turn taking, making requests, polite interruption and disagreement, hedging language, etc.
- C. Analyze nonverbal cues in academic and professional contexts.
- D. Demonstrate professional nonverbal presentation skills, including eye contact, gestures, posture, etc.
- E. Express personal opinions on factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV.
- F. Analyze and respond to inferences and rhetorical strategies from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- G. Comprehend and initiate conversations on a variety of learned topics.
- H. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations.
- I. Summarize information from lectures and academic presentations and express personal responses and opinions
- J. Identify and correct some pronunciation difficulties.
- K. Analyze best practices associated with discourse specific to a variety of academic and professional contexts.
- L. Demonstrate the ability to analyze and implement various techniques to reduce anxiety connected to public discourse.
- M. Apply learned grammar structures, like noun clauses and reported speech, in spoken discourse.

Course Content:

Lecture:

1. Listening Skills

1. Identifying main ideas, supporting ideas, details and examples
2. Distinguishing between fact, opinion and inference
3. Strategies for understanding challenging language patterns, like fast speech, or unfamiliar accents.
For example, asking for permission to record lectures,
listening for key words, repetition, and emphasis, etc.

2. Speaking Skills

1. Responding orally to oral information, such as presentations, lectures, audio
2. Identifying and reducing pronunciation patterns that interfere with comprehensibility (e.g., dropped word endings, phonemic distinctions, stress and intonation patterns)
3. Asking for clarification or repetition
4. Delivering a prepared speech on researched topics with appropriate use of grammar and vocabulary, with or without notes
5. Delivering impromptu speeches and responses, including effective pausing/stalling techniques, transitions, paraphrasing and summarizing a speaker's message
6. Utilizing visual aids, presentation software, notes, and outlines
7. Interacting with the audience (answering questions, for example)

3. Discussion Skills (One-to-one, small and large group, whole class)

1. negotiating meaning
2. exchanging information
3. expressing one's views

4. agreeing and disagreeing
5. developing consensus
6. Role playing to practice and solve problems

4. Analytical Skills

1. Recognizing and employing organizational patterns such as narrative, process, comparison/contrast, persuasion, argumentation
2. Note-taking and annotation skills
3. Outlining and summarizing skills
4. Synthesis of readings and lectures
5. Self-evaluation
6. Peer review

5. Vocabulary

1. Vocabulary and common expressions used for agreement, disagreement, concession, conciliation, opinion and debate
2. Vocabulary and transitional expressions related to citation of sources, research, case studies, etc.
3. Academic vocabulary pertaining to lectures, presentations, and course textbook

6. Grammar Skills

1. Modals and related expressions related to politeness and disagreement
2. Rules of reported speech and noun clauses

7. Non-verbal Cues and Social Norms

1. Basic rules of social interaction, such as polite disagreement, hedging, etc.
2. Comprehension of American use of non-verbal communication, like gestures, facial expressions and space, in a variety of academic and professional contexts
3. Analysis of discourse in a variety of academic and professional settings. For example, office hours, a job interview, etc.

8. Authentic Materials

1. Academic Lectures
2. TED Talks
3. Film and television
4. Radio and podcasts

Lab Activities:

1. Objectives

1. Summarize academic lectures.
2. Differentiate between fact, opinion and inference in academic and/or professional presentations.
3. Record and the evaluate non-verbal communication in your presentation.

2. Activities

1. Summarize a guest lecturers presentation, and share your summary with a small group using accurate noun clauses and/or reported speech.
2. Take notes while listening to a TED Talk; list three facts and three opinions from the presentation and discuss with a small group.
3. Watch your recorded presentation to analyze areas of strength and areas for improvement in your non-verbal communication.
4. Analyze the differences between presentation styles from your country and the US
5. Determine the type of visual aid that best supports your public speaking

Methods of Instruction:

1. Audio-visual Activity - Listening to recorded academic lectures and/or presentations and summarizing, paraphrasing, or answering questions.
2. Classroom Activity - Classroom debate
3. Critique - Record your presentation and complete a self-evaluation.
4. Discussion - One-to-one, small and large group, and whole class.
5. Guest Lecturers - Academic lecturers and/or community presenters.
6. Individualized Instruction - Instructor will provide individualized feedback to students post presentations.
7. Lab - Can include research, practice and role playing.
8. Lecture - Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners .
9. Observation - Provide peer review feedback to classmates post presentation.
10. Research - On a chosen topic for a presentation.
11. Student Presentations - Individual and/or small group, both prepared and impromptu.
12. Written Exercises - Notes, annotations, outlines and reflections.

Methods of Evaluation

- A. Class Participation
 1. weekly
- B. Class Work
 1. weekly
- C. Exams/Tests
 1. Listening exams, including a midterm and final
- D. Home Work
 1. a minimum of 4 hours, weekly
- E. Lab Activities
 1. weekly
- F. Oral Presentation

1. 2-4 presentations, including a final presentation

G. Quizzes

1. minimum of 8

Typical Outside-of-Class Assignments

A. Other:

1. Oral presentations
 1. 1 minute impromptu speech
 2. 3 minute researched presentation
2. Audio Recordings for self and teacher evaluations
3. Identify places in presentation to practice suitable gestures
4. Role-playing – visiting your teacher's office hours; answering mock interview questions
5. Note-taking, annotating and summarizing an academic lecture
6. Analysis of rhetorical and persuasive strategies from authentic materials
7. Application of hedging language to disagree in debate

Textbooks (Typical):

OER:

1. [BYU English Language Center *Advanced Low Listening and Speaking*. , EdTech Books, 2024.](https://edtechbooks.org/advanced_low_listening_speaking)
https://edtechbooks.org/advanced_low_listening_speaking.

Textbook:

1. Miriam Espeseth *Academic Encounters Level 4 Student's Book Listening and Speaking with Integrated Digital Learning*. 2 ed., Cambridge University Press, 2017.
2. Christien Lee *21st Century Communication: Listening, Speaking, and Critical Thinking*. ~~1~~ 2 ed., National Geographic Learning, ~~2017~~ 2023 .
3. Jessica Williams *Prism 4*. 1 ed., Cambridge University Press, 2017 :
4. ~~Lingo Mastery- Business English Vocabulary Builder. -1 ed., Lingo Mastery, 2020 .~~
5. Rebecca Tarver Chase, Kristin L. Johannsen, Paul MacIntyre, Kathy Najafi, Fetting Cindy *Pathways: Listening, Speaking, and Critical Thinking 4*. 2 ed., Heinle ELT, 2018.
6. Christina Cavage *University Success Oral Communication, Transition Level, with MyEnglishlab*. 1 ed., Pearson, 2016.
7. ~~Tess Ferree, Kim Sanabria- NorthStar Listening and Speaking 4 w/MyEnglishLab Online Workbook and Resources. -5 ed., Pearson Education ESL, 2019:~~

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- ~~Course~~ Methods ~~Objectives~~ of Instruction

Requisite Skills

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

- A. ESL 123

Required

- Retell Draw the obvious plot and identify major support inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources
- Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- Draw Retell obvious the inferences plot and identify major support from ~~a variety of authentic materials, such as oral presentations, movies, news items, and other sources~~
- ~~Comprehend and initiate conversations on a variety of learned topics~~ movies
- Request clarification and explanation when necessary
- ~~Listen and respond~~ Respond appropriately to academic verbal content presentations and vocabulary instructions in the classroom
- Control pronunciation and intonation patterns of English to be understood in group discussions
- ~~Respond appropriately to verbal presentations and instructions in the classroom~~

Recommended

- ~~Interpret and use nonverbal factors that influence meaning in oral communication~~
- ~~Apply comprehensive rules of social interaction: introductions, turn taking, making requests~~
- ~~Follow multi-step oral directions~~
- ~~Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations~~
- ~~Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression~~
- ~~Take dictation of sentences and questions~~

B. NESL-223

Required

- ~~Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources~~
- Listen and respond appropriately to academic content and vocabulary
- Comprehend and initiate conversations on a variety of learned topics
- ~~Respond appropriately to verbal presentations and instructions in the classroom~~
- ~~Retell the plot and identify major support from authentic materials, such as news items and movies~~
- ~~Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news~~
- ~~Control pronunciation and intonation patterns of English to be understood in group discussions~~
- ~~Request clarification and explanation when necessary~~

Recommended

- Interpret Apply comprehensive rules of social interaction: introductions, turn taking, making requests
- Take dictation of sentences and ~~use nonverbal factors that influence meaning in oral communication~~ questions
- Follow multi-step oral directions

- Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
- ~~Apply comprehensive rules of social interaction: introductions, turn taking, making requests~~
- ~~Take dictation of sentences~~ Interpret and ~~questions~~ use nonverbal factors that influence meaning in oral communication

C. ESL 126

Required

- ~~Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class~~
- ~~Summarize information from lectures and academic presentations and express personal responses and opinions~~
- ~~Retell, summarize, the events of a story~~
- ~~Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions~~
- ~~Participate in conversations, one-to-one, and small group discussions about social and academic topics~~
- ~~Listen and respond appropriately to concrete and abstract content and vocabulary~~

Recommended

- ~~Take dictation of sentences of multiple clauses~~
- ~~Recite literature to the class: short stories and/or poems~~
- ~~Respond appropriately to nonverbal factors in oral communication~~
- ~~Identify and correct some pronunciation difficulties which are the result of linguistic background~~
- ~~Use rules of social interaction appropriately: introductions, turn taking, making requests~~
- ~~Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words~~
- ~~Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs~~

D. NESL-226

Required

- Retell, summarize, the events of a story
- ~~Listen and respond appropriately to concrete and abstract content and vocabulary~~
- ~~Participate in conversations, one-to-one, and small group discussions about social and academic topics~~
- Summarize information from lectures and academic presentations and express personal responses and opinions
- Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
- Listen and respond appropriately to concrete and abstract content and vocabulary

- Participate in conversations, one-to-one, and small group discussions about social and academic topics

Recommended

- Recite literature to the class: short stories and/or poems
- Take dictation of sentences of multiple clauses
- Identify and correct some pronunciation difficulties which are the result of linguistic background
- Use rules of social interaction appropriately: introductions, turn taking, making requests
- Recite Respond literature appropriately to the nonverbal class: factors short in stories oral and/or poems communication
- Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs

E. NESL 223

Required

- Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- Retell the plot and identify major support from authentic materials, such as news items and movies
- Request clarification and explanation when necessary
- Respond appropriately to verbal presentations and instructions in the classroom
- Control pronunciation and intonation patterns of English to be understood in group discussions
- Listen and respond appropriately to academic content and vocabulary
- Comprehend and initiate conversations on a variety of learned topics
- Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources

Recommended

- Apply comprehensive rules of social interaction: introductions, turn taking, making requests
- Take dictation of sentences and questions
- Follow multi-step oral directions
- Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- Interpret and use nonverbal factors that influence meaning in oral communication
- Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations

F. NESL 226

Required

- Retell, summarize, the events of a story
- Summarize information from lectures and academic presentations and express personal responses and opinions
- Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class

- Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
- Listen and respond appropriately to concrete and abstract content and vocabulary
- Participate in conversations, one-to-one, and small group discussions about social and academic topics

Recommended

- Recite literature to the class: short stories and/or poems
- Take dictation of sentences of multiple clauses
- Identify and correct some pronunciation difficulties which are the result of linguistic background
- Use rules of social interaction appropriately: introductions, turn taking, making requests
- Respond appropriately to nonverbal factors in oral communication
- Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000639117

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

32.0109 - Second Language Learning.

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

A - One level below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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



Course Modification: NESL 221A - Intermediate Reading and Writing

Course Modification: NESL 221A - Intermediate Reading and Writing (Launched - Implemented 08-16-2026)

compared with

Course Modification: NESL 221A - Intermediate Reading and Writing (Approved - Implemented 08-15-2026)

Admin Outline for Noncredit English as a Second Language 221A

Intermediate Reading and Writing

Effective: Fall

~~2026~~ 2027

Catalog Description:

NESL 221A - Intermediate Reading and Writing 342 Hours

This is the first semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and on academic vocabulary development. Students will develop cultural understanding, vocabulary, and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in NESL 220A and NESL 221A, and ESL 123 or ESL 126. Students are limited to two enrollments in this course. 108 hours lecture, 18 hours laboratory.

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 131B **or** NESL 231B ~~or ESL 131B~~, or placement through the ESL assessment process

Total Lecture Hours	108
Total Lab Hours	18
Total Inside of Class Hours	126
Total Outside of Class Hours	216
Total Student Learning Hours	342

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate a low-intermediate ability to identify main ideas and supporting details in level-appropriate texts.
- B. Produce an essay of three or more paragraphs that demonstrates level-appropriate and coherent writing through organization, development, and language use.
- C. [produce a low-intermediate level library research project](#)

Course Objectives:

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

- A. Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
- C. Express independent ideas and opinions on topics of general interest as well as on learned topics
- D. Identify and correct errors in a paragraph based on learned grammar and spelling
- E. Demonstrate spelling accuracy of learned academic vocabulary
- F. Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- G. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- H. Identify and interpret devices used for coherence and cohesion
 - I. Scan for specific information
- J. Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- K. Read a variety of authentic texts with sufficient understanding
- L. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- M. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- N. Use e-reference and encyclopedias in the college library
- O. Identify basic information from source (author, title, date, publisher, city, type of source)

Course Content:

Lecture:

- 1. Writing
 - 1. Steps in the writing process
 - 1. prewriting
 - 2. drafting

3. revising
 4. final draft
2. Techniques for generating ideas
 1. brainstorming
 2. listing
 3. clustering
 4. freewriting
3. Narrative, descriptive, classification, cause-effect, compare-contrast and process analysis compositions
4. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs
5. Paragraph development, including examples and explanation
6. Transition words and expressions
7. Techniques for self-editing, especially verb tense and form, word order and punctuation
8. Peer review, especially for organization and content
9. Writing paragraphs in response to an author's ideas
10. Journal writing
2. Grammar and Sentence Structure
 1. Simple, compound and complex sentences
 2. Punctuation rules
 3. Verb tense: simple present and past, present and past progressive, future, and present perfect
 4. adjective and adverb clauses
3. Reading
 1. Interactive reading strategies
 1. activating background knowledge
 2. recognizing words and phrases
 3. guessing meaning from context
 4. locating main idea and support
 5. recognizing organizational strategies for identifying old and new information
 6. answering questions from inferences
 7. connecting reading and writing
 8. anticipating author's intent
 9. distinguishing fact and opinion
 10. identifying cohesive devices and coherence
 11. expressing opinions which may differ from the author's
 12. increasing speed in processing written text
 2. Reading process strategies
 1. pre-reading
 2. reading
 3. post-reading
 3. Scanning and skimming for specific information
 4. Sentence deconstruction to aid in reading comprehension
 1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
 5. Strategies for identifying non-text information
 1. layout, spacing, indentation, headings, graphs

6. Outlining, summarizing, and restating the main ideas and support in passages of several paragraphs
7. Extensive reading (in and out of class)
8. Full-length text (fiction and non-fiction)
4. Vocabulary Development
 1. vocabulary appropriate to this level, including grammar terminology
 2. basic sound-spelling correspondence
 3. guided practice with a learner's dictionary to identify correct part of speech and definition
 4. Vocabulary building through context clues, dictionary practice, and reading and writing assignments
5. Library/Research
 1. Encyclopedias and e-reference for topical research
 2. Basic source evaluation: author, title, date, publisher, city, type of source

Lab Activities:

1. working in groups, identify important plot points and characters and explain their relevance to the text
2. working in pairs, students will evaluate the organization and content of each other's writing samples
3. working in pairs, students will identify and correct errors in their own writing samples

Methods of Instruction:

1. Individualized Instruction - working one-on-one with students during the editing process, for example
2. Discussion - small group discussion about a reading, for example
3. Projects - create a group presentation about the life of Jane Goodall, for example
4. Student Presentations - group presentations about a researched topic, for example
5. Research - complete a library research project, for example
6. Audio-visual Activity - playing a recording of a text while students read it, for example
7. Lab - working with a partner to complete peer review, for example
8. Lecture - short, interactive lectures
9. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. Daily
- B. Class Work
 1. Daily
- C. Exams/Tests
 1. 3-6, not including a separate reading and writing final
- D. Home Work
 1. Minimum of 12 hours
- E. Lab Activities
 1. Weekly
- F. Papers
 1. 2-6, including in and out of class writing
- G. Quizzes

1. 3-6

H. Research Projects

1. One library project

I. Journal writing, one journal per semester

Typical Outside-of-Class Assignments

A. Activity:

1. Create example quiz questions from the course full-length text assigned chapter that demonstrate your understanding of the text and preferred test taking style.

2. Grammar and Sentence Structure

1. Identify the dependent clauses in the following paragraph

2. Write 5 complex sentences using the present perfect verb tense

3. Vocabulary

1. Prepare for a quiz on the academic vocabulary words from unit 4 in your text book. You must know the definition and part of speech

B. Reading:

1. Discuss the purpose of the article from unit 1 with a small group

2. Read a book from the Extensive Reading Library and briefly summarize the content orally with a partner

3. Identify the major plot points from chapter 3 in the intensive reading book and note the page number

C. Writing:

1. Plan and write a paragraph about an endangered species

2. Plan and write a 3 paragraph composition describing the effects of Jane Goodall's research

3. Revise and edit your composition

4. Write in your journal for one hour comparing the education system in the US to the education system in your native country

D. ~~Other:~~

1. ~~Grammar and Sentence Structure~~

1. ~~Identify the dependent clauses in the following paragraph~~

2. Write 5 complex sentences using the present perfect verb tense

2. Vocabulary

1. Prepare for a quiz on the academic vocabulary words from unit 4 in your text book. You must know the definition and part of speech

Textbooks (Typical):

Textbook:

1. John Hughes *Life Intermediate with Spark Platform*. 3 ed., Cengage ELT, 2025.
2. Kristin Sherman *Reflect Reading & Writing* 2. 1 ed., Heinle ELT, 2021.
3. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking* 2 3. 3 ed., Heinle ELT, 2024 2025 .
4. Judith Miller, Robert Cohen *Longman Academic Reading Series 3 with Essential Online Resources*. 1st ed., Pearson Education, 2016.
5. ~~Judy Miller, Robert Cohen~~ *Longman Academic Reading Series 3: Reading Skills for College*. 1st ed., Pearson Education, 2014.
6. ~~Colin S. Ward, Margot F. Gramer~~ *Q:Skills for Success Reading and Writing 3*. 2nd ed., Oxford University Press, 2014.
7. ~~Jane Goodall~~ *My Life With The Chimpanzees*. 1st ed., Aladdin Paperbacks, 1996.
8. ~~Keith S Folse, M Kathleen Mahnke, Elena Vestri Sololman, Lorraine Williams~~ *Blueprints 1: Composition Skills for Academic Writing*. 1st ed., Houghton Mifflin Company, 2002.
9. Pearson *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014 :
10. ~~Chris Gallagher~~ *Writing in English is Easy!*. 1 ed., CreateSpace Independent Publishing Platform, 2016 .

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- - Assignments

Requisite Skills

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

- A. ~~NESL~~ ESL ~~231B~~ 131B

Required

- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase).

- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Scan for specific information in longer readings
- ~~Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)~~
- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing

Recommended

- ~~Interpret non-text information (diagrams, charts, etc.) to support comprehension~~
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Interpret non-text information (diagrams, charts, etc.) to support comprehension

Not Necessary Skills

- ~~Use the library catalogue to identify and find print sources in the college library~~
- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library

B. ~~ESL~~ NESL ~~131B~~ 231B

Required

- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase).
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Scan for specific information in longer readings
- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples

- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and correct errors in writing based on learned grammar and spelling
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and correct errors in writing based on learned grammar and spelling
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Express independent ideas and opinions about everyday and learned subjects in writing
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Scan for specific information in longer readings

Recommended

- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence

Not Necessary Skills

- Use the library catalogue to identify and find print sources in the college library
- Identify and label author, title and date for print sources from the college library
- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

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: at least 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: at least 4 times 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: A minimum of twice per semester when the course is offered in the OFI and 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 week
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: at least twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: at least twice per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 3-6, including in and out of class writing
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: One library project
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-6 quizzes; 3-6 exams/tests, not including a separate reading and writing final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly

- **Other:**

Frequency: Daily classwork; minimum of 12 hours of homework per week. One hour of lab per week.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000602607

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

B - Two levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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



Course Modification: NESL 221B - High-Intermediate Reading and Writing

Course Modification: NESL 221B - High-Intermediate Reading and Writing (Launched - Implemented 08-16-2026)

compared with

Course Modification: NESL 221B - High-Intermediate Reading and Writing (Approved - Implemented 08-15-2026)

Admin Outline for Noncredit English as a Second Language 221B

High-Intermediate Reading and Writing

Effective: Fall

~~2026~~ 2027

Catalog Description:

NESL 221B - High-Intermediate Reading and Writing 342 Hours

This is the second semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and academic vocabulary development. Students will develop cultural understanding and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in NESL 221B and NESL 220B, and ESL 123 or ESL 126. Students are limited to two enrollments in this course. 108 hours lecture, 18 hours laboratory.

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 121A **or** NESL 221A, or placement through the ESL assessment process

Total Lecture Hours	108
Total Lab Hours	18
Total Inside of Class Hours	126
Total Outside of Class Hours	216
Total Student Learning Hours	342

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate a high-intermediate ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce an essay of four or more paragraphs that demonstrates level appropriate and coherent writing through organization, development and language use.
- C. [produce a high-intermediate level library research project](#)

Course Objectives:

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

- A. Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- C. Express real conditions consistently, with some errors
- D. Express unreal conditions and use modals with emerging accuracy
- E. Identify and correct errors in a paragraph based on learned grammar and spelling
- F. Contribute constructive comments in the peer editing process
- G. Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- H. Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
- I. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- J. Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- K. Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- L. Summarize and paraphrase short texts, with emerging accuracy
- M. Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- N. Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- O. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- P. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Q. Use websites to research information about a specific topic in the college library and create a works cited page
- R. Identify source (author, title, date, publisher, type of source) and evaluate reliability

Course Content:

Lecture:

1. Writing

1. Steps in the writing process

1. prewriting
2. drafting
3. revising
4. final draft

2. In-class and out-of-class compositions: classification, analysis, narrative, cause-effect, compare-contrast, process analysis, argument and summary response compositions

3. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs

4. Paragraph development, including examples and explanation

5. Transition words and expressions: addition, chronology, example, conclusion, cause, effect, contrast, comparison.

6. Techniques for self-editing, especially verb tense and form, word order and punctuation

7. Peer review

8. Write to different audiences: peers, teacher, general

9. Journal writing

2. Grammar and Sentence Structure

1. simple, compound, complex and compound-complex sentences

2. punctuation rules

3. Verb tense:all

4. dependent clause structure: adjective, adverb, and noun clauses

5. real conditionals, unreal conditionals and perfect modals

3. Reading

1. Interactive reading strategies

1. activating background knowledge, especially knowledge from previous readings

2. recognizing words and phrases

3. recognizing learned rhetorical patterns

4. answering questions by making inferences

5. guessing meaning from context

6. locating main idea and support

7. recognizing organizational strategies for identifying old and new information

8. answering questions from inferences

9. connecting reading and writing

10. anticipating author's intent

11. distinguishing fact, opinion and inference

12. identifying cohesive devices and coherence identifying the author's purpose, and audience

13. discuss aspects of style, tone, and point of view

14. expressing opinions which may differ from the author's

15. increasing speed in processing written text

2. Reading process strategies

1. pre-reading

2. reading

3. post-reading

3. Sentence deconstruction to aid in reading comprehension

1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
4. Outlining, summarizing, paraphrasing and restating the main ideas and support in passages of several paragraphs
5. Respond to the ideas of various authors presented in class.
6. Extensive Reading (in and out of class)
7. Full-length text (fiction and non-fiction)
4. Vocabulary Development
 1. recognize and understand vocabulary appropriate to this level, including grammar terminology
 2. guided practice with a learner's dictionary to identify correct part of speech, definition, collocations, etc.
 3. Vocabulary building through context clues, dictionary practice, and reading and writing assignments
5. Library/Research
 1. Websites for topic research in library
 2. Source evaluation (author, title, date, publisher, type of source)
 3. MLA Works Cited

Lab Activities:

1. Working in groups, identify important plot points and characters and compare them to current events
2. Working in pairs, students will evaluate thesis and related topic sentences from each other's writing samples
3. Working in pairs, students will identify and correct errors in their use of adjective clauses in each other's writing samples

Methods of Instruction:

1. Lab - working with a partner to complete peer review, for example
2. Audio-visual Activity - playing a recording of a text while students read it, for example
3. Discussion - small group discussion about a reading, for example
4. Student Presentations - group presentations about a researched topic, for example
5. Lab - short, interactive lectures
6. Projects - create a group presentation comparing the life of Eleanor Roosevelt to a modern first lady, for example
7. Research - complete a library research project, for example
8. Individualized Instruction - working one-on-one with students during the editing process, for example
9. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. 3-6, not including a separate reading and writing final. One holistically scored written final exam.

D. Lab Activities

1. one hour per week

E. Papers

1. 3-6, including in and out of class writing

F. Quizzes

1. 3-6

G. Research Projects

1. one library project

H. Journals

Typical Outside-of-Class Assignments

A. Activity:

1. Create example quiz questions from the course full-length text assigned chapter that demonstrate your understanding of the text and preferred test taking style.
2. Grammar and Sentence Structure
 1. Identify the noun clauses in the following paragraph
 2. Write 5 sentences about the extensive reading text which include adjective clauses
3. Vocabulary
 1. Write example sentences which include adjective clauses using the vocabulary words from unit 5

B. Reading:

1. Discuss the audience and purpose of the article from unit 2 with a small group
2. Paraphrase the quote from paragraph two in reading one from the class text
3. Describe one inference you can discern from the first paragraph in reading two

C. Writing:

1. Plan and write a composition describing the two most influential role models in Eleanor Roosevelt's life
2. Revise and edit your composition
3. Write in your journal for one and half hours analyzing the impact Eleanor Roosevelt has had on modern society.

D. ~~Other:~~

- 1.

Grammar and Sentence Structure

1. ~~Identify the noun clauses in the following paragraph~~
2. ~~Write 5 sentences about the extensive reading text which include adjective clauses~~

2. Vocabulary

1. ~~Write example sentences which include adjective clauses using the vocabulary words from unit 5-~~

Textbooks (Typical):

Textbook:

1. John Hughes *Life Intermediate with the Spark Platform*. 3 ed., Cengage ELT, 2025.
2. Kristin Sherman *Reflect Reading & Writing* 2. 1 ed., Heinle ELT, 2021.
3. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking* 2. 3 ed., Heinle ELT, 2024.
4. ~~Pearson~~ *Oxford American Dictionary for Learners of English*. 1st ed., Oxford University Press, 2014.
5. ~~Debra Daise, Charl Norloff~~ *Q:Skills for Success Reading and Writing 4*. 2nd ed., Oxford University Press, 2015 2025.
6. Judy Miller, Robert Cohen *Longman Academic Reading Series 3: Reading Skills for College*. 1st ed., Pearson Education ESL, 2014.
7. ~~Russell Freedman~~ *Eleanor Roosevelt: A Life of Discovery*. 1st ed., Clarion Books, 1997.
8. ~~Kathleen Krull~~ *Leonardo da Vinci (Giants of Science)*. 1st ed., Puffin Books, 2008.
9. Alice Oshima, Ann Hogue *Longman Academic Writing Series 3: Paragraphs to Essays*. 4th ed., Pearson Education ESL, 2016.
10. ~~Chris Gallagher~~ *Writing in English is Easy!*. 1 ed., CreateSpace Independent Publishing Platform, 2016.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Typical Assignments

Requisite Skills

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

- A. ESL 121A

Required

- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Read a variety of authentic texts with sufficient understanding
- Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- Scan for specific information
- Identify and interpret devices used for coherence and cohesion
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- Demonstrate spelling accuracy of learned academic vocabulary
- Express independent ideas and opinions on topics of general interest as well as on learned topics
- Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension

Not Necessary Skills

- Scan Use for e-reference specific and encyclopedias in the college library
- Identify basic information from source (author, title, date, publisher, city, type of source)

B. NESL 221A

Required

- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Read a variety of authentic texts with sufficient understanding
- Identify and interpret devices used for coherence and cohesion
- Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- Scan for specific information
- Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- Demonstrate spelling accuracy of learned academic vocabulary
- Express independent ideas and opinions on topics of general interest as well as on learned topics

- Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
- Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- Demonstrate spelling accuracy of learned academic vocabulary
- Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- Express independent ideas and opinions on topics of general interest as well as on learned topics
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
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- Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
- Express independent ideas and opinions on topics of general interest as well as on learned topics
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Demonstrate spelling accuracy of learned academic vocabulary
- Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- Identify and interpret devices used for coherence and cohesion
- Scan for specific information
- Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- Read a variety of authentic texts with sufficient understanding
- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension

Not Necessary Skills

- Identify basic information from source (author, title, date, publisher, city, type of source)
- Use e-reference and encyclopedias in the college library
- Use e-reference and encyclopedias in the college library
- Identify basic information from source (author, title, date, publisher, city, type of source)

C. NESL-221A

Required

- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- Read a variety of authentic texts with sufficient understanding
- Scan for specific information
- Identify and interpret devices used for coherence and cohesion
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- Demonstrate spelling accuracy of learned academic vocabulary
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Express independent ideas and opinions on topics of general interest as well as on learned topics
- Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses

Not Necessary Skills

- Use e-reference and encyclopedias in the college library
- Identify basic information from source (author, title, date, publisher, city, type of source)

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

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: at least 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: at least 4 times 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: A minimum of twice per semester when the course is offered in the OFI and 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 week
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: at least twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: at least twice per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 3-6, including in and out of class writing
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: One library project
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-6 quizzes; 3-6 exams/tests, not including a separate reading and writing final. One holistically scored written final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly
- **Other:**
Frequency: Daily classwork; minimum of 12 hours of homework per week. One hour of lab per week.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000602608

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

32.0109 - Second Language Learning.

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

A - One level below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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



Course Modification: NESL 223 - Intermediate Oral Communication

Course Modification: NESL 223 - Intermediate Oral Communication (Launched - Implemented 04-10-2026)

compared with

NESL 223 - Intermediate Oral Communication (Active - Implemented 01-01-2024)

Admin Outline for Noncredit English as a Second Language 223

Intermediate Oral Communication

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

NESL 223 - Intermediate Oral Communication

~~126~~ 90 Hours

This is an intermediate level oral communication course. This course will enable students to use linguistic forms accurately, meaningfully and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics. ~~36~~ 18 hours lecture, ~~18~~ 36 hours laboratory.

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 130B **or** ESL 131B **or** ESL 133 **or** NESL 230B **or** NESL 231B **or** NESL 233, or placement through the ESL assessment process

Total Lecture Hours	~~36~~ <u>18</u>
Total Lab Hours	~~18~~ <u>36</u>
Total Inside of Class Hours	54
Total Outside of Class Hours	~~72~~ <u>36</u>
Total Student Learning Hours	~~126~~ <u>90</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~comprehend~~ Comprehend a short lecture on an academic topic.
- B. ~~research~~ Research and make a five-minute presentation on a new topic.
- C. ~~take~~ Take dictation of sentences and questions.
- D. ~~use~~ Use academic vocabulary and expressions.

Course Objectives:

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

- A. Comprehend and initiate conversations on a variety of learned topics
- B. Listen and respond appropriately to academic content and vocabulary
- C. Control pronunciation and intonation patterns of English to be understood in group discussions
- D. Interpret and use nonverbal factors that influence meaning in oral communication
- E. Respond appropriately to verbal presentations and instructions in the classroom
- F. Use learned grammatical structures, vocabulary, and idiomatic expressions appropriately during in-class activities, including oral presentations
- G. Use basic modals and verbal expressions to express ability, possibility, advisability, necessity and prohibitions in oral expression
- H. Follow multi-step oral directions
 - I. Take dictation of sentences and questions
 - J. Request clarification and explanation when necessary
- K. Apply comprehensive rules of social interaction: introductions, turn taking, making requests
- L. Retell the plot and identify major support from authentic materials, such as news items and movies
- M. Relate factual information and opinions from a variety of authentic materials, such as video, movie, radio and TV news
- N. Draw obvious inferences from a variety of authentic materials, such as oral presentations, movies, news items, and other sources

Course Content:

Lecture:

1. Listening and Speaking

1. Giving and accepting compliments

2. Responding orally to oral information, such as presentations, lectures, audio

3. Responding appropriately to multi-step oral instructions
4. Dictation of sentences and questions
5. Basic rules of social interaction, such as making requests, introductions, turn taking
6. Identification of fact, opinion and inference

2. Pronunciation of

1. Phonetic sounds and intonation patterns
2. Reduced speech (want to - wanna)
3. Voiced and voiceless distinction
4. Verb tenses and modal expressions
5. Key words in a stream of speech

3. Non-verbal communication

1. Non-verbal communication of attitude
2. Comprehension of American use of gestures, facial expressions and space

4. Discussion

1. One-to-one
2. Small and large group
3. Whole class
4. Role play to practice and solve problems

5. Presentations

1. On researched topics with appropriate use of grammar and vocabulary

6. Vocabulary Development

1. Expansion of academic vocabulary
2. Comparing and contrasting
3. Expressions of agreement and disagreement
4. Expressions of opinion and debate
5. Common American slang and idiomatic expressions

7. Authentic Materials

1. Film and television
2. Radio
3. Music

Lab Activities:

1. After listening to a lecture about success and what it means to be successful, one-to-one discussion to retell the main ideas and supporting details.
2. Small group discussion to share student goals and the benefits of setting academic goals.
3. Practice with learned vocabulary from diverse fields of study post lecture.

Methods of Instruction:

1. Audio-visual Activity - Pre and post listening activities that evaluate comprehension, for example.
2. Classroom Activity - Communicative activities that promote language acquisition, such as retelling the plot of a movie to a partner.
3. Critique - Self-analysis of recorded presentations, for example.

4. Discussion - One-to-one, small or large group, and whole class activities that allow practice of learned communication strategies.
5. Guest Lecturers - Guest presentation that is connected to a unit from the text book, for example.
6. Individualized Instruction - Instructor analysis and feedback from oral presentations.
7. Lab - Weekly lab activities to promote use and comprehension of course concepts.
8. Lecture - Engaging presentations on course content, such as American slang and idiomatic expressions. Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
9. Student Presentations - Short oral presentations demonstrating comprehension of course concepts.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Work
 1. Weekly
- C. Exams/Tests
 1. 2 major exams: a midterm and final
- D. Group Projects
 1. Students may complete one group presentation
- E. Home Work
 1. A minimum of four hours weekly
- F. Lab Activities
 1. Weekly
- G. Oral Presentation
 1. A minimum of three
- H. Quizzes
 1. Bi-weekly
- I. Research Projects
 1. Culminating in an oral presentation

Typical Outside-of-Class Assignments

- A. ~~Other~~ Research :
 1. ~~Presentations~~
 1. ~~Poetry reading~~
 2. ~~Literature or speech recitation~~
 3. Research presentation, such as a five minute presentation on the effects of rising global temperatures
- B. Other:

1. Presentations

1. Poetry reading
2. Literature or speech recitation

2. Dictation

1. Statements and questions
2. Vocabulary
3. Live or taped presentations for practice in listening and recognition and use of grammar structures, words, idiomatic expressions, and slang.

3. Quizzes

1. Vocabulary
2. Dictation
3. Listen to recorded speech, take notes, and retell the main ideas and supporting points
4. Listening and transferring information such as completing a chart or form

4. ~~Class Discussions~~

1. ~~Watch news programs and documentaries and retell the most important information to a partner or small group~~
2. ~~Problem-solving in which students are expected to reach consensus or make a decision and report their findings~~
3. ~~Post-listening activities that promote comprehension and practice with pronunciation, grammar, and critical thinking~~

5. Vocabulary Development

1. Use of an English language learner dictionary to clarify the meaning and pronunciation of new vocabulary
2. Analysis of slang and idiomatic expressions from authentic materials

6. Weekly Lab Assignments

1. Listening activities which focus on cultural factors of communication

7. Homework

1. Weekly listening journal
2. Textbook exercises
3. Vocabulary

Textbooks (Typical):

OER:

1. [BYU English Language Center *Advanced Low Listening and Speaking*, EdTech Books, 2024.](https://edtechbooks.org/advanced_low_listening_speaking)
https://edtechbooks.org/advanced_low_listening_speaking.

Textbook:

1. Helen Solorzano, Jennifer Schmidt *NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL , 2020.
2. ~~Kim Sanabria *Academic Encounters Level 3 Student's Book Listening and Speaking with Integrated Digital Learning*. 2nd ed., Cambridge University Press, 2017.~~
3. Jessica Williams *21st Century Communication: Listening, Speaking, and Critical Thinking 2*. ~~1st~~ 2nd ed., National Geographic Learning, 2017.
4. ~~Lewis Lansford, Robyn Brinks Lockwood *Prism Listening and Speaking 3 with Digital Pack*. 2nd ed., Cambridge University Press, 2022~~ 2023.
5. Miles Craven, Kristen D Sherman *Q: Skills for Success 3 Listening and Speaking*. ~~1st~~ 2nd ed., Oxford University Press, 2015.

6. Ellen Kisslinger *Contemporary Topics 2 with Essential Online Resources*. ~~4~~ 4th ed., Pearson Education ESL, 2016 .
7. ~~Roni S Lebauer~~ *Learn to Listen, Listen to Learn Level 2*. ~~3~~ ed., Pearson Longman, 2010 .
8. Timothy McLaughlin *University Success Oral Communication Intermediate to High-Intermediate*. ~~1~~ 1st ed., Pearson Education ESL, 2018.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Skills

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

A. ESL 130B

Required

- ~~Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses~~
- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)

Recommended

- Use technology (Canvas, etc.) effectively to enhance and monitor learning
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- Identify and correctly use ~~coordinating high conjunctions frequency (and prepositions of time , but, or, so) to create meaningful compound sentences~~

Recommended

- ~~Distinguish subject, verb, objects place , and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences~~
- ~~Discuss English grammar using standard grammar terminology~~
- ~~Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives movement~~
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives

- Discuss English grammar using standard grammar terminology.
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences

Not Necessary Skills

- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- Identify the referent and correctly use subject and object pronouns
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Identify verbs in sentences as transitive, intransitive, or linking

B. ESL 131B

Required

- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses

Recommended

- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence

Not Necessary Skills

- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Scan for specific information in longer readings
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples

C. ESL 133

Required

- Request clarification and explanation
- Relate factual information, personal experiences and personal opinions
- Follow basic oral directions
- Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
- Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions

- Respond appropriately to spoken English in the classroom
- Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
- Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
- Participate in discussions in one-to-one situations and small groups on a variety of topics
- Comprehend and respond with learned vocabulary in conversation
- Comprehend and initiate simple spoken English in conversations on familiar topics

Recommended

- Retell the plot and/or main ideas from news items, movies, and lectures or presentations
- Apply basic rules of social interaction: introductions, turn taking, making requests
- Take dictation of sentences and questions

D. NESL 230B

Required

- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses).

Recommended

- Discuss English grammar using standard grammar terminology
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- Use technology (Canvas, etc.) effectively to enhance and monitor learning
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- Identify and correctly use high frequency prepositions of time, place, and movement
- ~~Use technology (Canvas, etc.) effectively to enhance~~ Identify and monitor correctly learning use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives

Not Necessary Skills

- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- Identify the referent and correctly use subject and object pronouns
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Identify verbs in sentences as transitive, intransitive, or linking
- ~~Identify the referent and correctly use subject and object pronouns~~

E. ~~ESL~~ NESL ~~131B~~ 231B

Required

- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- ~~Identify and correct errors in writing based on learned grammar and spelling~~
- ~~Express independent ideas and opinions about everyday and learned subjects in writing~~

Recommended

- ~~Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence~~
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence

Not Necessary Skills

- ~~Scan for specific information in longer readings~~
- Identify and label author, title and date for print sources from the college library
- ~~Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples~~
- ~~Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions~~
- ~~Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing~~
- ~~Interpret non-text information (diagrams, charts, etc.) to support comprehension~~
- Use the library catalogue to identify and find print sources in the college library
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Scan for specific information in longer readings
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples

F. ~~ESL~~ NESL ~~133~~ 233

Required

- Relate factual information, personal experiences and personal opinions
- Request clarification and explanation
- Follow basic oral directions

- Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
- Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
- Respond appropriately to spoken English in the classroom
- Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
- Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
- Participate in discussions in one-to-one situations and small groups on a variety of topics
- Comprehend and respond with learned vocabulary in conversation
- ~~Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes~~
- Comprehend and initiate simple spoken English in conversations on familiar topics
- ~~Respond appropriately to spoken English in the classroom~~
- ~~Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions~~
- ~~Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class~~
- ~~Relate factual information, personal experiences and personal opinions~~
- ~~Request clarification and explanation~~

Recommended

- ~~Take dictation of sentences and questions~~
- ~~Apply basic rules of social interaction: introductions, turn taking, making requests~~
- Retell the plot and/or main ideas from news items, movies, and lectures or presentations
- Apply basic rules of social interaction: introductions, turn taking, making requests
- Take dictation of sentences and questions

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI or PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of 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: minimum of twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: minimum of 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: minimum of twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes, minimum of every other week
- **~~Practice quizzes~~ Exams, ~~tests/exams~~:** *~~Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.~~*
~~Frequency:~~ *~~- minimum of twice 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: minimum of four times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Other Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: minimum of 3 per semester
- **Other:**
Frequency: homework assignments, minimum 4 hours per week

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000639118

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

B - Two levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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



Course Modification: NESL 226 - Intermediate Pronunciation and Fluency

Course Modification: NESL 226 - Intermediate Pronunciation and Fluency (Launched - Implemented 04-09-2026)

compared with

NESL 226 - Intermediate Pronunciation and Fluency (Active - Implemented 01-16-2024)

Admin Outline for Noncredit English as a Second Language 226

Intermediate Pronunciation and Fluency

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

NESL 226 - Intermediate Pronunciation and Fluency

~~126~~ 90 Hours

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and reading presentations. ~~36~~ 18 hours lecture, ~~18~~ 36 hours laboratory.

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 130B **or** ESL 131B **or** ESL 136 **or** NESL 230B **or** NESL 231B **or** NESL 236, or placement through ~~the~~ ESL assessment process

Total Lecture Hours	~~36~~ <u>18</u>
Total Lab Hours	~~18~~ <u>36</u>
Total Inside of Class Hours	54
Total Outside of Class Hours	~~72~~ <u>36</u>
Total Student Learning Hours	~~126~~ <u>90</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~apply~~ **Apply** grammar and pronunciation rules to produce correct simple, compound, and learned complex sentences with stress on content words rather than function words.
- B. ~~give~~ **Give** oral directions and instructions.
- C. ~~pronounce~~ **Pronounce** learned vocabulary and idiomatic expressions understandably.
- D. ~~dictation~~ **Dictation** of compound and complex sentences and questions with learned academic vocabulary.

Course Objectives:

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

- A. Participate in conversations, one-to-one, and small group discussions about social and academic topics
- B. Employ the knowledge of the connection between grammar and pronunciation to pronounce grammatical markers: plural nouns, subject-verb agreement, past tense verbs
- C. Apply grammar and pronunciation rules to produce correct simple, compound, and complex sentences with stress on content words rather than function words
- D. Listen and respond appropriately to concrete and abstract content and vocabulary
- E. Pronounce high frequency words so that pronunciation will not detract from communication, especially with learned vocabulary and idiomatic expressions
- F. Respond appropriately to nonverbal factors in oral communication
- G. Control pronunciation and intonation patterns of English to make themselves understood in simple oral presentations to the class
- H. Summarize information from lectures and academic presentations and express personal responses and opinions
- I. Use rules of social interaction appropriately: introductions, turn taking, making requests
- J. Identify and correct some pronunciation difficulties which are the result of linguistic background
- K. Take dictation of sentences of multiple clauses
- L. Recite literature to the class: short stories and/or poems
- M. Retell, summarize, the events of a story

Course Content:

Lecture:

1. Participate in one-to-one discussions
2. Problem solving and group activities to identify sounds
3. Role play to use speech sounds

4. Learn some common idiomatic expressions
5. Practice pronunciation of:
 1. phonetic sounds
 2. reduced speech
 3. voiced-voiceless distinction
 4. intonation patterns
6. listen to news reports, dramas, talk shows
7. write sentences from dictated speech
8. recognize the sound-spelling correspondence of past tense regular verbs and regular plural nouns
9. identify stress placement and vocabulary
10. comprehend reduced speech and blending
11. analyze some contrasts between English and student's native language
12. assess some individual needs of each student
13. practice the sounds and rhythms of English that are problematic

Lab Activities:

1. Participate in conversations, one-to-one, and small group discussions about social and academic topics.
2. Take dictation of sentences of multiple clauses.
3. Retell, summarize, the events of a story.
4. Develop effective listening skills.
5. Recognize a variety of speech patterns and accents.
6. Critique own pronunciation.

Methods of Instruction:

1. Lecture - **describing** Describing , for example, typical stress patterns in spoken English . Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
2. Audio-visual Activity - listening to audio recordings and summarizing, paraphrasing, or answering questions
3. Classroom Activity - pair work reading aloud selected texts
4. Individualized Instruction - working one-on-one to give feedback to students regarding their pronunciation
5. Projects - preparing group or individual projects or speeches about inter-lingual interference or other topics
6. Discussion - small group discussion of pronunciation challenges, for example
7. Student Presentations - practiced speeches, for example

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Performance
 1. Weekly
- C. Exams/Tests
 1. Minimum of two
- D. Group Projects
 1. Minimum of one
- E. Lab Activities
 1. Weekly
- F. Oral Presentation
 1. Minimum of one
- G. Quizzes
 1. Minimum frequency of every other week

Typical Outside-of-Class Assignments

- A. Other:
 1. Listen-imitate-repeat tasks
 2. Minimal pairs repetition tasks
 3. Listen to and write down the following dictation
 4. Prepare and deliver a three-minute presentation on one feature of linguistic interference from your primary language
 5. Listening and transferring information such as completing a chart or form
 6. Recite this short poem to your partner
 7. Distinguishing task:
 1. For example: distinguish the correct form from aurally produced language to elicit a correct response
 1. This pen leaks. Then don't write with it
 2. This pan leaks. Then don't cook with it

Textbooks (Typical):

Textbook:

1. [Lewis Lansford, Robyn Brinks Lockwood](#) *Prism Listening and Speaking 3 with Digital Pack*. 2 ed., Cambridge University Press, 2022.
2. [Explore ToWin](#) *Learn English for Adult Beginners*. ,Independently Published, 2024.
3. Judy B Gilbert *Clear Speech*. 4th ed., Cambridge, 2017.
4. Susan Cameron *Perfecting Your English Pronunciation*. 2nd ed., McGraw-Hill, 2018.
5. Mark Hancock *English Pronunciation in Use Intermediate Book*. 2nd ed., Cambridge ,~~2017~~.
6. ~~Lisa Mojsin~~ *Mastering the American Accent*. ~~2nd ed., Barron's , 2016~~.
7. ~~Ann Cook~~ *American Accent Training*. ~~4th ed., Barron's~~ , 2017.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Skills

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

A. ESL 130B

Required

- ~~Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses~~
- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- [Identify and correctly use learned subordinating conjunctions \(after, as soon as, because, before, until, when\) to create meaningful dependent clauses](#)
- [Identify and correctly use coordinating conjunctions \(and, but, or, so\) to create meaningful compound sentences](#)
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)

[Recommended](#)

- [Use technology \(Canvas, etc.\) effectively to enhance and monitor learning](#)
- [Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions](#)
- Identify and correctly use ~~coordinating high conjunctions frequency~~. ~~(and prepositions of time , but, or, so) to create meaningful compound sentences~~

~~Recommended~~

- ~~Distinguish subject, verb, objects~~ [place](#) , and ~~phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences~~
- ~~Discuss English grammar using standard grammar terminology~~
- ~~Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives~~ [movement](#)

- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- Discuss English grammar using standard grammar terminology

Not Necessary Skills

- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- Identify the referent and correctly use subject and object pronouns
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- Identify verbs in sentences as transitive, intransitive, or linking

B. ESL 131B

Required

- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and correct errors in writing based on learned grammar and spelling
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses

Recommended

- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence

Not Necessary Skills

- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Scan for specific information in longer readings
- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples

C. ESL 136

Required

- Respond appropriately to nonverbal factors in oral communication

- Communicate ideas in conversations one-to one and in small groups
- Pronounce learned vocabulary and idiomatic expressions understandably
- Distinguish sounds in minimal pairs
- Identify some individual pronunciation difficulties and modify them
- Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- Identify some pronunciation difficulties which are the result of linguistic background
- Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
- Identify and produce focus on new information in conversation
- Recognize and produce de-emphasized word/s in a stream of speech
- Recognize and produce stress on the content word/s in a sentence
- Recognize and produce a pause at the end of a thought group to signal completion of the thought

Recommended

- Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- Read a paragraph or short passage using listener friendly pronunciation
- Identify focus words in a reading passage and decide which syllable within the focus words to stress
- Use rules of social interaction appropriately: introductions, turn taking, making requests

D. NESL 230B

Required

- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses).

Recommended

- Discuss English grammar using standard grammar terminology
- Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- Identify and correctly use high frequency prepositions of time, place, and movement
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- Use technology (Canvas, etc.) effectively to enhance and monitor learning

Not Necessary Skills

- ~~Analyze~~ Identify ~~and verbs use in grammar sentences effectively as to transitive,~~ enhance intransitive, reading or comprehension and write short passages ~~effectively~~ linking
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- ~~Identify~~ Analyze ~~verbs and in use sentences grammar as effectively transitive; to intransitive; enhance or reading linking comprehension and write short passages~~ effectively
- Identify the referent and correctly use subject and object pronouns

E. ~~ESL~~ NESL ~~131B~~ 231B

Required

- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Identify and correct errors in writing based on learned grammar and spelling
- Express independent ideas and opinions about everyday and learned subjects in writing

Recommended

- ~~Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence~~
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence

Not Necessary Skills

- ~~Scan~~ Interpret ~~for specific non-text information in longer readings~~
- ~~Identify and label author (diagrams, title charts, and etc.) date to for support print sources from the college library comprehension~~
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- ~~Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions~~ Identify and ~~discuss~~ label author, title and date for print sources from the ~~ideas college~~ in writing
- ~~Interpret non-text information (diagrams, charts, etc.) to support comprehension~~ library
- Use the library catalogue to identify and find print sources in the college library
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Scan for specific information in longer readings

F. ~~ESL~~ NESL ~~136~~ 236

Required

- Identify ~~and~~ some ~~pronounce~~ individual ~~voiced~~ pronunciation difficulties and ~~voiceless~~ modify ~~sounds~~ them
- Identify ~~with listener friendly~~ some pronunciation difficulties which are the result of linguistic background
- Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- Distinguish sounds in minimal pairs
- ~~Recognize and produce de-emphasized word/s in a stream of speech~~
- ~~Communicate ideas in conversations one-to-one and in small groups~~
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- Recognize and produce de-emphasized word/s in a stream of speech
- Recognize and produce stress on the ~~result~~ content ~~of~~ word/s ~~linguistic in~~ background a sentence
- ~~Identify~~ Communicate ~~some~~ ideas ~~individual in~~ pronunciation conversations ~~difficulties~~ one-to one and ~~modify in~~ them small groups
- Pronounce learned vocabulary and idiomatic expressions understandably
- Respond appropriately to nonverbal factors in oral communication

Recommended

- ~~Use rules of social interaction appropriately: introductions, turn taking, making requests~~
- ~~Read a paragraph or short passage using listener friendly pronunciation~~
- Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- Read a paragraph or short passage using listener friendly pronunciation
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DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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

Syllabus:

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- [Grade turnaround time.](#)
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- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

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- The same standards of course quality identified in the course outline of record can be applied.
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- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor .
- [The same assessments and level of student accountability can be achieved .](#)

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: minimum 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI and PO mode.

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Frequency: Quizzes, minimum of every other week
- **~~Practice quizzes~~ Exams, ~~tests/exams~~:** *~~Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.~~*
~~Frequency:~~ *~~- minimum of twice 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: minimum of four times per semester

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Other Student presentations :** *Students will prepare and present on a topic being studied.*
Frequency: minimum of 1 per semester
- **Other:**
Frequency: homework assignments: at least 4 hours per week lab activities: weekly

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000639119

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

B - Two levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: NESL 231A - Beginning Reading and Writing

Course Modification: NESL 231A - Beginning Reading and Writing (Launched - Implemented 08-16-2026)

compared with

Course Modification: NESL 231A - Beginning Reading and Writing (Approved - Implemented 08-15-2026)

Admin Outline for Noncredit English as a Second Language 231A

Beginning Reading and Writing

Effective: Fall

~~2026~~ 2027

Catalog Description:

NESL 231A - Beginning Reading and Writing 342 Hours

This is the first semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple and compound sentences in short paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in NESL 231A and NESL 230A, and ESL 133 or ESL 136. Students are limited to two enrollments in this course. 108 hours lecture, 18 hours laboratory.

Enrollment Limitation:

- Placement through the ESL assessment process

Total Lecture Hours	108
Total Lab Hours	18
Total Inside of Class Hours	126
Total Outside of Class Hours	216
Total Student Learning Hours	342

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate a low-beginning ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce paragraphs of 8 -12 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.
- C. [produce a low-beginning level library research project](#)

Course Objectives:

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

- A. Read a variety of authentic texts with adequate understanding
- B. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
- C. Understand non-text information (charts, graphs)
- D. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
- E. scan to find specific information in a text
- F. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
- G. Express limited independent ideas and opinions about everyday subjects in writing
- H. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
- I. Identify and correct errors in writing based on learned grammar and spelling
- J. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
- K. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)
- L. Understand basic library terminology and navigate the college library

Course Content:

Lecture:

- 1. Reading
 - 1. Interactive reading exercises for:
 - 1. activating background knowledge
 - 2. identifying cohesive devices
 - 3. recognizing words and phrases
 - 4. locating main idea(s)
 - 5. guessing meaning from context
 - 6. inferencing
 - 7. increasing reading speed

2. Reading process strategies
 1. pre-reading
 2. reading
 3. post-reading
3. Scanning
4. Skimming
5. Sentence deconstruction to aid reading comprehension
 1. locating the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
6. Strategies for interpreting non-text information
 1. layout, spacing, indentation, headings, graphs
7. Extensive Reading (in and out of class)
8. Full-length text (fiction or non-fiction)
2. Vocabulary Development
 1. Recognize and understand vocabulary appropriate to this level
 2. Use of a dictionary to identify correct part of speech and definition
3. Writing
 1. Steps in the writing process
 1. prewriting
 2. drafting
 3. revising
 4. final draft
 2. Techniques for generating ideas
 1. listing
 2. diagramming
 3. freewriting
 3. Narrative, informational, and descriptive paragraphs
 4. Topic sentences
 5. Explanation and support
 6. Transition words and expressions
 7. Techniques for self-editing
 8. Journal writing
4. Sentence Structure
 1. Simple and compound sentences in simple present, present progressive, simple future, and simple past
 2. basic sound-spelling correspondence
 3. capitalization and basic punctuation (periods, commas with coordinating conjunctions, question marks)
5. Library/Research
 1. Library tour and basic library vocabulary

Lab Activities:

1. Working in groups, students will discuss and answer questions about reading samples
2. Working in pairs, students will review and critique each other's writing samples
3. Working in pairs, students will identify and correct errors in writing samples

Methods of Instruction:

1. Projects - create a poster about Albert Einstein's life, for example
2. Lecture - short, interactive lectures
3. Audio-visual Activity - playing a recording of a text while students read it, for example
4. Individualized Instruction - working one-on-one with students during the editing process, for example
5. Student Presentations - group presentations about a researched topic, for example
6. Discussion - small-group discussion about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. 3-6 midterm exams, and one reading and writing final
- D. Home Work
 1. minimum of 12 hours
- E. Lab Activities
 1. one hour of lab per week
- F. Papers
 1. 3-6, including in and out of class writing
- G. Quizzes
 1. 3-6
- H. Research Projects
 1. one library project
- I. Journal

Typical Outside-of-Class Assignments

- A. Writing:
 1. Plan and write a paragraph about the benefits of learning English
 2. Plan and write a paragraph introducing a family member
 3. Revise and edit your paragraph about your family member based on your instructor's comments
 4. Write in your journal for thirty minutes about your hobby
 5. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.
- B. Reading:
 1. Skim Chapter 2 of *Who Was Albert Einstein?* and make a list of important dates and what happened on each date
 2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
 3. Answer the following comprehension questions about the attached article, "How to Be Happy"
- C. ~~Other~~ Activity :
 1. Sentence Structure
 1. Write 10 simple sentences about your weekend

2. Identify the subject and verb in the following sentences.
2. Vocabulary
 1. Complete this vocabulary chart to identify the part of speech and correct definition for the following words from *Who Was Albert Einstein?*

Textbooks (Typical):

Textbook:

1. [John Hughes](#) *Life Elementary with Spark Platform*. 3rd ed., Cengage ELT, 2025.
2. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking 1*. ~~3~~ 3rd ed., Heinle ELT, ~~2024~~ 2025.
3. Elizabeth Bottcher *Longman Academic Reading Series 1: Reading Skills for College*. 1st ed., Pearson Education, 2016.
4. ~~Jennifer Bixby, Joe McVeigh~~ ~~*Q: Skills for Success Reading and Writing Intro*~~. ~~2nd ed., Oxford University Press, 2015~~.
5. Ann Hogue *Longman Academic Writing Series 1: Sentences to Paragraphs*. 3rd ed., Pearson Education ESL, 2016.
6. ~~George E Sullivan~~ ~~*Lewis and Clark*~~. ~~1st ed., Scholastic, 2000~~.
7. Pearson *Longman Dictionary of American English*. 5th ed., Pearson Education ESL, 2014.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- - ~~Assignments~~

Requisite Skills

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

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: at least 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: at least 4 times 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: A minimum of twice per semester when the course is offered in the OFI and 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 week
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: at least twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: at least twice per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 3-6, including in and out of class writing
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: One library project
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-6 quizzes; 3-6 exams/tests, not including a separate reading and writing final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly
- **Other:**
Frequency: Daily classwork; minimum of 12 hours of homework per week. One hour of lab per week. One Journal

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000602611

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

32.0109 - Second Language Learning.

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

D - Four levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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



Course Modification: NESL 231B - High-Beginning Reading and Writing

Course Modification: NESL 231B - High-Beginning Reading and Writing (Launched - Implemented 08-16-2026)

compared with

Course Modification: NESL 231B - High-Beginning Reading and Writing (Approved - Implemented 08-15-2026)

Admin Outline for Noncredit English as a Second Language 231B

High-Beginning Reading and Writing

Effective: Fall

~~2026~~ 2027

Catalog Description:

NESL 231B - High-Beginning Reading and Writing

~~342~~ 306 Hours

This is the second semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in NESL 231B and NESL 230B, and ESL 133 or ESL 136. Students are limited to two enrollments in this course. ~~108~~ 90 hours lecture, ~~18~~ 36 hours laboratory.

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ESL 131A **or** NESL 231A, or placement through the ESL assessment process

Total Lecture Hours	~~108~~ <u>90</u>
Total Lab Hours	~~18~~ <u>36</u>
Total Inside of Class Hours	126
Total Outside of Class Hours	~~216~~ <u>180</u>
Total Student Learning Hours	~~342~~ <u>306</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Demonstrate a high-beginning ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce a paragraph of 12-15 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.
- C. [produce a high-beginning level library research project](#)

Course Objectives:

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

- A. Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- B. Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- C. Interpret non-text information (diagrams, charts, etc.) to support comprehension
- D. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- E. Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- F. Express independent ideas and opinions about everyday and learned subjects in writing
- G. Identify and correct errors in writing based on learned grammar and spelling
- H. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- I. Scan for specific information in longer readings
- J. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- K. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- L. Use the library catalogue to identify and find print sources in the college library
- M. Identify and label author, title and date for print sources from the college library

Course Content:

Lecture:

- 1. Writing
 - 1. Steps in the writing process
 - 1. prewriting
 - 2. drafting
 - 3. revising
 - 4. final draft
 - 2. Techniques for generating ideas

1. brainstorming
2. listing
3. clustering
4. freewriting
3. Narrative, informational, descriptive and opinion paragraphs
4. Topic and concluding sentences
5. Explanation and a variety of support
6. Transition words and expressions to connect ideas in the paragraph
7. Techniques for self-editing especially verb tense and verb form, word order, and punctuation
8. Journal Writing
2. Grammar and Sentence Structure
 1. Simple, compound and complex sentences
 2. Rules for capitalization and basic punctuation
 3. Verb tense: simple present, simple past, present progressive and future
3. Vocabulary Development
 1. Recognize and understand vocabulary appropriate to this level, including grammar terminology
 2. Basic sound-spelling correspondence
 3. Guided practice with a learner's dictionary to identify correct part of speech and definition
 4. Vocabulary building through context clues, and reading and writing practice
4. Library/Research
 1. library catalogue: locate and identify titles and authors

Lab Activities:

1. Working in groups, students will discuss and answer questions about reading samples
2. Working in pairs, students will review and critique each other's writing samples
3. Working in pairs, students will identify and correct errors in their own writing samples

Methods of Instruction:

1. Audio-visual Activity - playing a recording of a text while students read it, for example
2. Individualized Instruction - working one-on-one with students during the editing process, for example
3. Student Presentations - group presentation about a researched topic, for example
4. Lecture - short, interactive lectures
5. Projects - create a poster about Charles Darwin, for example
6. Discussion - small group discussion about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. 3-6, not including separate reading and writing finals. One holistically scored written final exam.
- D. Home Work

1. minimum of 12 hours
- E. Lab Activities
 1. one hour per week
- F. Papers
 1. 3-6, including in and out of class work
- G. Quizzes
 1. 3-6
- H. Research Projects
 1. one library project
- I. Journals

Typical Outside-of-Class Assignments

- A. Reading:
 1. Skim the reading from unit 2 and outline the main ideas from each paragraph
 2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
 3. Answer the following questions about the article "How do colors affect us?"
- B. Writing:
 1. Plan and write a paragraph describing three characteristics of a successful student
 2. Revise and edit your paragraph based on your teacher's comments
 3. Write one page in your journal describing a toy you remember from your childhood.
 4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.
- C. Other:
 1. Grammar and Sentence Structure
 1. Identify the types of sentences in the following paragraph
 2. Edit the punctuation mistakes in your paragraph based on your teacher's comments
 3. Write 3 simple, 3 compound and 3 complex sentences using vocabulary from the class text book
 2. Vocabulary
 1. Use your learner dictionary to look up the vocabulary words from the class text book. Identify part of speech and definition

Textbooks (Typical):

Textbook:

1. [John Hughes](#) *Life Beginner with Spark Platform*. 3 ed., Cengage ELT, 2025.
2. Gary Pathare *Reflect Reading & Writing 1: Student's Book*. 1 ed., Heinle ELT, 2021.
3. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking 1*. 3 ed., Heinle ELT, 2024 2025 .
4. Kim Sanabria *Longman Academic Reading Series 2: Reading Skills for College*. 1st ed., Pearson Education ESL , 2016.
5. ~~Joe McVeigh, Jennifer Bixby~~ *Q:Skills for Success Reading and Writing 2*. 2nd ed., Oxford University Press, 2015.
6. ~~Deborah Hopkinson~~ *Who Was Charles Darwin*. 1st ed., Grosset and Dunlap, 2005.
7. ~~Kate Boehm Jerome~~ *Who Was Amelia Earhart*. 1st ed., Grosset and Dunlap, 2002.

8. Ann Hogue *Longman Academic Writing Series 2: Paragraphs*. 3rd ed., Pearson Education ESL , 2016 .
9. ~~Pearson~~ *Longman Dictionary of American English*. ~~5th ed., Pearson Education ESL , 2014 .~~

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Typical Assignments

Requisite Skills

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

A. ESL 131A

~~Required~~

- ~~■ Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text:~~
- ~~■ Identify and correct errors in writing based on learned grammar and spelling~~
- ~~■ scan to find specific information in a text~~
- ~~■ Express limited independent ideas and opinions about everyday subjects in writing~~
- ~~■ Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage~~
- ~~■ Identify parts of a sentence (subject, verb, direct object, prepositional phrase)~~
- ~~■ Read a variety of authentic texts with adequate understanding~~
- ~~■ Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses~~
- ~~■ Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions~~
- ~~■ Read a variety of authentic texts with adequate understanding~~
- ~~■ Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage~~
- ~~■ Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text:~~
- ~~■ Scan to find specific information in a text~~
- ~~■ Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions~~
- ~~■ Express limited independent ideas and opinions about everyday subjects in writing~~
- ~~■ Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses~~
- ~~■ Identify and correct errors in writing based on learned grammar and spelling~~
- ~~■ Identify parts of a sentence (subject, verb, direct object, prepositional phrase)~~

~~Recommended~~

- ~~■ Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence~~
- ~~■ Understand non-text information (charts, graphs)~~
- ~~■ Understand non-text information (charts, graphs)~~

- ~~Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence~~

~~Not Necessary Skills~~

- ~~Understand basic library terminology and navigate the college library~~
- ~~Understand basic library terminology and navigate the college library~~

B. NESL-231A

Required

- Identify parts of a sentence (subject, verb, direct object, prepositional phrase)
- Identify and correct errors in writing based on learned grammar and spelling
- Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
- Express limited independent ideas and opinions about everyday subjects in writing
- Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
- ~~scan to find specific information in a text~~
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
- scan to find specific information in a text
- Read a variety of authentic texts with adequate understanding
- Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage

Recommended

- Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
- Understand non-text information (charts, graphs).

Not Necessary Skills

- Understand basic library terminology and navigate the college library.

C. NESL 231A

Required

- Identify parts of a sentence (subject, verb, direct object, prepositional phrase).
- Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
- Read a variety of authentic texts with adequate understanding
- Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
- Express limited independent ideas and opinions about everyday subjects in writing.
- Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
- Identify and correct errors in writing based on learned grammar and spelling
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
- scan to find specific information in a text

Recommended

- ~~Understand non-text information (charts, graphs)~~

- Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
- [Understand non-text information \(charts, graphs\).](#)

Not Necessary Skills

- Understand basic library terminology and navigate the college library

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

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: at least 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: at least 4 times 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: A minimum of twice per semester when the course is offered in the OFI and 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 week
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: at least twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: at least twice per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 3-6, including in and out of class writing

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: One library project
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-6 quizzes; 3-6 exams/tests, not including a separate reading and writing final. One holistically scored written final exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly
- **Other:**
Frequency: Daily classwork; minimum of 12 hours of homework per week. One hour of lab per week.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000602612

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

32.0109 - Second Language Learning.

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

C - Three levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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



Course Modification: NESL 233 - Beginning Oral Communication

Course Modification: NESL 233 - Beginning Oral Communication (Launched - Implemented 04-10-2026)

compared with

NESL 233 - Beginning Oral Communication (Active - Implemented 01-01-2024)

Admin Outline for Noncredit English as a Second Language 233

Beginning Oral Communication

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

NESL 233 - Beginning Oral Communication 126 Hours

This is a beginning oral communication course. This course will enable students to use English accurately, meaningfully and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures orally, learning new words and expressions, comprehending and using idiomatic expressions. 36 hours lecture, 18 hours laboratory.

Enrollment Limitation:

- Placement through the ESL assessment process :

Total Lecture Hours	36
Total Lab Hours	18
Total Inside of Class Hours	54
Total Outside of Class Hours	72
Total Student Learning Hours	126

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~participate~~ Participate in discussions in one-to-one and small group situations on a variety of topics.
- B. ~~use~~ Use level-appropriate grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes.
- C. ~~take~~ Take dictation of sentences and questions.
- D. ~~retell~~ Retell the plot and/or main ideas from news items, movies, lectures, or presentations.

Course Objectives:

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

- A. Comprehend and initiate simple spoken English in conversations on familiar topics
- B. Comprehend and respond with learned vocabulary in conversation
- C. Participate in discussions in one-to-one situations and small groups on a variety of topics
- D. Use learned grammatical structures, vocabulary, and idiomatic expressions for a variety of communicative purposes
- E. Demonstrate awareness of nonverbal cues, including making inferences, that play a role in oral communication
- F. Respond appropriately to spoken English in the classroom
- G. Display sufficient control of pronunciation and intonation patterns in English to be understood in one-to-one and group discussions
- H. Display sufficient control of pronunciation and intonation patterns in English to be understood in short oral presentations to the class
- I. Follow basic oral directions
- J. Take dictation of sentences and questions
- K. Relate factual information, personal experiences and personal opinions
- L. Request clarification and explanation
- M. Apply basic rules of social interaction: introductions, turn taking, making requests
- N. Retell the plot and/or main ideas from news items, movies, and lectures or presentations

Course Content:

1. Listening and Speaking

- 1. Dictation of statements and questions
- 2. Discussion of topics from listening activities
- 3. Formal and informal introductions
- 4. Clarification questions and information requests

5. Common American language practices

1. Giving and accepting compliments
2. Question and response
3. Small talk

2. Pronunciation of

1. Phonetic sounds
2. Intonation patterns
3. Reduced speech
4. Voiced-voiceless distinctions

3. Non-verbal Communication

1. Common American body language and gestures
2. Common American rules for distance

4. Discussion

1. One-to-one discussions
2. Small and large group
3. Whole class discussions

5. Presentations

1. Role play
2. How to presentations
3. Narrative
4. Descriptive

6. Vocabulary development

1. Basic vocabulary for
 1. Describing people and places
 2. Expressing emotional responses (fear, pleasure, surprise, etc.)
 3. Conveying appreciation, regret, approval
2. Common idiomatic expressions and slang

7. Authentic Materials

1. Film and television
 1. Drama
 2. Documentary
 3. Comedy
 4. TED Talks
 5. Etc.
2. Radio

1. News reports
2. Popular talk radio
3. Podcasts

3. Music

- Music

Methods of Instruction:

1. Audio-visual Activity - Watch a film clip and answer questions about the clip, for example.
2. Classroom Activity - Listen to live or taped presentations to practice listening and recognizing use of grammar structures, words, idiomatic expressions, and slang. These presentations may consist of film clips, songs, poetry, short lectures, articles and anecdotes.
3. Discussion - Participate in communicative classroom discussions connected to course material in paired, small or large groups to promote language acquisition.
4. Guest Lecturers - Comprehend guest speakers, including the ability to ask follow up or clarifying questions, for example.
5. Lab - Weekly lab activities to promote use and understanding of course concepts.
6. Lecture - Present information on minimal pairs, for example. Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
7. Student Presentations - Give a presentation about a cultural tradition celebrated in your family, for example.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Work
 1. Weekly
- C. Exams/Tests
 1. 2 major exams - a midterm and a final
- D. Group Projects
 1. Students may complete one group presentation.
- E. Home Work
 1. Minimum of four hours weekly
- F. Lab Activities
 1. Weekly
- G. Oral Presentation
 1. A minimum of three.
- H. Quizzes

1. Weekly

Typical Outside-of-Class Assignments

A. Other:

1. Presentations

1. Review a movie
2. Poster Presentation: Work with another student to create a poster and give a five-minute oral presentation
3. Poem Presentation: Present a memorized poem with correct pronunciation, intonation and non-verbal language
4. Descriptive Presentation: Give a five-minute presentation describing a traditional cultural celebration.

2. Dictation

1. Listen to and accurately transcribe five sentences.

3. Quizzes

1. Listen and Respond appropriately to oral questions.
2. Accurately transcribe dictation of learned vocabulary, sentence structure and grammar

4. ~~Participate in class discussions:~~

1. ~~One-to-one~~
2. ~~Small group~~
3. ~~Whole class~~

5. Vocabulary Development

1. Practice pronunciation
2. Comprehend and use slang and idiomatic expressions appropriately
3. Utilize clarification phrases
4. Comprehend modal use and meaning
6. Complete weekly lab assignments
7. Use a weekly listening journal

Textbooks (Typical):

Textbook:

1. Laurie L Frazier, Robin Mills *NorthStar Listening and Speaking 2 w/MyEnglishLab Online Workbook and Resources* (. 5 ed., Pearson Education ESL , 2019.
2. Kim Sanabria, Carlos Sanabria *Academic Encounters Level 2 Student's Book Listening and Speaking with Integrated Digital Learning*. 2 ed., Cambridge University Press, 2017.
3. Jaimie Scanlon *Q: Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack*. 3 ed., Oxford University Press, 2022.
4. ~~Kristin Sherman~~ ~~*Inside Listening and Speaking Level 1*~~. ~~1 ed., Oxford University Press, 2015.~~
5. Helen Solorzano, Laurie Frazier *Contemporary Topics 1*. 4 ed., Pearson Education, Inc, 2017.
6. Lida Baker, Laurie Blass *21st Century Communication: Listening, Speaking, and Critical Thinking*. ~~1~~ 2 ed., National Geographic Learning, ~~2017~~ 2023 .

Other Materials Required of Students

Equity Based Curriculum

- - ~~Course Content~~
- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI and PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of 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: minimum of twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: minimum of 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: minimum of twice per semester
- **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: - minimum of ~~twice~~ 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: minimum of four times per semester

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: minimum of 1 per semester

- **Other Student presentations :** *Students will prepare and present on a topic being studied.*

Frequency: minimum of 3 per semester

- **Other:**

Frequency: homework assignments: at least 4 hours per week lab activities: weekly

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601691

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

C - Three levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: NESL 236 - Beginning Pronunciation and Fluency

Course Modification: NESL 236 - Beginning Pronunciation and Fluency (Launched - Implemented 04-10-2026)

compared with

NESL 236 - Beginning Pronunciation and Fluency (Active - Implemented 01-01-2024)

Admin Outline for Noncredit English as a Second Language 236

Beginning Pronunciation and Fluency

Effective: ~~Spring~~ Fall

~~2024~~ 2027

Catalog Description:

NESL 236 - Beginning Pronunciation and Fluency

~~126~~ 90 Hours

Focused practice on recognizing and producing individual speech sounds, stress patterns, rhythm and intonation patterns, and grammatical signals through activities such as oral presentations, role play, authentic dialogue, and presentations. Students will focus on developing listener friendly pronunciation. Course content includes individual as well as group work. ~~36~~ 18 hours lecture, ~~18~~ 36 hours laboratory.

Enrollment Limitation:

- Placement through the ESL ~~Assessment~~ assessment process :

Total Lecture Hours	~~36~~ <u>18</u>
Total Lab Hours	~~18~~ <u>36</u>
Total Inside of Class Hours	54
Total Outside of Class Hours	~~72~~ <u>36</u>
Total Student Learning Hours	~~126~~ <u>90</u>

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Upon completion of ESL-136, the student should be able to correctly~~ Correctly pronounce level-appropriate vocabulary and idiomatic expressions.
- B. ~~Upon completion of ESL-136, the student should be able to identify~~ Identify and stress appropriate content word(s) in a sentence.
- C. ~~Upon completion of ESL-136, the student should be able to distinguish~~ Distinguish sounds in minimal pairs.
- D. ~~Upon completion of ESL-136, the student should be able to correctly~~ Correctly identify and pronounce voiced and voiceless sounds.

Course Objectives:

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

- A. Pronounce learned vocabulary and idiomatic expressions understandably
- B. Communicate ideas in conversations one-to one and in small groups
- C. Respond appropriately to nonverbal factors in oral communication
- D. Use rules of social interaction appropriately: introductions, turn taking, making requests
- E. Recognize and produce the long, clear, pitch changes of stressed words in streams of speech
- F. Recognize and produce stress on the content word/s in a sentence
- G. Recognize and produce de-emphasized word/s in a stream of speech
- H. Identify and produce focus on new information in conversation
- I. Recognize and produce a pause at the end of a thought group to signal completion of the thought
- J. Identify focus words in a reading passage and decide which syllable within the focus words to stress
- K. Read a paragraph or short passage using listener friendly pronunciation
- L. Group words in a reading passage into thought groups and use pitch changes and pauses to indicate the end of a thought
- M. Distinguish sounds in minimal pairs
- N. Identify and pronounce short and long vowel sounds with listener friendly pronunciation
- O. Identify and pronounce voiced and voiceless sounds with listener friendly pronunciation
- P. Identify some pronunciation difficulties which are the result of linguistic background
- Q. Identify some individual pronunciation difficulties and modify them

Course Content:

Lecture:

1. Pronunciation
 1. Syllable stress
 2. Pitch changes in streams of speech

3. Stress on content word/s in sentences
4. Stress and intonation to indicate old/new information, questions/statements
5. Analysis of individual speech patterns and difficulties
6. Voiced and voiceless sounds
7. Short and long vowel sounds
8. Minimal pairs
9. Beginning and final sounds
10. Appropriate pauses in sentences
11. Signaling the completion of a thought with a pause or pitch change

2. Listening and Speaking

1. Introductions, turn taking, making requests
2. Discrimination of individual sounds
3. Listening for information
4. Practice of speech sounds and patterns to improve communication
5. Listener - friendly pronunciation practice in short reading passages

3. Non-verbal Communication

1. Common American body language and gestures
2. Common American rules for distance

4. Discussion

1. One-to-one discussions to identify grammar and pronunciation connections

2. Role play to practice specific speech sounds

3. Small and large group

4. Whole class

5. Presentations

1. Reading presentations with listener friendly pronunciation, including grouping words into thought groups and emphasizing words to convey meaning

6. Language Development

1. Specific grammatical forms, like the pronunciation of simple past final sounds

2. Common idiomatic expressions and slang

3. Word combinations (gonna, wanna, haveta, etc.)

7. Authentic Materials

1. Film and television

2. Radio

3. Music

-

-

Lab Activities:

1. Identification of long and short vowel sounds in authentic materials like news broadcasts.
2. Recitation of reading passages with appropriate stress and intonation.
3. Identification of content words in long streams of English.
4. Identification of long and short vowel sounds in authentic materials like news broadcasts.

Methods of Instruction:

1. Audio-visual Activity - Watch a short clip to identify specific sounds or slang.
2. Classroom Activity - Dictation of words, phrases, and sentences which highlight stress patterns of individual words and focus words in a sentence.
3. Discussion - Work with a partner or group to develop listener - friendly pronunciation for effective communication.
4. Individualized Instruction - Identify individual pronunciation difficulties based on L1 and modify.
5. Lab - Read and listen to recorded speech and identify the thought group boundaries by adding punctuation.
6. Lecture - Explain rules and demonstrate final sounds in simple past.
7. Student Presentations - Present a short reading passage or poem with correct stress, intonation and pronunciation.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Work
 1. Weekly
- C. Exams/Tests
 1. 2 major exams: a midterm and final
- D. Group Projects
 1. Students may complete one group presentation
- E. Home Work
 1. A minimum of four hours weekly
- F. Lab Activities
 1. Weekly
- G. Oral Presentation
 1. Minimum of three
- H. Quizzes
 1. weekly
- I. Instructors will use a variety of evaluation methods to promote equitable outcomes.

Typical Outside-of-Class Assignments

A. Other:

1. Pronunciation
 1. Paragraph, poem, or song lyric analysis to identify focus words and structure words
 2. Stress patterns, beginning and final sounds and intonation in sentences and paragraphs
 3. Poetry in pairs: work with a partner to pronounce the focus words carefully and communicate the meaning in presentation of a poetry duet in front of the class
 4. Discrimination of minimal pairs, long and short vowel sounds
2. Presentations
 1. Reading passage presentation
 2. Poetry presentation, individual or pair
3. Dictation
 1. Listen-repeat tasks
 2. Listen-distinguish tasks
 3. Accurate comprehension and discrimination of individual sounds
4. Quizzes
 1. Listen and respond appropriately to oral questions
 2. Accurately transcribe learned sounds and structures
5. Participate in class discussions
 1. One-to-one
 2. Small group
 3. Whole class
6. Vocabulary Development
 1. Pronunciation practice of learned vocabulary and structures
 2. Pronunciation as it connects to grammar (simple past final sounds, etc.)
7. Weekly lab assignments
8. Weekly listening journal

Textbooks (Typical):

Textbook:

1. Jaimie Scanlon *Q: Skills for Success: Level 1: Listening and Speaking Student Book with Digital Pack*. 3rd ed., Oxford University Press, 2022.
2. Laurie Frazier, Robin Mills *NorthStar Listening and Speaking 2 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL, 2019.
3. Lewis Lansford, Robyn Brinks Lockwood *Prism Listening and Speaking 3 with Digital Pack*. 2nd ed., Cambridge University Press, 2022.
4. Helen Solorzano, Jennifer P. L. Schmidt *NorthStar Listening and Speaking 3 w/ MyEnglishLab Online Workbook and Resources*. 5th ed., Pearson Education ESL, 2020.
5. Linda Lane *Focus on Pronunciation 1*. 1 ed., Pearson Education, Inc, 2009.
6. Ann Baker, Sharon Goldstein *Pronunciation Pairs: An Introduction to the Sounds in English*. 2 ed., Cambridge University Press, 2007.
7. Judy B Gilbert *Clear Speech From the Start*. 2 ed., Cambridge University Press, 2012.
8. Jenny Pearson *The Art of Phonics*. 1 ed., Kivett Publishing, 2018.
9. Ken Xiao *English Pronunciation*. 1 ed., Fluent English Publishing, 2018.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in

order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

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 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: minimum 4 times 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: A minimum of twice per semester when the course is offered in the OFI or PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: minimum of 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: minimum of twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: minimum of 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: minimum of twice per semester
- **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: minimum of twice 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: minimum of four times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: minimum of 1 per semester
- **Other:**
Frequency: minimum of 3 per semester
- **Other:**
Frequency: homework assignments, minimum 4 hours per week

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601692

CB03: TOP Code

493086 - English as a Second Language - Speaking/Listening

CIP Code

[32.0109 - Second Language Learning.](#)

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - 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

C - Three levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

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

CB26: Course Support Course Status

CB27: Upper Division Status



Course Modification: PCN 10 - Career and Educational Planning

Course Modification: PCN 10 - Career and Educational Planning (Launched - Implemented 03-13-2026)

compared with

PCN 10 - Career and Educational Planning (Active - Implemented 08-15-2021)

Admin Outline for Psychology-Counseling 10 Career and Educational Planning

Effective: Fall

~~2021~~ 2027

Catalog Description:

PCN 10 - Career and Educational Planning

2.00 Units

Exploration of ~~the concept of~~ career, educational, and life planning ~~focusing through~~ on personal career development through modern self-assessment tools and digital career-exploration platforms. - Emphasis on ~~clarification of~~ clarifying individual interests, work personalities, values, preferred skills, needs, abilities, and decision-making styles; ~~investigation~~ Includes of ~~occupational opportunities in the world of work~~ and an introduction to job-search strategies, ~~resume~~ such as résumé writing and interview skills, and instruction on how to access the Career Center for ongoing support. - Designed for ~~those students who are~~ undecided ~~or uncertain~~ about ~~their~~ a major or career ~~and educational plans~~ direction. 2 Units Lecture

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Define their top personal values that they want exemplified in their career choices~~ Identify and in analyze life.
- B. ~~Demonstrate understanding of their~~ how personality, ~~strengths~~ interests, values, and synthesize skills this influence information educational towards their and career decision - making.
- C. ~~Set~~ Apply self-assessment results to evaluate how potential majors and careers align with personal strengths, interests, and values.
- D. Use digital resources and campus tools such as Career Coach, My Next Move, and student educational planning with a counselor (using tools such as Degree Works) to outline a short-term career or educational goal with specific steps to reach it.

Course Objectives:

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

- A. ~~Examine personal traits~~ Identify and ~~characteristics~~ analyze through the identification and analysis of how personality, interests, ~~skills and abilities~~
- B. ~~Define what success means to him/her by explaining and understanding his/her own needs, wants, motives~~ values, and ~~values~~
- C. ~~Describe~~ skills influence educational and ~~assess his/her various life roles as they relate to societal expectations and role stereotypes~~
- D. ~~Define and use elements of the~~ career decision-making.
- E. Apply ~~process~~ self-assessment results to evaluate how potential majors and careers align with personal strengths, interests, and values.
- F. Explore beliefs, values, and lifestyle goals as factors influencing educational and career planning.
- G. Analyze barriers and supports that influence educational and career choices, including personal, social, and systemic factors.
- H. Locate ,evaluate, and ~~analyze~~ interpret occupational and educational information ~~and using~~ resources
- I. ~~Formulate~~ reliable ~~personal~~ sources such as Career Coach, ~~career~~ My Next Move, O*NET, and ~~educational the goals~~ Career/Transfer by Center.
- J. Examine ~~assessing~~ how workplace and ~~integrating~~ work-style ~~results~~ preferences ~~of~~ relate ~~all to~~ self-evaluation students' measures Holland Codes and 16 Personalities types.
- K. Conduct ~~traditional~~ informational interviews or comparable research activities to explore career fields of interest and ~~non-traditional~~ reflect on findings.
- L. Develop introductory job ~~-search~~ searches including materials (~~but first-draft~~ not résumé ~~limited to~~) making contacts, networking, writing and cover ~~letters~~ letter and ~~resumes,~~ identify completing Career job applications, interviewing, viewing on-line job listings and strategies, and using other internet career-related Center resources
- M. ~~Illustrate knowledge for~~ of ongoing ~~decision-making models~~ support. ~~Describe decision-making style and indicate personal, educational, and career goals~~
- N. Integrate course components ~~and to~~ formulate outline a tentative educational and career plan connecting personal assessment results with realistic next steps.

Course Content:

1. ~~The Personality~~ psychological and motivation as foundations ~~of for~~ human career behavior exploration , including how needs and preferred work environments influence satisfaction.
2. Holland's RIASEC Theory as a framework for understanding how personality and ~~motivation~~
3. ~~Theories~~ interests of influence ~~occupational career~~ choices
4. ~~Self-awareness~~
 1. ~~Administer~~ and ~~interpret~~ work environments.
 2. Self-assessment tools and processes (Career Coach, 16 Personalities, Values and Skills Assessments).
 3. Integrate results from self- ~~evaluation~~ assessments ~~measures~~ to identify personal career themes and preferences.
 4. Beliefs, values, and lifestyle goals as factors influencing life and career choices.
 5. Barriers and supports that influence educational and career choices , including ~~the areas of~~ motivation personal , ~~interests, values/work values, skills/abilities, lifestyle preferences, life roles~~ social , and ~~decision~~ systemic factors.
 6. Job - making market styles. Assessment tools include, but not limited to, the Myers-Briggs Type Indicator trends and ~~the employment~~ Strong outlook Interest as Inventory
5. ~~Prioritize~~ they relate to students' career interests and ~~integrate results~~ fields of ~~all self-evaluation measures~~ study.
6. ~~Formulate elements of the life-style desired based on beliefs and values~~
7. ~~Barriers to career and educational choices~~
8. ~~The job market: facts, trends, and predictions~~
9. ~~Determine~~ Reliable sources of occupational and educational information , including ~~orientation Career of~~ Coach, My Next Move, O*NET, the Occupational Outlook Handbook, and the Career/Transfer Center , ~~Library, and online resources~~ _
10. ~~Workplaces~~ Workplace and work ~~-style~~ styles

1. Discussion preferences of as alternatives they relate to nine students' Holland Code and personality type, emphasizing personal fit.
2. Conduct informational interviews or comparable research to five: self-employment, cooperatives, intrapreneur, entrepreneur and creative careers
11. Measure interests in explore career fields through of conducting informational interviews interest and sharing reflect on findings in-class .
12. Discuss career and reflect on educational and educational career interests in through class and discussions, with online forums, or instructor feedback.
13. Job Introduction to job- search techniques
 1. Learn fundamentals of networking, cover letters, resumes, completing job applications, interviewing, employment listings, on-line listings strategies and strategies Career Center resources.

Methods of Instruction:

1. Discussion
2. Guest Lecturers - Guest speakers and recorded professional talks introduce students to diverse career paths and educational journeys that align with course objectives.
3. Lecture - Lectures and mini-lectures present foundational theories (e.g., Holland's RIASEC, values clarification) and guide students through career decision-making frameworks.
4. Audio-visual Activity - Students view and discuss short video interviews, career spotlights, and related multimedia designed to connect course concepts (e.g., interests, values, and workplace preferences) with real-world examples.
5. Projects - Research Students complete research-based and reflective projects , such as informational interviews or career exploration activities, that integrate personal assessment data with occupational information.
6. Individualized Instruction - Individual Instructor consultations
7. Psychological provides tests individual feedback on self-assessment results, educational planning progress, and inventories career research assignments.
8. In Discussion - Instructor-led and peer discussions are used to deepen understanding of self-assessment results, decision-making styles, and career research findings. Discussions may occur in class group or through Canvas forums.
9. Students engage in guided self-assessments (e.g., interests, values, personality, skills) using tools such as Career Coach, 16 Personalities, or similar inventories, followed by interpretation and reflection activities .
10. Tours Collaborative of activities allow students to exchange perspectives on interests, values, workplace preferences, and career pathways while practicing decision-making and goal-setting skills.
11. Students are introduced to campus resources support services such as the Career/Transfer Center or online tools, helping them understand where to access ongoing assistance for career and educational planning.

Methods of Evaluation

- A. Class Participation
 - 1. ~~Class~~ Ongoing participation ~~expected throughout daily the for semester optimal through learning in-class and or growth online engagement (i.e. discussion questions).~~
 - B. Class Work
 - 1. ~~Weekly~~ Students ~~Discussions may and periodically~~ journals complete career assessments in class.
 - C. Home Work
 - 1. ~~Homework~~ There readings are weekly homework assignments throughout the course , journals including self-assessments, career research, and written reflection assignments are to be developed by instructor distributed every week.
 - D. ~~Lab Activities~~
 - 1. ~~Students will practice interviewing and networking with other students. At least once per semester~~ activities.
 - E. Oral Presentation
 - 1. ~~At~~ Students ~~least may be asked to present~~ one ~~oral~~ or more projects orally across course modalities. For asynchronous courses, it may be in the form of a video presentation :
 - F. Papers
 - 1. ~~Weekly~~ One ~~Journals~~ or more written reflections or synthesis papers per semester .
 - G. Portfolios
 - 1. ~~Student~~ One ~~will create a~~ cumulative portfolio ~~at completed near~~ the end of the semester : „
~~With demonstrating Resume integration and of Cover assessment letter included results.~~
 - H. Projects
 - 1. ~~1~~ One ~~informational major interview applied~~ project per semester , such as an informational interview (in-person or using AI) or equivalent career exploration activity. This may be coupled with one or more research projects.
 - I. Quizzes
 - 1. ~~2-3~~ Quizzes ~~per~~ may be administered periodically throughout the semester to identify key factors influencing career and educational choices.
 - J. Research Projects
 - 1. ~~At least 2 Career and Analysis handouts and One~~ Career or exploration ~~more career-related~~ research ~~paper~~ assignments per semester :
 - K. ~~Completion of autobiography Once per semester Completion of psychological tests (i.e., Myers-Briggs researching Type a Indicator, specific Strong occupation).~~
- Students ~~Interest may Inventory) Twice per semester.~~

Typical Outside-of-Class Assignments

A. Other:

- 1. ~~Complete~~ Self-assessment activities using Career Coach, 16 Personalities, and Values and Skills Assessments.

1. Students complete online assessments and review generated reports to support their career planning.
2. View multimedia content featuring professionals discussing their career paths.
 1. Students watch assigned ~~psychological~~ career-related ~~tests~~ videos including to analyze real-world career experiences.
3. Optional follow-up revisions.
 1. Students may continue revising their résumé , ~~but~~ cover ~~not~~ letter, ~~limited~~ or ~~to~~ career plan after initial instructor feedback.

B. Writing:

1. Reflections on personality , interests, values, and work-style preferences.
 1. Students write short reflections, journals, or multimedia responses interpreting their self-assessment results.
2. First-draft résumé and cover letter.
 1. Students prepare an initial résumé and cover letter aligned with one of their potential majors or career interests.
3. Goal-setting and decision-making exercises.
 1. Students write a short-term educational or career goal with steps informed by self-assessment results and occupational research.

C. Reading:

1. Read assigned material from online career resources and self-assessment descriptions.

1. Students read interpretations of personality, interest, values, or skills assessments and reflect on how the Myers information applies to their career decision - Briggs-Type Indicator and the Strong Interest Inventory making .

2. Write Review an professional autobiography profiles focusing on achievements in school, work, family and/ or community career-path involvement articles prior to reflection activities.

1. Students read or view assigned multimedia career stories to prepare for follow-up discussions or written reflections.

D. Choose three careers and Research:

1. Career research them using in online tools such as My Next Move, O*NET , (online.onetcenter.org); the Occupational Outlook Handbook, and Eureka Career (computerized Coach.

1. Students career gather, analyze, and summarize occupational information -system):

1. Write a research paper on an area of interest related to work potential majors and /or education career fields .

2. Labor market research connected to students' interests.

1. Analyze: Students a) review personality job orientation outlook , b) interests salary , c) skills skills/abilities needed , and how educational pathways for careers they relate are to considering.

B. Project:

1. Informational each interview or comparable career -exploration choice project (attach virtual or in person).

1. Students conduct an interview with a copy of the Eureka print out with paper):

3. Find a current article related to job market trends and/or the economy. Summarize the article and discuss its impact on future career opportunities. Be prepared to lead a class discussion about the article (each presentation should be 5-10 minutes in length):
4. Conduct an informational interview. Find an individual working (paid or volunteer) professional in a career field of interest or complete an equivalent research project that you explores wish job to duties, explore: work Student environment, should required conduct a 20-minute interview to investigate the essential components of the occupation. Be prepared to give a summary of the findings to the class:
5. Participate in "mock" employment interview. Student should be prepared to conduct a mock interview in class using and responding to commonly asked interview questions:
6. ~~Set a tentative educational~~ education, and career ~~goal~~ pathways.
5. "Blueprint based for on Life" course values-to-lifestyle findings planning project.
1. Students create a personal "Blueprint for Life" outlining the values, lifestyle goals, and career characteristics that align with their future aspirations.

Textbooks (Typical):

OER: _

1. Dillon, Dave *Modern Blueprint for College and Career Success*. 2.0 /e, Pressbooks, 2024.
<https://pressbooks.pub/modernblueprint/>.

_ Textbook:

1. Diane Robert Ducat Reardon, Janet Lenz, V Case Dozier, Kyle A. Roark, Justin D. Hultman
Turning Career Points Development and Planning: Your A Career Comprehensive Decision-Making Guide Approach. 3rd ed: 8th ed., Prentice Hall Main navigation, 2014 2024.
2. B

Barron-Rieger, Other P Learning Tieger *Do-What-You-Are Materials: Discover The Perfect Career for You Through the Secrets of Personality Type*. -5th ed., Little, Brown and Company, 2014:

1. R-Bolles *What Color Is Your Parchute? A Practical Manual for Job-Hunters and Career-Changers*. -Rev. ed., Ten-Speed Press, 2020:
2. D. Sukiennik, L Raufman *The Career Fitness Program: Exercising Your Options*. -11th ed., Pearson Prentice Hall Publishing, 2015:

3. ~~Marsha Fralick- *Career Success*. 2nd ed., Kendall Hunt Publishing Company, 2018.~~
Instructor-created course materials provided via Canvas, including readings, activities, and career and educational planning resources.

Other Materials Required of Students

1. ~~None.~~

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Textbooks/Materials

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course has been previously offered fully online, and it has been highly successful in this mode. This course is offered in a DE mode to allow for accessibility by all types of students, including non-traditional college students.

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

In conferring with our colleagues, we decided to continue offering PCN 10 online and partial online as it has been successful.

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: Instructor Email will is email used students periodically once to a provide week reminders, clarification of course expectations, and progress check-ins throughout the term .
- **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 Discussion week boards are used three to four times per semester for instructor–student interaction, including guidance, clarification, feedback on course topics and assignments, and an "Ask the instructor Instructor" will forum have for a questions discussion and topic posted support .
- **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 Students instructor receive will-provide weekly feedback on all- assignments within through a Canvas week to that support an-assignment-is-due; learning and will academic provide progress feedback throughout on the a-weekly-basis term .
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: The Announcements instructor are will posted make three announcements to every four week times per month via Canvas to provide course updates, reminders, and guidance .
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: ~~The Web instructor conferencing will may post be used periodically to offer virtual office hours ,during which the instructor will be available for web all conferencing modality with sections, students providing weekly real-time support and clarification .~~

- **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 course sections, instructors will facilitate no fewer than two class meetings on-campus. One in-person office hour will be available for each in-person class meeting. Students will have to meet with instructor once per semester to create a student educational plan.

Student-Student Interaction

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

Frequency: ~~Students Email will is communicate used with periodically each to other provide every reminders, week clarification of course expectations, and progress check-ins throughout the term .~~

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

Frequency: Students will participate in weekly discussions.

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: For partially online sections, at least one small - _ group activity/project will occur ~~per~~ during each in-person class meeting.

Student-Content Interaction

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

Frequency: Students will respond to discussions weekly.

- **Written papers:** *Papers will be written on various topics.*

Frequency: There will be weekly written assignments in forms of journals from topics from the text book and not from text book. At least one autobiography per semester.

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: There are at least two Career Research and Analysis handouts. There is one Career Exploration Research Paper - ~~For~~ for 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 two quizzes per semester based on lectures and textbook readings.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly.

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: Students will practice ~~with each other~~ interviewing and networking skills with one another at least once per semester. Students will present on the findings of their assessments reports and career exploration research paper, once per semester. Students will also have to conduct an informational interview on a professional and present on the findings. once per semester.

- **Other:**

Frequency: Students will take at least two assessments per semester, one personality assessment and the other an assessment that takes inventory of interests. One portfolio ~~per semester.~~

- - ~~Other:~~ -

~~**Frequency:** - Students will present on the findings of their assessments reports and career exploration research paper, once per semester. Students will also have to conduct an informational interview on a professional and present on the findings, once~~ per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000348544

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

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

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: PSYC 10 - Psychology of Human Sexuality

Course Modification: PSYC 10 - Psychology of Human Sexuality (Launched - Implemented 04-07-2026)

compared with

PSYC 10 - Psychology of Human Sexuality (Active - Implemented 08-15-2021)

Admin Outline for Psychology 10 Psychology of Human Sexuality

Effective: Fall

~~2021~~ 2027

Catalog Description:

PSYC 10 - Psychology of Human Sexuality 3.00 Units

Physiological and psychosocial aspects of sexual health in our contemporary society. Understanding the interrelationship of attitude and behavior as it relates to sexual well-being and sexual integrity. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Psychology

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Compare the variations in sexuality found across social classes, ethnic groups, and other - _ species.
- B. Integrate the interaction of the biological bases of human sexuality with the psychological and - historical influences in our society.
- C. Trace the development of human sexuality from childhood to old age.
- D. Understand and apply the different psychological theories to the study of human sexual behavior.

Course Objectives:

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

- A. ~~explain~~ Explain sexual diversity and values of various cultures
- B. ~~evaluate~~ Evaluate how media influences and reflects sexuality
- C. ~~locate~~ Locate systematic studies of human sexuality
- D. ~~discuss~~ Discuss personal sexual values and overall sexual health
- E. ~~identify~~ Identify relevant features of human anatomy and physiology in the reproductive processes and the role of the brain and neurotransmitters in sexual arousal
- F. ~~critique~~ Critique changing gender roles in today's society and the impact of these changes in intimate relationships
- G. ~~explain~~ Explain the development of sexual identity, including gender identity formation
- H. ~~indicate~~ Indicate knowledge of the development and societal implications of sexual orientation identity
- I. ~~identify~~ Identify ways couples can share responsibility for birth control
- J. ~~identify~~ Identify and explain sexually transmitted and sexually related infections and prevention of those infections
- K. ~~discuss~~ Discuss sexual development throughout the life span
- L. ~~describe~~ Describe typical adult sexual behaviors and attitudes
- M. ~~identify~~ Identify factors contributing to relationship satisfaction over time
- N. ~~explain~~ Explain effective communication skills regarding sexuality and sexual matters
- O. ~~compare~~ Compare and contrast variations in sexual behaviors within and across cultures
- P. ~~analyze~~ Analyze psychosocial bases of rape, childhood sexual abuse and prostitution
- Q. ~~describe~~ Describe common sexual problems and recommended therapies

Course Content:

1. Why a Course in Human Sexuality?

- 1. Historical and Sociocultural Perspectives of Human Sexuality
- 2. Introduction of Sexual Health
- 3. Sex Research

2. Sexual Arousal and Response

- 1. Role of the Brain

2. Theories of Sexual Response

3. Myths about Sexual Responses

3. Anatomy and Physiology

1. Female External and Internal Anatomy

2. Menstruation

3. Female Reproductive and Health Concerns

4. Male External and Internal Anatomy

5. Male Maturation

6. Male Reproductive and Health Concerns

4. Sexual Identity

1. Development of Gender

2. Gender Identity

3. Gender Role Identity

4. Theories of Gender Development

5. Gender Variations

5. Sexual Orientation

1. Defining Sexual Orientation

2. Explanations of Development of Sexual Orientation

3. Psychosocial Issues Related to Orientation

6. Life-Span Sexual Development

1. Infancy and Early Childhood
2. Middle Childhood
3. Puberty and Adolescence
4. Early Adulthood
5. Middle and Late Adulthood

7. Contraception, Conception, Childbirth

1. Conception, Fertilization
2. Pregnancy
3. Childbirth
4. Methods of Contraception
5. Abortion

8. Sexually Transmitted and Sexually Related Infections

1. Bacterial Infections
2. Viral Infections
3. Sexually Related Infections
4. Prevention
5. Psychological Implications of Infections

9. Adult Sexual Behaviors and Attitudes

10. Love and Relationships

1. Friendship vs. Romantic Love
2. Theories of Love
3. Maintaining a Relationship
4. Problems in Relationships

11. Communicating About Sex

1. Communicating with Partner
2. Communicating with Children

12. Paraphilias and Sexual Variants

1. Defining "Normal and Abnormal"
2. Types of Paraphilias
3. Treatment of Paraphilias

13. Sexual Victimization

1. Theories of Rape and Abuse
2. Rape
3. Sexual Abuse of Children and Incest
4. Sexual Harassment
5. Commercial Sex

14. Sexual Problems and Therapy

1. Explanation of Sex Therapy
2. Sexual Problems of Females
3. Sexual Problems of Males

Methods of Instruction:

1. Discussion - What does the science concerning gender identity and/or sexual orientation suggest about the causes of gender identity? What other types of studies (besides the ones described in the reading) would help to unravel the causes of gender identity?
2. Lecture - Causes of sexual orientation
3. ~~Guest Lecturers—Stigma of teen pregnancy~~
4. Research - Select a country and research cultural differences in sexual behavior
5. Student Presentations - Create a presentation explaining the typical sexual practices of the culture you researched.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Exams/Tests
 1. 2-3 times/semester
- C. Papers
 1. 4-6 times/semester
- D. Quizzes
 1. Weekly
- E. Research Projects
 1. 1/semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ Project :
 1. ~~Chapter Quizzes~~
 2. ~~Writing Assignments~~

1. ~~Opinion Papers~~
2. ~~Critical Analyses~~
3. ~~Essay Exams~~
4. Semester Project

B. Writing:

1. Writing Assignments
 1. Opinion Papers
 2. Critical Analyses
2. Essay Exams

Textbooks (Typical):

OER: _

1. Susan Rahman with Nathan Bowman, Dahmitra Jackson, Lushtak, Remi Newman, & Prateek Sunder *Sexuality, the Self, and Society* . LibreTexts, 2023.
[https://socialsci.libretexts.org/Bookshelves/Gender Studies/Sexuality the Self and Society \(Ruhman Bowman Jackson Lushtak Newman and Sunder\).](https://socialsci.libretexts.org/Bookshelves/Gender%20Studies/Sexuality%20the%20Self%20and%20Society_(Ruhman%20Bowman%20Jackson%20Lushtak%20Newman%20and%20Sunder).)

_ Textbook:

1. Janell L _ Carroll *Sexuality Now: Embracing Diversity*. ~~6th~~ 7th ed., Cengage, ~~2018~~ 2025 .
2. Justin J _ Lehmiller *Psychology of Human Sexuality*. ~~2nd~~ 3 ed., Wiley-Blackwell, ~~2017~~ 2023 .
3. Simon LeVay, Janice Baldwin, John Baldwin *Discovering Human Sexuality*. ~~4th~~ 6th ed., Oxford University Press, ~~2018~~ 2024 .

Other Materials Required of Students

Equity Based Curriculum

- _ Course Objectives
- _ Student Learning Outcomes

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

The psychology faculty believe that this course should be offered online so that it is more accessible to all students in the program, including students who are unable to take on-campus courses. As a department, we are trying to increase our distance education course offerings so that students have the ability to complete most elective courses and courses required for the psychology AA-T either in person or online. Additionally, offering more psychology courses online will benefit students outside of our program who take psychology courses to fulfill general education requirements.

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

This course is a popular course for students because it meets requirements for LPC GE, CSU transfer, and CSU GE. By offering the course in a DE format more students will be able to complete the course without requiring them to be on campus. The psychology faculty have discussed this change.

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: Instructor will use e-mail to communicate with individual students such as to clarify for a student about an assignment or project that does not need to be discussed with the entire class. Students can also use e-mail to communicate with the instructor regarding issues that may be confidential.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Students will respond to critical questions based on course material and student responses will be used to measure student understanding.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Announcements will be posted to the class as often as needed. Announcements may also be used to notify students of any changes in a Module, associated assignments, or any special events or circumstances. Announcements will also be emailed to students.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students will be able to use e-mail to ask questions about assignments, course material, and setting up meetings.
- **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: Discussion boards will be used to allow students to complete group assignments, discuss material, obtain answers to questions, and post interesting material for one another to examine. Students will respond to one another's papers by providing feedback.
- **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 be asked to work together to make presentations, create webpages, participate in discussion groups, and complete research studies. They will also be able to work in groups on exams, quizzes, and other assignments.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Students will discuss many of the course content areas in small groups and larger "whole-class" groups. For example, when covering the topic of sexual relationships students might discuss how data from national surveys on sexual practices compares to the people they know.
- **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: The majority of assignments will allow students to work in groups. For example students can create informational webpages about psychology working in small teams.
- **Written papers:** *Papers will be written on various topics.*
Frequency: **Student 4-6 per semester. Students** will have multiple opportunities to write opinion papers about various controversial topics covered in the course.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: **Students At be least be once asked per to semester, students will** utilize library and Internet resources to research a topic of interest. In addition, they will have to assess the quality of the source (primary/secondary/tertiary source) and relate the source to course material.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Using a variety of question formats (multiple choice, essay, short answer), students will complete **weekly** quizzes ~~or~~ **and at least two** exams based on the course content.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Students will be presented with 5-15 min mini lectures on course content. For example, sexual education practices in the U.S.
- **Other:**
Frequency: Students will have access to a variety of multimedia resources when it is appropriate to course content (videos, animation, news articles, webpages, off-site discussion boards).
- **Other:**
Frequency: Create a presentation to address one aspect of the following. LGBTQ youth are overrepresented in the foster care system. They are more likely than other foster youth to be placed in group homes and other congregate care facilities. Living in communities that may not accept their LGBTQ identities, these youth are at risk for STD/STI infection, homelessness, domestic violence, addiction, and suicide at a rate four times higher than non-LGBTQ youth. Further, suffering from a lack of safe and accessible resources, LGBTQ youth are also at high risk for sexual exploitation, internalized hatred, and related mental health issues.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- **4 - Social and Behavioral Sciences**

- 8 - Health - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: PSY 130 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000352656

CB03: TOP Code

200100 - Psychology, General

CIP Code

42.0101 - Psychology, 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



Course Modification: PSYC 15 - Abnormal Child Psychology

Course Modification: PSYC 15 - Abnormal Child Psychology (Launched - Implemented 04-02-2026)

compared with

PSYC 15 - Abnormal Child Psychology (Active - Implemented 08-15-2020)

Admin Outline for Psychology 15 Abnormal Child Psychology

Effective: Fall

~~2020~~ 2027

Catalog Description:

PSYC 15 - Abnormal Child Psychology 3.00 Units

An exploration of the emotional, cognitive, developmental, and behavioral problems of childhood and adolescence. Topics include: common stresses and problems of adjustment; the effects of stress, abuse, and traumas on development; intellectual disability, autistic spectrum disorder, and other developmental disabilities; normal and abnormal problems of attention, conduct, mood, anxiety, sleep, eating, sex, learning and speech. Examination of the causes of mental health problems in children and adolescents and approaches to treatment. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Psychology

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Analyze how~~ How cultural contexts relate to the perception, diagnosis, and treatment of problems.
- B. Compare and contrast the major psychological, biological, and sociocultural models of mental - _ health and contemporary methods of treatment.
- C. Describe contemporary methods used in the evaluation, assessment, and diagnosis of children and adolescents.
- D. Explain the major mental health disorders, cognitive disorders, and learning disabilities of childhood and adolescence.

Course Objectives:

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

- A. Describe contemporary methods used in the evaluation, assessment, and diagnosis of children and adolescents
- B. Summarize the differences between normal problems of development and the mental health disorders of childhood and adolescence
- C. Explain the major mental health disorders of childhood and adolescence
- D. Explain the major cognitive and learning disorders of childhood and adolescence
- E. Compare and contrast the major psychological, biological, and sociocultural models of mental health
- F. Critically evaluate contemporary methods of treatment of disorders
- G. Discuss the influence of cultural contexts as it relates to the perception, diagnosis and treatment of childhood problems

Course Content:

1. Developmental Perspective

1. Normal Development

2. Developmental Psychopathology

2. Theories and Paradigms

1. Biological

2. Psychological

3. Sociocultural

3. Classification and Treatment

1. Classification and Diagnosis using DSM- ~~V~~ 5-TR
2. Assessment
3. Treatment
4. Anxiety Disorders
5. Mood Disorders
6. Conduct Disorders
7. Attention Deficit Hyperactivity Disorder
8. Intellectual Disabilities
9. ~~Autistic~~ Autism Spectrum Disorder
10. Disorders of Basic Physical Functions
11. Contemporary Issues in Mental Health Care for Children and Adolescents
 1. Cultural Issues and Cultural Competence
 2. Trends and Controversies
 3. Prevention and Advocacy

Methods of Instruction:

1. Lecture - Presentation of the course material by the instructor via interactive lectures with formative checks
2. Classroom Activity - Group and paired activities , such as collaborating to analyze a case study
3. Individualized Instruction - Individual problem-solving assignments and activities
4. Discussion - Structured class discussions of course topics
5. Audio-visual Activity - Videos accompanied with worksheets

Methods of Evaluation

- A. Exams/Tests
 - 1. 2-3 exams/semester
- B. Papers
 - 1. 1-2 papers/semester
- C. Projects
 - 1. 1 project

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

- 1. ~~Chapter~~ Read ~~Quizzes~~ textbook chapters and complete chapter quizzes

B. Writing ~~Assignment~~ :

1. ~~Opinion~~ Reflection Papers

- 1. Discuss ways of demonstrating cultural competence during therapy sessions
- 2. Reflect on how a child's race and/or gender might impact the diagnosis they are given

2. Critical Analyses

- 1. Provide a critique of the DSM 5 TR
- 2. Evaluate various contemporary treatment methods

3. Essay Exams

C. Project:

- 1. Semester Project

Textbooks (Typical):

OER: _

- 1. Kristy McRaney, Alexis Bridley, & Lee Daffin. *Behavioral Disorders of Childhood*. 3rd /e, Open Text WSU, 2022. <https://opentext.wsu.edu/behavioral-disorders-childhood/wp-content/uploads/sites/53/2018/06/Behavioral-Disorders-of-Childhood-3rd-edition.pdf>.

_ Textbook:

1. Eric J. Mash, David A. Wolfe, & Katherine Nguyen Williams *Abnormal Child Psychology Psychopathology*. 7th 8th ed., Wadsworth Cengage Publishing Learning, 2018 2023.
2. Christopher A Kearney *Casebook in Child Behavior Disorders*. 5th 6th ed., Wadsworth Publishing, 2016 2017.
3. Allen C. Israel, Jennifer Well Malatras, & Rita Wicks-Nelson, ~~Allen C Israel~~ *Abnormal Child and Adolescent Psychology*. 8th ed., Pearson Routledge, 2012 2021.

Other Materials Required of Students

Equity Based Curriculum

- [Course Content](#)
- [Course Objectives](#)

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

The psychology faculty believe that this course should be offered online so that it is more accessible to all students in the program, including students who are unable to take on-campus courses. As a department, we are trying to increase our distance education course offerings so that students have the ability to complete most elective courses and courses required for the psychology AA-T either in person or online. Additionally, offering more psychology courses online will benefit students outside of our program who take psychology courses to fulfill general education requirements.

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

The decision was made based on discussions with psychology faculty and feedback 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: 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: Weekly or every other 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: 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 to participate in discussions about the course material between 1-4 times per month.

Student-Student Interaction

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

Student-Content Interaction

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

Frequency: Weekly or every other week

- **Written papers:** *Papers will be written on various topics.*

Frequency: A minimum of 1 per semester.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: A minimum of 2 per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Students will attend or access synchronous or asynchronous lectures for each chapter covered in the course (approximately 10-15 lectures).

- **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: 1 per semester.

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*

Frequency: A minimum of 2 per semester.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - [Approved](#)

Codes and Dates

Course CB Codes

CB00: State ID

CCC000376636

CB03: TOP Code

200100 - Psychology, General

CIP Code

~~42.0101 - Psychology, General.~~

42.2710 - Developmental and Adolescent Psychology.

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



Course Modification: RADS 40A - Radiation Safety

Course Modification: RADS 40A - Radiation Safety (Launched - Implemented 04-09-2026)
compared with
RADS 40A - Radiation Safety (Active - Implemented 08-15-2018)

Admin Outline for Radiation Safety 40A Radiation Safety

Effective: Fall

~~2018~~ 2027

Catalog Description:

RADS 40A - Radiation Safety 2.00 Units

A course designed to provide basic radiation safety instruction. Includes identification of the sources of radiation and radioactive materials, the nature of ionization radiation, biological effects, and risk assessment. 2 Units Lecture

Recommended Course Preparation:

- ~~MATH 110~~ **or** MATH 110B

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Industrial Safety

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Upon completion of RADS 40A, the student will be able to identify~~ Identify the basic principles of atomic energy, - radioactivity, and decay.
- B. ~~Upon completion of RADS 40A, the student will be able to assess~~ Assess hazards associated with the use of ionizing radiation.
- C. ~~Upon completion of RADS 40A, the student will be able to determine~~ Determine biological effects and risks from radiation - exposure.

Course Objectives:

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

- A. Identify the basic principles of atomic energy, radioactivity, and decay
- B. Assess hazards associated with the use of ionizing radiation
- C. Determine biological effects and risks from radiation exposure
- D. Estimate dose and risks to individuals and populations
- E. Define monitoring for the workplace
- F. Identify sources of radiation, including artificial and natural sources

Course Content:

1. Radiation Safety

1. In depth review

1. Sources of radiation and radioactive materials

2. Nature of ionization radiation

2. Radiation fundamentals

1. Atomic structure and definitions

2. Types of radiation and origin

3. Radioactive decay

3. Radiation interactions

1. Nuclear interactions

2. Effects of shielding
4. Radiation units and dose
5. Biological effects
6. Risks and dose assessments
 1. Radiation dose
 2. Population/collective dose
 3. Probability of health effects
 4. Balance with benefits
7. Industrial sources and natural sources
 1. Fission, fusion, accelerators
 2. Medical and industrial sources
 3. Cosmic, terrestrial, natural sources of radiation

Methods of Instruction:

1. Guest Lecturers - guest speakers from industry
2. Field Trips
3. Written Exercises
4. Lecture - Lecture will use a variety of methods to present the material to students
5. Demonstration
6. Discussion - Group discussions to encourage student engagement with the material
7. Audio-visual Activity - Video and overhead presentation
8. Student Presentations

Methods of Evaluation

- A. Class Participation

1. [Daily](#)
- B. Exams/Tests
 1. [3 per semester](#)
- C. Field Trips
 1. [1 per semester](#)
- D. Home Work
 1. [9 per semester](#)
- E. Papers
 1. [1 2-4 page paper](#)
- F. Quizzes
 1. [8 per semester](#)

Typical Outside-of-Class Assignments

- A. ~~Other~~ [Writing](#) :
 1. Problem solving
 1. Using a decay equation, solve the following problem:
 1. If a sample has 1000 atoms of Tritium (H-3) on 9/17/2017, how many H-3 atoms will there be on 9/17/2021? The half-life of H-3 is 12.3 years.
 2. What is the primary type of interaction of a 0.2 MeV photon in Lead?
 1. How about a 2 MeV photon?
 2. How about 9 MeV photons?
 3. If 250,000 people are exposed to 5 rem of radiation;
 1. How many person-rem would that be?
 2. If there are 8 excess cancer fatalities for every 10,000 person-rem, how many cancers above the natural occurrence would you expect?
 3. Assuming a 20% natural cancer mortality, how many natural cancer deaths?

Textbooks (Typical):

Textbook:

1. [U.S. Department of the Navy. *Radiation Health Protection Manual: Comprehensive U.S. Navy Guide to Ionizing Radiation Safety & Personnel Protection for Medical, Industrial, and Safety Professionals*. ,U.S. Department of the Navy, 2025.](#)
2. Thomas E. Johnson *Introduction to Health Physics*. 5th ed., McGraw-Hill Education/Medical, 2017.
3. Haydee Domenech *Radiation Safety: Management and Programs*. 1st ed., Springer International Publishing, 2016.
4. [Daniel A. Gollnick. *Basic Radiation Protection Technology*. 6th ed., Pacific Radiation Corporation, 2011.](#)

[Manual:](#) _

1. [Luc Boudreaux and Department of the Army. *PAM 385-24 Safety The Army Radiation Safety Program* . Department of the Army, 2023.](#)

Other Materials Required of Students

Equity Based Curriculum

- [Methods of Instruction](#)
- [DE Course Interaction](#)

Requisite Skills

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

- A. ~~MATH-110~~
- B. ~~MATH-110B~~

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- [Partially Online](#)

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course is only offered every 2 years; there needs to be a way to offer the course when face to face instruction is not possible to ensure student completion of the program is not delayed. Online offerings will increase enrollment in the OSH program.

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

The decision was made in consultation with the Dean of the STEM program (Nan Ho) and through student feedback.

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: Following all assignments, quizzes and tests
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-4 times per month
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Weekly
- **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
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Weekly

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
Frequency: Once per semester
- **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: At least 3 exams per semester Periodic/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: Once per semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: 2 times per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: Once per semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000347924

CB03: TOP Code

099900 - Other Engineering and Related Industrial Technologies

CIP Code

[15.0699 - Industrial Production 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

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



Course Modification: RADS 40B - Emergency Response and Monitoring

Course Modification: RADS 40B - Emergency Response and Monitoring (Launched - Implemented 04-09-2026)

compared with

RADS 40B - Emergency Response and Monitoring (Active - Implemented 08-15-2018)

Admin Outline for Radiation Safety 40B Emergency Response and Monitoring

Effective: Fall

~~2018~~ 2027

Catalog Description:

RADS 40B - Emergency Response and Monitoring 1.00 Units

A course designed to provide overview and understanding of radiological emergencies and instrumentation. Builds upon principles, concepts, and terminology from 40A, and introduces practical use of radiological survey equipment. 1 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- RADS 40A

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Industrial Safety

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Identify proper instruments for characterization of - _ radiological conditions.
- B. Evaluate data from radiation measurement equipment.
- C. Identify emergency response - _ resources at the federal, state, international, and industry levels.

Course Objectives:

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

- A. Explain radiation instrument operations
- B. Identify proper instruments for characterization of radiological conditions
- C. Evaluate data from radiation measurement equipment
- D. Identify and be familiar with emergency response resources at the federal, state, international, and industry levels
- E. Describe elements and factors in emergency planning
- F. Demonstrate proper methods for performing and documenting radiological surveys
- G. Explain methods for monitoring doses to emergency personnel, including both internal and external dosimetry

Course Content:

1. Radiation instrumentation

- 1. Detector theory
- 2. Types of instruments
- 3. Field survey techniques
- 4. Laboratory equipment and techniques

2. Emergency responses

- 1. Federal state
- 2. International
- 3. Industry

3. Emergency planning

1. Resources
2. Techniques
3. Notifications
4. Training

Methods of Instruction:

1. Field Trips
2. ~~Lecture~~
3. Demonstration - (classroom)
4. Audio-visual Activity - Video and overhead presentation
5. Guest Lecturers - Guest presenters from industry and/or field trips
6. Discussion - (~~group~~) Group discussions to encourage student engagement with the material
7. Classroom Activity - Practical exercises, e.g., using equipment and personal protection equipment
8. Lecture - Lecture will use a variety of methods to present the material to students

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Exams/Tests
 1. 1 per semester
- C. Field Trips
 1. 1 or guest lecturer or similar
- D. Home Work
 1. at least 5 per semester
- E. Quizzes
 1. 6 per semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :
 1. Knowledge check
 1. List three items that should be checked or verified before using a survey instrument.
 2. List the four principle routes of entry for internal dosimetry.
 2. Problem solving

1. In a **graphy graph** , the voltage plateau is shown indicating the response of a gas-filled radiation detector to ionizing radiation.

1. Please identify the region corresponding to each lettered portion of the graph.

Textbooks (Typical):

Textbook:

1. [U.S. Department of the Navy. *Radiation Health Protection Manual: Comprehensive U.S. Navy Guide to Ionizing Radiation Safety & Personnel Protection for Medical, Industrial, and Safety Professionals*. , U.S. Department of the Navy, 2025.](#)
2. Thomas E. Johnson *Introduction to Health Physics*. 5th ed., McGraw-Hill Education/Medical, 2017.
3. Haydee Domenech *Radiation Safety: Management and Programs*. 1st ed., Springer International Publishing, 2016.
4. [Daniel A. Gollnick. *Basic Radiation Protection Technology*. 6th ed., Pacific Radiation Corporation, 2011.](#)

Manual: _

1. [Luc Boudreaux and Department of the Army. *PAM 385-24 Safety The Army Radiation Safety Program* . Department of the Army, 2023.](#)

Other Materials Required of Students

Equity Based Curriculum

- [_ *Methods of Instruction*](#)
- [_ *DE Course Interaction*](#)

Requisite Skills

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

A. RADS 40A

Required

- Identify **the basic principles** sources of **atomic energy** radiation , **radioactivity**, including artificial and **decay** natural sources
- Estimate dose and risks to individuals and populations
- Identify **sources** the basic principles of **radiation** atomic energy , **including artificial** radioactivity, and **natural sources** decay.

Recommended

- Assess hazards associated with the use of ionizing radiation
- Determine biological effects and risks from radiation exposure

Not Necessary Skills

- Define monitoring for the workplace

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course is only offered every 2 years; there needs to be a way to offer the course when face to face instruction is not possible to ensure student completion of the program is not delayed. Online offerings will increase enrollment in the OSH program.

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

The decision was made in consultation with the Dean of the STEM program (Nan Ho) and through student feedback.

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: Following all assignments, quizzes and tests
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-4 times per month
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Weekly
- **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
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Weekly

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
Frequency: Once per semester
- **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: At least 3 exams per semester Periodic/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: Once per semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: 2 times per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: Once per semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000375341

CB03: TOP Code

099900 - Other Engineering and Related Industrial Technologies

CIP Code

[15.0699 - Industrial Production 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

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



Course Modification: RADS 40C - Safety Controls and Regulation

Course Modification: RADS 40C - Safety Controls and Regulation (Launched - Implemented 04-09-2026)

compared with

RADS 40C - Safety Controls and Regulation (Active - Implemented 08-15-2018)

Admin Outline for Radiation Safety 40C Safety Controls and Regulation

Effective: Fall

~~2018~~ 2027

Catalog Description:

RADS 40C - Safety Controls and Regulation 1.00 Units

A course designed to provide further understanding of radiological controls, regulations, environmental impacts, and waste management. 1 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- RADS 40A, or ~~Instructor~~ instructor Approval

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Industrial Safety

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Identify appropriate waste disposal processes.
- B. Describe requirements for safe transportation of - radiological materials.
- C. Determine pathways for radiological transport in the - _environment and sampling strategies.

Course Objectives:

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

- A. Explain current regulations and how they are revised
- B. Identify appropriate waste disposal processes
- C. Explain differences between types of controls
- D. Describe requirements for safe transportation of radiological materials
- E. Determine pathways for radiological transport in the environment and sampling strategies

Course Content:

1. Types of controls

1. Engineering

1. Interlocks

2. Ventilation

3. Shielding

2. Administrative

1. Training

2. Postings/signs

3. Procedures

4. Alarms/warning lights

3. PPE

1. Coveralls

2. Gloves

3. Shoe covers

4. Respirator

2. Transportation

1. Packaging

2. Labeling

3. Shipping

1. Air

2. Truck

3. Ship

4. Rail

3. Waste management

1. Types of waste

2. Disposal methods

3. Disposal facilities

4. Regulations

1. Environmental

2. Workplace

3. Licensing

4. Disposal

5. Environmental

1. Pathways

2. Monitoring methods

3. Public dose assessment

4. Remediation

Methods of Instruction:

1. Lecture - Lecture will use a variety of methods to present the material to students
2. Demonstration - (classroom)
3. Audio-visual Activity - Video and overhead presentation
4. Discussion - ~~(group)~~ Group discussions to encourage student engagement with the material
5. Classroom Activity - Practical exercises, e.g., using equipment and personal protection equipment
6. ~~peer~~ Encourage interaction ~~students~~ do engage with each other in discussion and on activities

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Exams/Tests
 1. 1 per semester
- C. Home Work
 1. at least 4 per semester
- D. Papers
 1. 1 per semester
- E. Quizzes
 1. 5 per semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ Writing :

1. Knowledge check

1. List 3 types of “water” samples that may be collected as part of an ongoing Environmental sampling program.

2. Writing

1. Describe the tests performed on truck and rail casks used for transporting spent fuel.
2. Describe the current dilemma regarding disposal of spent fuel.

Textbooks (Typical):

Textbook:

1. [U.S. Department of the Navy. *Radiation Health Protection Manual: Comprehensive U.S. Navy Guide to Ionizing Radiation Safety & Personnel Protection for Medical, Industrial, and Safety Professionals*. ,U.S. Department of the Navy, 2025.](#)
2. Thomas E. Johnson *Introduction to Health Physics*. 5th ed., McGraw-Hill Education/Medical, 2017.
3. Haydee Domenech *Radiation Safety: Management and Programs*. 1st ed., Springer International Publishing, 2016.
4. [Daniel A. Gollnick. *Basic Radiation Protection Technology*. 6th ed., Pacific Radiation Corporation, 2011.](#)

Manual: _

1. [Luc Boudreaux and Department of the Army. *PAM 385-24 Safety The Army Radiation Safety Program* . Department of the Army, 2023.](#)

Other Materials Required of Students

Equity Based Curriculum

- [_ Methods of Instruction](#)

Requisite Skills

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

A. RADS 40A

Required

- [Define monitoring for the workplace](#)
- Identify the basic principles of atomic energy, radioactivity, and decay

- ~~Define monitoring for the workplace~~

Recommended

- Identify sources of radiation, including artificial and natural sources
- Assess hazards associated with the use of ionizing radiation
- Determine biological effects and risks from radiation exposure
- ~~Identify sources of radiation, including artificial and natural sources~~

Not Necessary Skills

- Estimate dose and risks to individuals and populations

DE Proposal

Delivery Methods

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

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Rationale for DE

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

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- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

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General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU ~~—~~Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000365156

CB03: TOP Code

099900 - Other Engineering and Related Industrial Technologies

CIP Code

[15.0699 - Industrial Production Technologies/Technicians, Other.](#)

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D - Credit - Degree Applicable

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1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

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



Course Modification: SPAN 21 - Spanish for Spanish Speakers I

Course Modification: SPAN 21 - Spanish for Spanish Speakers I (Launched - Implemented 02-25-2026)

compared with

SPAN 21 - Spanish for Spanish Speakers I (Active - Implemented 08-15-2019)

Admin Outline for Spanish 21 Spanish for Spanish Speakers I

Effective: Fall

~~2019~~ 2027

Catalog Description:

SPAN 21 - Spanish for Spanish Speakers I

~~5~~ 4.00 Units

This course is designed for bilingual students whose heritage language is Spanish and for linguistically qualified students. Culture, language structures, basic fundamentals of grammar and composition, and oral and written communication are included in this course. The course provides students with instruction that builds upon their existing reading, writing, speaking and listening skills, and their cultural heritage and knowledge. The course increases awareness of linguistic registers and introduces a broad range of vocabulary. The course will allow students to discuss topics beyond their familiar routine and enhance their knowledge of Hispanic cultures as manifested in Spanish speaking countries - _ and in the United States. This course is conducted entirely in Spanish. ~~5~~ 4 Units Lecture

Enrollment Limitation **Prerequisite(s) :**

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- SPAN 1B, or Spanish heritage speaker proficiency or the equivalent intermediate level as assessed.

Total Lecture Hours	~~90~~ <u>72</u>
Total Inside of Class Hours	~~90~~ <u>72</u>
Total Outside of Class Hours	~~180~~ <u>144</u>
Total Student Learning Hours	~~270~~ <u>216</u>

Course Grading:

Optional

Justification for course proposal

Discipline:

Foreign Languages

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Write Demonstrate reading comprehension skills that are at a composition higher level for a Hispanic heritage speaker.
- B. Write at a basic level of at Hispanic least heritage 500 speaker words using demonstrating grammar and vocabulary structures in the correct use register of as an well expanded as vocabulary proper accentuation, using punctuation, advanced-grammatical structures syntax, and appropriate spelling.
- C. Speak in the correct register : with another person or a group of people about a current event

Course Objectives:

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

- A. Demonstrate improved applications of grammar, orthography and register in writing and speaking
- B. Analyze structural concepts of the Spanish verb system, including time tenses and modes
- C. Compare and contrast the target language with their own or with another language and adapt to various settings and contexts
- D. Develop usage of new vocabulary in spoken as well as written Spanish, and demonstrate competency in reading comprehension of written materials in the target language on a variety of topics related to daily life in the target-language world
- E. Increase knowledge of Hispanic cultures and recognize cultural differences among countries and regions in the Spanish-speaking world
- F. Describe cultural practices and products of the Spanish- speaking world drawing on authentic materials including, but not limited to, literature and visual arts
- G. Discuss basic historical and cultural influences on language
- H. Explain characteristics, perspectives, practices and products that reflect the culture of the target language
- I. Identify similarities and differences among distinct varieties of Spanish

Course Content:

1. Culture

1. Authentic texts in a variety of genres

2. Learn to recognize dialectical variations among Spanish - _ speakers in the United States

3. Current events
4. Work on developing the ability to avoid superficial generalizations about people and culture
5. Hispanic cultures - == Topics may include: values and cultural mores, lifestyle, geography, music, art, history, literature
6. Learn to use and understand inclusive language

2. Register

1. Lexical variations
2. Idiomatic expressions
3. Vocabulary expansion
4. Formal & informal
5. Standard vs non-standard
6. Situational discourse

3. Grammar Review Within Context

1. Moods

1. Indicative
2. Subjunctive

2. Verb tenses

1. Present
2. Preterit
3. Imperfect

3. Verbs

1. Regular
2. Irregular
3. Stem-changing

4. Adjectives

1. Descriptive
2. Demonstrative

5. Spelling

6. Structure

7. Syntax

8. Punctuation

9. Pronoun

1. Direct
2. Indirect
3. Demonstrative

4. Writing topics

1. Descriptive narrative
2. Biographies or autobiographies

3. Letters

4. Essays on ~~community~~ community issues, controversial topics or current events

5. Short stories, poems or other creative writing

6. Analysis of a short story or poem by a Spanish or Latin American writer

5. Speaking

1. Pronunciation

2. Conversation

3. Phonology

6. Orthography

1. Spelling

2. Accents

1. Written vs orthoepic

3. Homophones

7. Reading/Media

1. Short stories

2. Essays

3. Articles in textbook on cultural topics

4. Poetry

5. News or magazine articles

6. Films

7. Documentaries

Methods of Instruction:

1. Demonstration - sample writings
2. Classroom Activity - group work [. interactive practice](#)
3. Discussion - current events
4. Critique - students critique each others' work
5. Lecture [- About authors, grammar and vocabulary, current events, language and linguistics.](#)
6. [Learning Management System - Materials on Canvas](#)
7. [Audio-visual Activity](#) - Multimedia content
8. Intensive critique of selected readings.
9. Presentation of grammar review and orthography.
10. [interactive practice](#)

Methods of Evaluation

- A. Exams/Tests
 1. One mid-term and one final exam
- B. Group Projects
 1. One
- C. Home Work
 1. Daily
- D. Oral Presentation
 1. Two
- E. Papers
 1. One 200 to 300 word composition every other week, and two 500 word essays
- F. Quizzes
 1. Weekly
- G. Research Projects
 1. One

Typical Outside-of-Class Assignments

- A. ~~Other~~ [Project](#) :
 1. [Reading](#)

1. *Borges Family y oral yo history* by Jorge Luis Borges
2. *La camisa de Margarita* by Ricardo Palma
3. *Cajas de cartón* by Francisco Jiménez
4. *La conciencia* by Ana María Matute project

B. Writing :

1. Create an original story with visuals using authentic texts as a basis for the plot.

1. Dialogues and essays on designated topics based on readings and/or current events, demonstrating accurate use of syntax, vocabulary, orthography, punctuation, appropriate register, and cohesion between sentences and paragraphs
2. Daily journal entries applying new learned vocabulary from assigned readings
3. A biography, a short story, a letter to a friend or relative, an analysis of a poem or article etc.

B. ~~Media~~

Research:

1. ~~Examples~~ Develop of a films: social Beatriz justice at campaign Dinner that – is *Una cena incómoda* directed by Miguel Arteta; *The Official Story* directed by Luis Puenzo

1. ~~Students will be asked~~ related to ~~write~~ a composition topic answering studied any this of the following questions:

1. ~~Looking back at the movie Una cena incómoda, write an essay~~ answering one of the two following question: semester.

1. ~~Could a discussion at a dinner party with someone from a different cultural background shift your perspective on the world?~~
2. ~~In what ways, if at all possible, could you change non-hispanics racial and cultural perceptions of hispanic immigrants in the US?~~

B. ~~Who~~ Reading:

1. Borges ~~are y the yo~~ Mothers by of Jorge the Luis Borges
2. ~~Plaza~~ La camisa ~~de Mayo-and~~ what is their significance in the movie and in the history of the Argentinian dirty war?
3. ~~Why are los desaparecidos~~ Margarita or by Ricardo Palma
4. ~~"the~~ Cajas disappeared" de cartón taken from by their Francisco homes? Jiménez
5. ~~What is the significance of the title-~~ La historia oficial conciencia or by " The Ana Official Story" ? Is the official story the same as the true story?

2. Presentations

1. Oral presentations, on current events such as immigration, in class demonstrating the ability to speak in front of an audience using standard Spanish.
 1. Celebrations of religious holidays such as Navidad (Christmas), D Mar ía de Reyes (Three Kings Day), Semana Santa (Easter) etc.
 2. Comparisons and contrasts between cultural differences such as the importance of greetings in the Spanish speaking world compared to greetings in the United States among non-Spanish speakers.
 3. Exploration of women's role in Spanish speaking societies, analysis of the importance of family dynamics in the Spanish speaking world etc. Matute
2. Topics for presentations will include but not be limited to:
 1. Current immigration reform in the US
 2. Current political and socio-economic situation in Venezuela
 3. Immigration in the United States compared to immigration in Latin American countries and in Spain

4. ~~The importance of family meals in Spanish-speaking households in the US and in Spanish-speaking countries compared to meal practices in the US~~
5. ~~Comparisons and contrasts between cultural differences such as the importance of greetings in the Spanish-speaking world compared to greetings in the United States among non-Spanish speakers~~
6. ~~Exploration of women's role in Spanish-speaking societies, analysis of the importance of family dynamics in the Spanish-speaking world etc.~~

Textbooks (Typical):

OER: _

1. Elena Fanlis, Stacey Alez and Christian Supiot *Mi idioma, mi comunidad: español para bilingües.* current /e, Pressbooks, 2026. <https://ohiostate.pressbooks.pub/idiomacomunidad/>.

Textbook:

1. ~~Guillermo Bleichmar~~ James C. Courtad, ~~Paula Kathryn Cañó~~ Everly, Martí n Gaspar ~~Taller~~ *Intrigas, de Advanced escritores Spanish through Film and Literatur.* ~~2nd~~ 2021 ed., Vistas ~~Higher Learning~~, ~~2016~~ 2021.
2. Delia Méndez Montesinos *Conectando con mi herencia: lengua y cultura.* ~~1st~~ 4th ed., Kendall Hunt Publishing ~~Company~~, ~~2015~~.
3. ~~Ana Beatriz Chiquito~~ *A handbook of Contemporary Spanish Grammar.* ~~2nd ed.,~~ Vistas ~~Higher Learning~~, ~~2017~~ 2022.

Other Materials Required of Students

Equity Based Curriculum

- Typical Assignments

Requisite Skills

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

- A. SPAN 1B

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

~~There has to be a way to offer the advanced Spanish classes in case of an emergency if students and instructors cannot meet face-to-face. Students need to be able to complete the required sequence without prolonging their academic career.~~

The option to offer this course online provides flexibility in scheduling to meet the needs of working students, student parents, and other students with demands on their time.

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

The decision was made after attending several related webinars, reviewing the class curriculum, and talking to the part-time instructor who teaches the 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.
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- 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: Two times per month.
- **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 a week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Once a week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Two times per week.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Once per semester.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: Twice per semester.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Once a semester.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: 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: 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: Once per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Once per semester.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Once per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Two times a week.

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.
- **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: Eleven 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: Every Weekly week quizzes, one midterm, one final exam .

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Two times a week.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Two times per month.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: One per semester.

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: One per semester.

- **Other:**

Frequency: Homework will be assigned daily.

- **Other:**

Frequency: Two per semester.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 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: SPAN 220 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000578343

CB03: TOP Code

110500 - Spanish

CIP Code

16.0905 - Spanish 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

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



Course Modification: SPAN 22 - Spanish for Spanish Speakers II

Course Modification: SPAN 22 - Spanish for Spanish Speakers II (Launched - Implemented 03-23-2026)

compared with

SPAN 22 - Spanish for Spanish Speakers II (Active - Implemented 08-15-2022)

Admin Outline for Spanish 22 Spanish for Spanish Speakers II

Effective: Fall

~~2022~~ 2027

Catalog Description:

SPAN 22 - Spanish for Spanish Speakers II

~~5~~ 4.00 Units

This course is designed for bilingual students whose heritage language is Spanish and for linguistically qualified students who wish to continue to improve their development of writing and reading skills in Spanish through literary analysis. It continues to provide students with instruction that builds upon the students' existing reading, writing, speaking and listening skills, and cultural knowledge. The course will continue to help students increase awareness of linguistic registers, discuss topics beyond the students' familiar routine and expand upon appreciation for Hispanic cultures as manifested in Spanish speaking countries and in the United States. This course is conducted entirely in Spanish; oral fluency in Spanish is strongly recommended. ~~5~~ 4 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- SPAN 21

Total Lecture Hours	~~90~~ <u>72</u>
Total Inside of Class Hours	~~90~~ <u>72</u>
Total Outside of Class Hours	~~180~~ <u>144</u>
Total Student Learning Hours	~~270~~ <u>216</u>

Course Grading:

Optional

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Write a composition with correct vocabulary and grammar.
- B. Answer questions orally in a culturally appropriate manner.
- C. Demonstrate advanced awareness of at cultural least knowledge 650 and words topics demonstrating of the correct Spanish-speaking use of orthography, cohesion between sentences world and paragraphs, the advanced Latinx grammatical communities structures, in and the appropriate United register States .

Course Objectives:

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

- A. Demonstrate improved application of grammar, orthography and register in writing and speaking
- B. Derive meaning through context, intonation, and situations from oral and written sources
- C. Examine, compare, and value the regional and stylistic differences used throughout the Spanish speaking world
- D. Understand historical and cultural influences on language and literary works
- E. Express ideas and opinions on various topics using vocabulary and diction appropriate to context
- F. Compare and contrast the value of the contributions Spanish speaking communities have made in the United States
- G. Examine the role language and culture play on a person's academic and personal formation
- H. Read a variety of Spanish texts and be able to identify the main idea, supporting details, and draw conclusions from the readings

Course Content:

1. Writing

- 1. Review of writing process, from pre-writing to editing
- 2. Focus on abstract student writing more than on narration and description developed on previous course
- 3. Concentrate on writing activities that will help students develop and support an opinion, hypothesize, and argue effectively and persuasively

2. Grammar Review within context

1. The present and past subjunctive (subjunctive in noun and adjectival clauses)
2. Affirmative and negative words
3. Comparatives and superlatives
4. Prepositions para vs. por
5. Review of rules of written accent marks
6. Review of pronouns, objects and other nuances of the language
7. Passive constructions in Spanish
8. Idiomatic expressions

3. Reading/Media

1. Short stories
2. Legends
3. Articles on cultural topics
4. News articles
5. Films
6. Documentaries

4. Speaking

1. Participate effectively in formal and informal conversations on practical, social, professional, and abstract topics
2. Support opinions and hypothesize using strategies that are now less idiosyncratic or individual in nature, but are more universal or international in scope

5. Culture

1. Recognize dialectal variations among Spanish-speakers in the United States
2. Work on developing the ability to avoid superficial generalizations about people and culture
3. Explore the vast manifestations of Hispanic cultures in the United States (language, values, cultural mores, lifestyle, history, literature, music, art, food etc.)
4. Understand new inclusive vocabulary for gender identification and how it evolves linguistically.

6. Literature

1. Reading Spanish selections include essays, articles, legends, short ~~stories~~ stories , poetry etc.

Methods of Instruction:

1. Discussion - current events
2. Lecture - The instructor will engage students using a variety of methods and modalities.
3. Classroom Activity - group work , interactive practice
4. Critique - students critique each others' work
5. Demonstration - sample writings
6. Guest Lecturers - Presentations about literature, history and culture as they pertain to the Spanish-speaking world.
7. Audio-visual Activity - Multimedia content
8. Presentation of grammar review and orthography
9. Intensive critique of selected readings
10. ~~Interactive practice~~

Methods of Evaluation

- A. Class Participation
 1. Every class meeting
- B. Exams/Tests
 1. 1 mid-semester exam and 1 final exam
- C. Group Projects
 1. 1 group project per semester
- D. Home Work
 1. twice per week
- E. Individual consultation with students

1. The instructor meets with individual students two times in the semester to review and discuss specific student assignments and increase course engagement

F. Oral Presentation

1. 1 oral presentation at the end of the semester.

G. Papers

1. 1 paper every 3 weeks

H. Quizzes

1. 1 reading quiz per month

I. Research Projects

1. 1 research project per semester

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Reading~~

1. Short fiction and non-fiction works by authors from the Spanish-speaking world

2. Legends from the Spanish-speaking world

3. Newspaper articles

B. Writing

:

1. Compositions where students apply the grammatical concepts studied, showing accurate use of syntax, vocabulary and spelling

2. Autobiography and analytical essays on controversial topics such as immigration reform in the United States

C. ~~Media—Historical films such as the Spanish film- *Butterfly Tongues*- by José Luis Cuerda~~
Project:

1. ~~Students will write a composition answering any of the following questions:~~

1. ~~How does the movie represent the division of classes in Spain during the 1930s?~~

2. ~~What is the role of women during the Spanish Civil War? How is it reflected in the movie?~~

3. ~~Who are the teachers in the film? What does the main character learn from them?~~

4. ~~Presentations~~

1. Oral presentations, on current events, in class demonstrating the ability to speak in front of an audience using standard Spanish.

2. Topics for presentations will include but not be limited to:

1. Current political and socio-economic situation in Venezuela

2. Immigration in the ~~Unisted~~ United States compared to immigration in Latin American countries and Spain

Textbooks (Typical):

OER:

1. Julie Ann Ward, ed. *Antología abierta de literatura hispana*. 3rd /e, Rebus Press, 2022.
<https://press.rebus.community/aalh/>.

Textbook:

1. Kim Potowski *Conversaciones escritas: Lectura y redacción en contexto*. ~~2nd~~ 3rd ed., John Wiley, ~~2017~~ 2026.
2. Paula Cañón *Taller de escritores*. ~~3rd~~ 4th ed., Vistas Higher Learning, ~~2020~~.
3. ~~Ana-Beatriz Chiquito- *A handbook of Contemporary Spanish Grammar*. 2nd ed., Vistas Higher Learning,~~
~~2017~~ 2021.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Methods of Evaluation
- ~~- Typical Assignments~~

Requisite Skills

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

A. SPAN 21

Required

- Analyze Explain structural characteristics, concepts perspectives, practices and products that reflect the culture of the target language

- Describe cultural practices and products of the Spanish - ~~verb speaking system world drawing on authentic materials including~~, ~~including but time not tenses limited to~~, literature and modes
- ~~Demonstrate~~ visual ~~improved applications of grammar, orthography and register in writing and speaking arts~~
- Discuss basic historical and cultural influences on language
- Increase knowledge of Hispanic cultures and recognize cultural differences among countries and regions in the Spanish-speaking world
- ~~Explain characteristics, perspectives, practices and products that reflect the culture of the target language~~
- Develop usage of new vocabulary in spoken as well as written Spanish, and demonstrate competency in reading comprehension of written materials in the target language on a variety of topics related to daily life in the target-language world
- ~~Describe~~ Demonstrate ~~cultural improved practices applications of grammar, orthography~~ and ~~products register in writing and speaking~~
- Analyze structural concepts of the Spanish - ~~speaking verb world drawing on authentic materials system~~, including ; ~~but time not limited to, literature tenses~~ and ~~visual arts modes~~

Recommended

- Identify similarities and differences among distinct varieties of Spanish
- Compare and contrast the target language with their own or with another language and adapt to various settings and contexts
- ~~Identify similarities and differences among distinct varieties of Spanish~~

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

We need to make sure students do not prolong their academic career when faced with an emergency beyond their control.

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

The decision was made in discussion with my colleagues and dean.

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 four 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: At least once per 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: Students will receive feedback on homework, quizzes and exams once per week.
- **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: Four times per semester
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
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 12 times 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 twice 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 twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Students will do peer-editing at least two times per semester.

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
Frequency: One paper every three weeks
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: At least four times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: At least one research project per semester
- **Other:**
Frequency: At least one presentation per semester

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 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: SPAN 230 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000578342

CB03: TOP Code

110500 - Spanish

CIP Code

16.0905 - Spanish 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

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

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

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



Course Modification: STAT C1000 - Introduction to Statistics

Course Modification: STAT C1000 - Introduction to Statistics (Launched - Implemented 04-09-2026)

compared with

STAT C1000 - Introduction to Statistics (Active - Implemented 08-15-2025)

Admin Outline for Statistics C1000 Introduction to Statistics

Effective: Fall

~~2025~~ 2027

Catalog Description:

STAT C1000 - Introduction to Statistics

4.00 Units

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. ~~4~~ 3 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.

Total Lecture Hours	~~72~~ <u>54</u>
Total Lab Hours	~~18~~ <u>54</u>
Total Inside of Class Hours	~~90~~ <u>108</u>
Total Outside of Class Hours	~~144~~ <u>108</u>
Total Student Learning Hours	~~234~~ <u>216</u>

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Build a frequency distribution for, and make a histogram of, quantitative data.
- B. Determine whether or not there is significant correlation for a bivariate data set, and if so, fit a linear regression equation and use it for data prediction.
- C. Perform the steps for a hypothesis test about a single population parameter and interpret the result.
- D. Solve an application problem using the central limit theorem.
- E. Use a computer program to make a graph of categorical data.

Course Objectives:

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

- A. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
- B. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
- C. Describe and apply probability concepts and distributions.
- D. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
- E. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
- F. Evaluate ethical issues in statistical practice.
- G. Interpret data displayed in tables and graphically.
- H. Calculate and interpret results for the measures of central tendency, measures of variation and measures of position for a given data set.
- I. Identify the standard methods of obtaining data and identify the advantages and disadvantages of each.
- J. Apply concepts of sample space and probability;
- K. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.
- L. Calculate probabilities using binomial, normal and t-distributions.
- M. Construct and interpret confidence intervals.
- N. Determine and interpret levels of statistical significance including p-values.
- O. Identify the basic concept of hypothesis testing including Type I and II errors.
- P. Formulate hypothesis tests involving samples from one and two populations.
- Q. Selecting the appropriate technique for testing the hypothesis and interpret the result.
- R. Use regression lines and ANOVA analysis for estimation and inference, and interpret the associated statistics.

- S. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.

Course Content:

Lecture:

1. Introduction to statistical thinking and processes
 1. Descriptive vs. inferential statistics
 2. Basic concepts
 1. Populations and samples
 2. Parameters and statistics
 3. Misuse of statistics
2. Technology-based statistical analysis
3. Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science
4. Units (subjects/cases) and variables in a data set, including multivariable data sets
5. Categorical and quantitative variables
 1. Types of data
 1. Levels of measurement
 2. Qualitative, Quantitative - Discrete and Continuous
6. Sampling methods, concerns, and limitations, including bias and random variability
7. Observational studies and experiments
8. Data summaries, visualizations, and descriptive statistics
 1. Graphs and charts for qualitative data
 2. Ungrouped data
 1. Measure of central tendency – mean median, mode, midrange
 2. Measure of variation – range, variance, standard deviation
 3. Measure of position – percentiles, deciles, quartiles, z - score
 4. Graphs – box plot
 3. Grouped data
 1. Frequency distributions, relative frequency distributions, cumulative frequency distributions
 2. Measures of central tendency – mean
 3. Graphs – histograms, frequency polygons, ogives
9. Probability concepts
 1. Finding sample spaces
 2. Identify Mutually exclusive events, Independent events
 3. Solve by addition and multiplication rules
 4. Solve using complements and conditional probability
 5. Counting techniques, permutations, combinations
10. Probability distributions (e.g., binomial, normal)
 1. Expected value
 2. Discrete probability distributions
 1. Find mean and standard deviation for a probability distribution in general
 2. Binomial distributions
 1. Basic concepts of binomial distribution

2. Find probabilities using the binomial distribution
 3. Find mean and standard deviation for a binomial distribution
3. Basic concepts of normal distributions and the standard normal distribution
4. Find probabilities using the standard normal distribution
5. Central Limit Theorem
6. Normal Approximation to the Binomial Theorem
11. Sampling distributions and the Central Limit Theorem
12. Estimation and confidence intervals
 1. Single population
 2. Two independent populations
 3. Two dependent populations
 4. Interpretation of results
13. Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results
 1. z and t-tests
 1. Single population
 2. Two independent populations
 3. Two dependent populations
 2. Chi-square test
 1. Goodness of fit
 2. Contingency tables
14. Regression, including correlation and linear regression equations
 1. Scatter plots
 2. Find correlation coefficient and regression equation for a bivariate set of data
 3. Graph regression equation
 4. Predication using regression equation
 5. Hypothesis test for correlation coefficient

Lab Activities:

1. ~~Given Technology a data set, use technology to create a grouped frequency distribution, a corresponding histogram, and an Ogive.~~ activities
2. ~~Given Collaborative descriptive group statistics on two populations, use technology to calculate 2- population confidence intervals and perform hypothesis tests, and interpret your results.~~ activities
3. ~~Given Individual paired problem data, solving use technology to create a scatter plot, find the linear regression equation for the data, graph this equation, and use the found equation to make predictions.~~ activities

Methods of Instruction:

1. Lecture - When possible, include examples that relate to different majors, backgrounds, and interests to promote diversity and student engagement .
2. Classroom Activity - Collaborative learning and class projects where applicable
3. ~~Demonstration~~ - to promote diversity and engagement with the material. Using technology to complete statistical analysis .
4. Demonstration for lab Use assignments technology to demonstrate statistical analysis .

Methods of Evaluation

- A. Class Participation
- B. Class Work
 - 1. Daily for every activity session, minimum of 8 technology based assignments over the semester
- C. Exams/Tests
 - 1. Recommend minimum of 4 exams and a final exam
- D. Home Work
 - 1. Daily for each section covered
- E. ~~Lab Activities~~
 - 1. ~~Recommend minimum of 8 technology laboratory assignments over the semester~~
- F. Projects
 - 1. 1-2 term projects (optional)
- G. Quizzes
 - 1. Announced or unannounced (optional)
- H. Collaborative Activities Frequency is at the discretion of the instructor 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, - _ exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

Typical Outside-of-Class Assignments

- A. Laboratory:
 - 1. Use technology and real world data to create descriptive statistics in the form of charts, graphs, and calculations.
 - 2. Use technology to perform a hypothesis test and interpret its results.
 - 3. Use technology to perform regression and use its results to make a prediction.
- B. Writing:
 - 1. Problems from the text should be assigned for each section covered. The number of problems assigned may vary from section to section and from instructor to instructor, but the homework assignments should include a sufficient number and variety of problems to develop both skill and conceptual understanding. A typical assignment should take an average student 1 to 2 hours for each hour in class.
 - 2. The majority of the problems assigned should be those for which answers are readily available (e.g., from the answer appendix in the text), so that students may obtain immediate feedback on their work.
 - 3. Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading).

Textbooks (Typical):

OER:

- 1. The Dana Center Mathematics Pathways *Introductory Statistics: Analyzing Data With Purpose*. Current /e, Charles A. Dana Center, University of Texas at Austin, 2021.
<https://www.utdanacenter.org/products/introductory-statistics>.

2. Barbara Illowsky and Susan Dean *Introductory Statistics*. 2nd /e, OpenStax, 2023.
<https://openstax.org/details/books/introductory-statistics-2e>.
3. Çetinkaya-Runde, M., Hardin, J. *Introduction to Modern Statistics*. 2nd /e, OpenIntro, 2024.
<https://www.openintro.org/book/ims/>.

Textbook:

1. Robert N. Gould, Rebecca Wong, and Colleen Ryan *Introductory Statistics: Exploring the World Through Data*. 4th ed., Pearson, 2025.
2. Roxy Peck and Catherine Case *Statistics: Learning from Data*. 3rd ed., Cengage, 2024.
3. Michael Sullivan III *Fundamentals of Statistics*. 6th ed., Pearson, 2022.
4. A G Bluman *Elementary Statistics: A Brief Version*. 8th ed., McGraw-Hall Education, 2019.
5. Mario F Triola *Elementary Statistics*. 14th ed., Pearson, 2022.

Other Materials Required of Students

1. Scientific or graphing calculator may be required..

Equity Based Curriculum

- ~~Course Content~~
- - Methods of Instruction
- - ~~Assignments~~
- - ~~Methods of Evaluation~~
- - ~~Typical Texts~~
- - ~~Other Materials Required of Students~~

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

This course has been offered in the Web-based Hybrid mode for many years. Several semesters ago, our college took on the challenge of joining the OEI (Online Education Initiative) where the courses need to be delivered in an FO (fully online) format. This course (Math 40) was selected as a key course for LPC to get approved to help our students achieve their educational goals and degrees through online learning. One of our full-time Math faculty recently had his Math 40 course OEI aligned and quality reviewed for inclusion in the OEI Consortium.

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

The decision was made by the Math department years ago after frequently being suggested by Counseling and Distance 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: At least one discussion board per Module (approximately one per 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: Feedback on all assignments and exams
- **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: At least once per week

Student-Student Interaction

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

Frequency: 1-2 times per month

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

Frequency: At least one discussion board per Module (approximately one 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: At least one discussion board per Module (approximately one per week)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Minimum of 4 exams and a final

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 2-3 per week

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: At least 1 per semester

- **Other:**

Frequency: 5-15 computer lab or calculator assignments

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: MATH 110 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000535222

CB03: TOP Code

170100 - Mathematics, General

CIP Code

27.0101 - Mathematics, 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

1 - Program Applicable

CB25: Course General Education Status

B. Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status

N - Course is not a support course

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



Course Modification: VWT 1 - Wines of the Americas and Beyond

Course Modification: VWT 1 - Wines of the Americas and Beyond (Launched - Implemented 03-11-2026)

compared with

VWT 1 - Wines of the Americas and Beyond (Active - Implemented 08-15-2025)

Admin Outline for Viticulture and Winery Technology 1 Wines of the Americas and Beyond

Effective: Fall

~~2025~~ 2027

Catalog Description:

VWT 1 - Wines of the Americas and Beyond

3.00 Units

An exploration of wines from North America, South America, Mexico, Australia, New Zealand, and South Africa. Sensory evaluation of representative wines. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Culinary Arts/Food Technology

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Identify and compare major wine-producing regions in the Americas and selected global regions based on climate, geography, and historical development.
- B. Analyze how wine laws and quality classification systems.
- C. Evaluate wines using structured sensory analysis, accurately describing aroma, flavor, structure, and typicity in relation to region and grape variety.
- D. Differentiate key grape varieties and regional styles through blind or semi-blind tasting exercises.
- E. Explain the relationship between terroir and wine style, incorporating factors such as soil, climate, elevation, and cultural tradition.

Course Objectives:

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

- A. Compare and contrast "old world" wines/"new world" wines geography, history and evolution ;
- B. Describe the basics of the sensory evaluation of wine including olfactory, palate, objective and subjective approaches to tasting ;
- C. Explain the intricacies of the United States A.V.A. quality control system ;
- D. List the predominate grapes and notable producers from the leading American wine producing regions ;
- E. Explain the intricacies of the Australian G.I. quality control system ;
- F. List the predominate grapes and notable producers from the leading Australian wine producing regions ;
- G. Explain the intricacies of the New Zealand G.I. quality control system ;
- H. List the predominate grapes and notable producers from the leading New Zealand wine producing regions ;
- I. Explain the intricacies of the South African "Wine of Origin" quality control system ;
- J. List the predominate grapes and notable producers from the leading South African wine producing regions ;
- K. Explain the intricacies of the South American D.O. quality control system ;
- L. List the predominate grapes and notable producers from the leading South American wine producing regions ;
- M. Explain the intricacies of wine industry in Mexico and the impact of not having a quality control system in place ;
- N. List the predominate grapes and notable producers from the leading Mexican wine producing regions ;
- O. Explain the intricacies of the Canadian Food Inspection Agency and Vintners' Quality Alliance ;
- P. List predominate grapes and notable wine styles produced in Canada ;

Course Content:

- 1. Geographical distribution of grape growing worldwide
 - 1. New world
 - 2. Old world
- 2. History and Evolution
 - 1. Overview of world-wide historical importance of grapes and grapevines
 - 2. Grapevine classification and Vitis species
 - 3. Origin of Vitis vinifera and its spread throughout the world

3. Introduction to wine tasting
 1. Evaluation and tasting procedures
 2. Subjective vs Objective approaches to sensory evaluation
 3. Importance of Olfactory
 4. The concept of Smell + Taste = Flavor
4. Wine regions of the new world including geography, wine history, grapes, label laws, wine styles and notable producers
 1. United States
 1. American Viticultural Areas
 2. California
 1. Central Coast
 2. Sierra Foothills
 3. North Coast
 4. Other
 3. Oregon
 4. Washington
 5. Eastern United States
 6. Other states
 2. Australia
 1. Australian Geographical Indication system
 2. Barrosa Valley
 3. New South Wales
 4. Queensland
 5. South Australia
 6. Western Australia
 7. Adelaide Hills
 8. Coonawarra
 3. New Zealand
 1. New Zealand Geographical Indication system
 2. North and South Islands
 3. Marlborough
 4. Hawkes Bay
 5. Auckland
 6. Wairau Valley
 7. Central Otago
 4. South Africa
 1. South African "Wine of Origin" system
 2. Cape South Coast
 3. Olifants River
 4. Orange River
 5. Stellenbosch
 5. South America
 1. South American D.O. system
 2. Chile
 3. Argentina

- 4. Uruguay
- 6. Mexico
 - 1. Northern Baja
 - 2. Mainland Mexico
- 7. Canada
 - 1. Okanagan Valley
 - 2. Niagra Peninsula

Methods of Instruction:

- 1. Discussion
- 2. Audio-visual Activity
- 3. Lecture - [Lecture slides](#)
- 4. [Classroom Activity](#)
- 5. [Demonstration](#)
- 6. [Field Trips](#) - [Field trips may be incorporated into the course to enhance student learning through exposure to commercial vin](#)
- 7. [Guest Lecturers](#) - [Guest lecturers may be incorporated into the course to provide students with exposure to diverse industry professionals in viticulture, enology, vineyard management, pest control, irrigation management, and related fields.](#)
- 8. [Projects](#) - [Individual or group projects may occur and are up to the discretion of the instructor](#)
- 9. [Student Presentations](#) - [Individual or group presentations may occur and are up to the discretion of the instructor.](#)
- 10. Instructor-led tastings

Methods of Evaluation

- A. Class Participation
 - 1. encouraged each class
- B. Exams/Tests
 - 1. 2 per semester; mid term and final exam
- C. Final Performance
 - 1. one per semester
- D. Group Projects
 - 1. one group project per semester
- E. Home Work
 - 1. each class meeting
- F. [Individual consultation with students](#)
 - 1. [At least once per semester](#)
- G. Papers
 - 1. one paper per semester
- H. Quizzes
 - 1. 10 quizzes per semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ [Project](#) :

1. ~~Read Students pages will 162-189 complete in a your group textbook:~~
2. ~~Discuss project the focused key on attributes a specific wine region's classification system,~~
with each group assigned a different region to ensure a wide range of a coverage.
 1. ~~Using cabernet class sauvignon lecture produced within the Rutherford A.V.A.~~
 2. ~~Complete the post-reading homework questions to check your understanding.~~
 3. ~~Pick a winemaker from one of the regions we have studied notes and give additional~~
research, groups will analyze how their region classifies wine (i.e. quality tiers, labeling laws, geographic designations) and explain how these systems influence production practices, wine style, and market perception.
 4. Each group will create and deliver a -short presentation to the class ,helping to teach their peers while reinforcing their own understanding of regional differences and global wine standards.

B. Research:

1. Students will complete a research paper focused on a specific wine growing region, with each student selecting a different area to ensure a broad exploration of global viticulture and enology.
 1. In this paper, students will connect lecture concepts to their chosen region by analyzing climate, soils (terrior), grape varieties, and vineyard and winery cultural practices.
 2. They will also explore regional traditions, historical influences, and how these factors shape wine style and quality.
 3. The goal is to integrate course materials with real-world application while developing a deeper understanding of how place and practice influence wine production.

C. Reading:

1. Weekly readings are assigned to reinforce key lecture concepts and provide deeper context for topics covered in class.

1. They are selected to be practical, relevant, and aligned with upcoming lab activities, helping students prepare for hands-on work in the winery. These readings also introduce real-world applications and current industry practices, allowing students to connect theory to what they will experience in the wine industry.

D. Activity:

1. Canvas or discussions designed to explore wines of the Americas and beyond, exposing students to diverse range of regions, styles, production practices, and topics to spark discussions
1. Students will engage with current topics such as regional identity, terroir expression, sustainability, and global market trends across North America, South America, Europe, and emerging wine regions .
2. These activities help students connect lecture and lab concepts to real-world wines while developing a broader, global understanding of the wine industry.

Textbooks (Typical):

Textbook:

1. ~~Tom DK~~ The Acitelli Encyclopedia American of Wine: A Coming Definitive Guide to the World of Age Story Wine . 1st ed., ~~Chicago Review Press~~ DK , 2015 2026 .
2. ~~Michael C Higgins~~ Elaine Chukan Brown Exploring Wines Wine of Regions: Argentina California . 1st ed., ~~International Academie Exploration du Society Vin Library Ltd~~ , 2016.
3. ~~James Halliday- Halliday Wine Companion 2024: The Bestselling and Definitive Guide to Australian Wine: ; Hardie Grant, 2024.~~
4. ~~Mike DeSimone, Jeff Jensson- Wines of California, Special Edition: -1st ed., Sterling Epicure, 2015~~ 2025 .
5. Mike Veseth *Around the World in Eighty Wines: Exploring Wine One Country at a Time*. 1st ed., Rowman and Littlefield, 2017.
6. Hugh Johnson, Jancis Robinson *The World Atlas of Wine*. ~~8th~~ 9th ed., Octopus Publishing Group, ~~2019~~.
7. ~~Warren Moran- New Zealand Wine: The Land, The Vines, The People: -1st ed., Hardie Grant, 2017.~~
8. ~~Tim James- Wines of the New South Africa: Tradition and Revolution: -1st ed., University of California Press, 2013~~ 2026 .
9. Karen MacNeil *The Wine Bible*. 3rd ed., Workman Publishing, 2022.

Other Materials Required of Students

1. There is a materials fee for this course..

2. Students are required to supply their own stemware (specific stemware requirements will be covered during first class meeting)..

Equity Based Curriculum

- ~~Course~~ Typical ~~Content~~
- - ~~DE Course Interaction~~ Assignments

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

~~Fully Online: All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various new world appellations. Partially Online: While all of the course materials can be delivered effectively online, offering the course partially online with some face-to-face may be more FUN. Some face-to-face tastings can be held to allow students the additional experience of tasting (in person) a larger selection of instructor-curated wines from various new world appellations.~~

All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various new world appellations.

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

~~xplain how the decision was made to offer this course in a Distance Education mode. I had a robust conversation with my faculty, colleagues, alumni, my Dean and my Advisory Board; all encouraged the transition to online to increase access and bolster enrollments. Additionally, I have been offering this course in an emergency fully online mode for Fall 2020, and I have come to realize that virtual wine tastings of instructor-curated wines, offered via Zoom/ConferZoom, can be done to the same standard of quality as face-to-face.~~

After a robust conversation with faculty, colleagues, alumni, Dean and Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.

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: Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered): quizzes will be at least 5 times a semester and there will be two exams
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: When offered in a FO mode, students will participate in virtual tastings at least 5 times per semester.

- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*

Frequency: A minimum of 3 posts per semester on the VWT Facebook page

- **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 offered in a PO mode, students will come to campus for face-to-face tastings at least 5 times per semester.

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 8 per semester

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*

Frequency: At least one Facebook group discussion per semester (VWT Facebook page)

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: When offered in a FO mode, students interact with each other in virtual tastings at least 5 times per semester.

- **Other:**

Frequency: When offered in a PO mode, students will interact with each other face-to-face in tastings at least 5 times per semester.

Student-Content Interaction

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

Frequency: 1 per 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: 1 per semester

- **Written papers:** *Papers will be written on various topics.*

Frequency: 1 per semester

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: 1 per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: A minimum of 5 quizzes and 2 exams

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: FO: 12 asynchronous per semester PO: 12 asynchronous 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
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: 1 per semester
- **Other:**
Frequency: 1 per semester

General Education/Transfer

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

CCC000589078

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

[01.1004 - Viticulture and Enology.](#)

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



Course Modification: VWT 2 - Wines of Europe

Course Modification: VWT 2 - Wines of Europe (Launched - Implemented 04-03-2026)
compared with
VWT 2 - Wines of Europe (Active - Implemented 08-15-2025)

Admin Outline for Viticulture and Winery Technology 2 Wines of Europe

Effective: Fall

~~2025~~ 2027

Catalog Description:

VWT 2 - Wines of Europe 3.00 Units

A survey of the wines of Europe, including France, Italy, Spain, Portugal, Germany, and Eastern Europe. Sensory evaluation of representative wines. Students under the age of 21 must have a declared major of either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Culinary Arts/Food Technology

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Differentiate major European wine regions
- B. Interpret European wine classification systems
- C. Identify key grape varieties and traditional blends
- D. Analyze the relationship between terroir and wine style
- E. Apply structured sensory evaluation techniques

Course Objectives:

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

- A. Compare and contrast "old world" wines/"new world" wines geography, history and evolution;
- B. Describe the basics of the sensory evaluation of wine including olfactory, palate, objective and subjective approaches to tasting;
- C. Explain the intricacies of the French A.O.C. qualitative control system;
- D. List the predominate grapes and notable producers from the leading French wine producing regions;
- E. Explain the intricacies of the Italian qualitative control system including D.O.C., D.O.C.G. and I.G.T.;
- F. List the predominate grapes and notable producers from the leading Italian wine producing regions;
- G. Explain the intricacies of the Spanish D.O. qualitative control system;
- H. List the predominate grapes and notable producers from the leading Spanish wine producing regions;
- I. Explain the intricacies of the Portuguese D.O. qualitative control system;
- J. List the predominate grapes and notable producers from the leading Portuguese wine producing regions;
- K. Explain the intricacies of the German qualitative control system including Q.M.P. and Q.B.A.;
- L. List the predominate grapes and notable producers from the leading German wine producing regions;
- M. explain the intricacies of the Austrian D.A.C. qualitative control system;
- N. List the predominate grapes and notable producers from the leading Austrian wine producing regions;
- O. Explain the intricacies of the many Eastern European countries' qualitative control systems;
- P. List the predominate grapes and notable producers from the leading Eastern European wine producing regions.

Course Content:

- 1. Geographical distribution of grape growing worldwide
 - 1. "Old world"
 - 2. "New world"
 - 3. Historical use of these terms and modern use in describing wine styles
 - 4. Colonialist implications of "old world" / "new world" framework
 - 5. Climate change effects on wine growing and wine styles
- 2. History and Evolution
 - 1. Overview of world-wide historical importance of grapes and grapevines
 - 2. Grapevine classification and Vitis species
 - 3. Origin of Vitis vinifera and its spread throughout the world
- 3. Introduction to wine tasting
 - 1. Evaluation and tasting procedures
 - 2. Subjective vs Objective approaches to sensory evaluation

3. Importance of Olfactory

4. The concept of smell + Taste = Flavor

4. Wine regions of the old world including geography, wine history, grapes, label laws, wine styles and notable producers

1. France

1. A.O.C.

2. Burgundy

3. Bordeaux

4. Champagne

5. Rhone

6. Southern France

7. Other

2. Italy

1. D.O.C./D.O.C.G./I.G.T.

2. Northern Italy

3. Central Italy

4. Southern Italy

5. The Islands of Italy

3. Spain

1. D.O.

2. Rioja

3. Ribera del Duero

4. Priorat

5. Jerez

6. Other

4. Portugal

1. D.O.

2. Northern Portugal

3. Duoro

4. Central Portugal

5. Southern Portugal

5. Germany

1. Q.M.P./Q.B.A.

2. The 13 wine regions

3. German reds

6. Austria

1. D.A.C.

2. The 16 wine regions

7. Eastern Europe

1. Greece

2. Hungary

3. Croatia

4. Romania

5. Georgia

6. Other

Methods of Instruction:

1. Audio-visual Activity - At least once a week
2. Discussion - In-person and online via canvas discussions that are left up to the discretion of the instructor but relevant to course topics.
3. Lecture - Weekly lecture slides.
4. Demonstration - Demonstrations that are left up to the discretion of the instructor but relevant to course topics.
5. Classroom Activity - Individual and group activities that are left up to the discretion of the instructor but relevant to course topics.
6. Field Trips - Field trips may be incorporated into the course to enhance student learning through exposure to commercial vineyards, wineries, or industry-related facilities. Participation in field experiences is at the discretion of the instructor and will depend on instructional timing, funding availability, seasonal relevance, and site accessibility. Field trips are designed to provide real-world context and may vary by semester based on industry opportunities and logistical considerations.
7. Guest Lecturers - Guest lecturers may be incorporated into the course to provide students with exposure to industry professionals in viticulture, enology, and related fields. Participation of guest speakers is at the discretion of the instructor and will depend on scheduling availability, course timing, and relevance to current course topics. Guest lectures are intended to connect classroom concepts to real-world industry practices and may vary by semester based on professional availability and instructional needs.
8. Projects - Individual and group projects up to the discretion of the instructor.
9. Student Presentations - Student presentations are up to the discretion of the instructor.
10. Written Exercises - Written exercises up to the discretion of the instructor.
11. Instructor-led tastings

Methods of Evaluation

- A. Class Participation
 1. ~~encouraged~~ Encouraged in every class with different ways to participate (i.e. surveys, raising hand, Padlet, break out groups, etc).
- B. Exams/Tests
 1. ~~2~~ At least two exams ; ~~mid-term and final exam~~
- C. Final Performance
 1. Students will participate in a tasting ~~presentation~~ evaluation to use everything that they have learned during the semester into a final performance evaluation. This final performance occurs once per semester.
- D. Group Projects
 1. ~~1~~ At least one per semester
- E. Home Work
 1. ~~typically~~ Weekly
- F. Individual ~~each~~ consultation ~~class~~ with students
 1. At least once per semester
- G. Oral Presentation
 1. At least one per semester
- H. Papers
 1. ~~2~~ At least one paper

I. Projects

1. At least one per semester ~~experience-based~~

J. Quizzes

1. ~~10~~ At least three quizzes ~~during the~~ per semester

Typical Outside-of-Class Assignments

A. ~~Other~~ Activity :

1. ~~Read~~ Students ~~pages~~ will ~~162-189~~ visit Total Wine & More location or a comparable wine retailer, or alternatively, visit a local Livermore winery that produces wines inspired by European styles. Students will examine available selections and identify examples of European wines or locally produced wines modeled after European regions. They will analyze label terminology, grape varieties, regions, and pricing, and reflect on how European wine styles are represented in ~~your the textbook marketplace.~~ This activity is designed to connect classroom knowledge with real world wine availability and consumer trends .

B. ~~Discuss~~ Writing:

1. Students will write a reflective essay discussing the ~~key~~ defining ~~components~~ characteristics of ~~fortified~~ European wines , with an emphasis on how terroir, tradition, and regional practices influence style. The essay should incorporate appropriate wine terminology and may include observations from tasting or course materials. This assignment develops students' ability to clearly articulate sensory experiences and connect them to broader wine concepts .

C. ~~Complete~~ Research:

1. Students will conduct research comparing a European (Old World) wine to a New World counterpart made from the ~~post-reading same homework or questions similar to~~ grape ~~check variety.~~ your The understanding assignment will focus on differences in viticulture, winemaking techniques, labeling laws, and resulting sensory profiles .
2. ~~Pick a~~ Students ~~winemaker will synthesize information from one credible of sources the world-regions-we-have-studied-and-give into a short presentation written to report that highlights how geography and tradition influence wine style.~~

D. Project:

1. Students will select a European wine region and complete a project that explores its climate, terroir, grape varieties, wine styles, and classification system. The project should also address the ~~class~~ region's ~~on~~ historical ~~how~~ and global significance in the wine ~~does~~ industry. Students may present their work as a slideshow, visual poster, or ~~does short not recorded~~ conform presentation, demonstrating their ability to ~~typical~~ connect wines environmental factors to wine characteristics.

E. Reading:

1. Students will complete assigned weekly readings that support lecture topics and provide foundational knowledge of ~~that~~ European wine regions, grape varieties, classification systems, and winemaking practices. Readings may include textbook chapters, industry articles, and selected primary or secondary sources relevant to each region covered in the course . Students are expected to come prepared to discuss key concepts, terminology, and regional differences, and to apply information from the readings to assignments, projects, and in-class activities. These readings are designed to reinforce lecture material and develop a deeper understanding of how geography, culture, and regulation shape European wine styles.

Textbooks (Typical):

Textbook:

1. Karen MacNeil *The Wine Bible*. 3rd ed., Workman Publishing, 2023.
2. Oz Clark *Oz Clarke's World of Wine: A Grand Tour of the Great Wine Regions*. 1st ed., Sterling Epicure, 2017.
3. Jancis Robinson *The Oxford Companion to Wine*. 5th ed., Oxford University Press, 2023.
4. Rod Phillips *9000 Years of Wine: A World History*. 1st ed., Whitecap Books, 2017.

Other Materials Required of Students

1. There is a materials fee for this course..
2. Students are required to supply their own stemware (specific stemware requirements will be covered during first class meeting)..

Equity Based Curriculum

- ~~Course Content~~
- - ~~Course Objectives~~
- - Methods of Instruction
- - ~~Methods of Evaluation~~
- - ~~Typical Assignments~~
- - ~~DE Course Interaction~~

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

~~Fully Online: All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various old world appellations. Partially Online: While all of the course materials can be delivered effectively online, offering the course partially online with some face-to-face may be more FUN. Some face-to-face tastings can be held to allow students the additional experience of tasting (in person) a larger selection of instructor-curated wines from various old world appellations.~~

Fully Online: All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various old world appellations.

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

~~I had a robust conversation with my faculty, colleagues, alumni, my Dean, and my Advisory Board; all encouraged the transition to online to increase access and bolster enrollments. Additionally, I have been offering the sister course, VWT-1, in an emergency fully online mode for Fall 2020, and I have come to realize that virtual wine tastings of instructor-curated wines, offered via Zoom/ConferZoom, can be done to the same standard of quality as face-to-face.~~

After a robust conversation with faculty, colleagues, alumni, the Dean, and the Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.

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: Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams).
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: When offered in a FO mode, students will participate in virtual tastings via web conferencing at least 5 times per semester.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: A minimum of 3 posts per semester on the VWT Facebook page.
- **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 offered in a PO mode, students will come to campus for face-to-face tastings at least 5 times per semester.

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 8 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 per semester.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: At least one Facebook group discussion per semester (VWT Facebook page).
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: When offered in a FO mode, students interact with each other in virtual tastings at least 5 times per semester.
- **Other:**
Frequency: When offered in a PO mode, students will interact with each other in face-to-face tastings at least 5 times per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per 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: 1 per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: 1 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: A minimum of 5 quizzes and 2 exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 12 asynchronous 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.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: 1 per semester.
- **Other:**
Frequency: 1 per semester.

General Education/Transfer

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

CCC000589079

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

[01.1004 - Viticulture and Enology.](#)

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



Course Modification: VWT 12 - Landscape and Vineyard Soils, Fertilizers, and Irrigation

**Course Modification: VWT 12 - Landscape and Vineyard Soils, Fertilizers, and Irrigation
(Launched - Implemented 04-03-2026)**

compared with

VWT 12 - Landscape and Vineyard Soils, Fertilizers, and Irrigation (Active - Implemented 08-15-2018)

**Admin Outline for Viticulture and Winery Technology 12
Landscape and Vineyard Soils, Fertilizers, and Irrigation**

Effective: Fall

~~2018~~ 2027

Catalog Description:

**VWT 12 - Landscape and Vineyard Soils, Fertilizers, and
Irrigation
3.00 Units**

~~(Cross-Listed with HORT 54)~~

This course is a study of the physical, chemical and biological properties of soil. Areas of study will include: soil classification, derivation, uses, function and management including erosion, moisture retention, structure, cultivation, organic matter and microbiology. There is a focus on vineyard and landscape planting media, soil substitutes, hydroponics, and amendments to improve and promote plant growth which includes plant and vine nutrition, essential nutrients required for plant growth and healthy development. There will be instruction covering materials used for fertilizers which includes material origins, use, and application; and irrigation systems which will cover materials required for basic irrigation systems used in vineyard and landscape settings. - _ Students may receive credit for HORT 54 or VWT 12, but not both. 2.5 Units Lecture 0.5 Units Lab

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Agricultural Production, or Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Accurately Analyze describe soil physical, chemical, and biological properties to assess vineyard suitability and management needs.
- B. Interpret soil test results (pH, EC, nutrients, texture) to develop appropriate fertilization and amendment strategies.
- C. Design irrigation strategies based on soil properties, plant needs, and environmental conditions.
- D. Evaluate the "capillary environmental action" and sustainability impacts of soil :
- E. Accurately describe management, what fertilizer "field capacity" is use, and the irrigation different practices. ways
- F. Communicate that soil it management can and be vineyard reached recommendations through written and/or oral reports . .

Course Objectives:

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

- A. Identify the principal components of soil and soil profiles
- B. Describe the physical soil properties of texture and minerals and explain how they contribute to soil structure;
- C. Describe how soil porosity contributes to how water moves through soils
- D. Explain how water is stored in different soil types
- E. Explain the physical process of evapotranspiration
- F. Explain how man-made or natural drainage systems assist in managing soil water infiltration;
- G. Explain the causes and effects of water erosion
- H. Compare and contrast the essential nutritional needs of a grapevine opposed to the essential nutritional needs of other plants
- I. Describe numerous irrigation system options including drip, sprinkler and furrow
- J. Monitor all aspects of an irrigation system including the mechanical components and the programming of the irrigation controller which distributes the water to the plants
- K. Set up an irrigation schedule in a vineyard or landscape reflecting the seasonal needs of the location
- L. Diagnose problems related to soils, fertilizers and irrigation
- M. Apply knowledge of the biology and chemistry of decomposition of organic matter to the operation of a composting system

Course Content:

Lecture:

1. General introduction

1. Concept of soil
2. Soil profile
3. Soil as a medium of plant growth

2. Physical soil properties

1. Soil texture
2. Soil minerals
3. Soil structure
4. Effects of structure on plant growth and soil water
5. Soil and plant tissue testing and analysis
6. Soil conservation

3. Soil air and water

1. Soil porosity and saturation
2. Soil water – physical and chemical characteristics
3. Soil plant water relationships
4. Moisture states of soil and their measurement

4. Water in soil plant systems

1. Water storage in soil
2. Water content and water potential

3. Water movement in soil
4. Water stress in plants
5. Evapotranspiration

5. Managing soil water and irrigation

1. Water infiltration
2. Water drainage in soil
 1. Natural
 2. Man-made

6. Soil erosion

1. Causes and effects of water erosion
2. Managing erosion
3. Watershed monitoring and stream protection

7. Fertilizers

1. Grapevine mineral nutrition
2. Essential plant nutrients
3. Fertilizer formulations
4. Vineyard fertilization materials
5. Methods of applying vineyard fertilizers
6. Fertigation and foliar feeding

7. Diagnosing nutrient problems

8. Irrigation methods

1. Drip
2. Sprinkler
3. Furrow

9. Irrigation monitoring

1. Mechanical
2. Interpretive

10. Irrigation scheduling

1. Evapotranspiration data
2. Soil types
3. Site specifics

11. Diagnosing problems related to soils, fertilizers and irrigation

1. Hardpans
2. Unbalanced fertilizers
3. Pests
4. PVC failure
5. Calcium

12. Methods of creating compost from waste products

1. Carbon
2. Nitrogen
3. Moisture

Lab Activities:

1. Laboratory activities will directly align with and reinforce the topics covered in lecture related to soil management.

Methods of Instruction:

1. Lecture - Structured weekly lectures will introduce foundational knowledge in soil science, plant nutrition, fertilizers, and irrigation systems, building progressively toward applied vineyard management decisions.
2. Discussion - Guided class discussions will allow students to interpret soil data, evaluate vineyard management decisions, and connect theoretical concepts to real-world vineyard and landscape scenarios.
3. Audio-visual Activity - **Media** Course concepts such as soil composition, nutrient cycling, irrigation systems, and vineyard site management will be supported through videos, diagrams, and digital presentations to enhance student understanding of complex processes and real-world applications.
4. Field Trips - Field trips to vineyards, nurseries, or irrigation sites will provide students with direct exposure to soil management practices, irrigation systems, and landscape applications in professional settings.
5. Demonstration - Instructor-led demonstrations will illustrate soil sampling techniques, irrigation system components, fertilizer applications, and field measurement tools to provide hands-on context for key vineyard practices.
6. Guest Lecturers - Industry professionals, including vineyard managers, soil scientists, and irrigation specialists, may be invited to share current practices, technologies and career insights relevant to soil and water management.
7. Observation - Students will engage in guided observations of soil structure, plant responses, and irrigation performance in both classroom and field settings to reinforce applied learning.
8. Projects - Students will conduct research on topics such as soil health, sustainable fertilization practices, or irrigation technologies to deepen their understanding of current industry trends and scientific principles.
9. Research - Students will conduct research on topics such as soil health, sustainable fertilization practices, or irrigation technologies to deepen their understanding of current industry trends and scientific principles.

10. Student Presentations - Students will present findings from projects or research assignments, developing their ability to communicate technical information clearly and professionally.
11. Diverse methods of instruction will be used to engage students with different learning styles.

Methods of Evaluation

- A. Class Participation
 1. Always encouraged through engaging lectures.
- B. Exams/Tests
 1. One midterm and one final each semester.
- C. Field Trips
 1. Field trips are left up to the discretion of the instructor and if there is time and funding available.
- D. Final Performance
 1. The students have to take a final exam at the end of the semester.
- E. Group Projects
 1. Up to the discretion of the instructor.
- F. Home Work
 1. Weekly chapter readings.
- G. Papers
 1. There will be at least one 3-page paper, but additional papers may be assigned depending on what the instructor desires.
- H. Quizzes
 1. At least two per semester
- I. Research Projects
 1. At least one research project.

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :
 1. Read a chapter on soil horizons and profiles.
- B. Writing:
 1. Write a 3 page paper on how evapotranspiration data assists in irrigation scheduling.
- C. Activity:
 1. Collect at least 3 soil samples from any vineyard or landscape and prepare to perform the soil plasticity test in class.
 2. Using the supplied materials of PVC glue, primer, pvc piping, and fittings, complete a secure and successful bond of piping to miscellaneous fittings.

Textbooks (Typical):

Textbook:

1. ~~Brian Ram Bechdal~~ C. Dalal, Somasundaram Jayaraman *Soil ~~Science~~ Fertility Degradation, and Soil Health Restoration and Management*. 1st 1 ed., ~~Callisto Springer Reference Singapore~~ , 2015 2026 .
2. Humberto Blanco, Rattan Lal ,~~B. A. Stewart~~ *Soil Conservation and Management ~~of Smallholder Agriculture (Advances in Soil Science)~~* . 1st 2nd ed., ~~C.R.C. Press Springer~~ , 2014 2023 .
3. ~~Rodney Jamie~~ L Huffman, Delmar D Fangmeier, William J Elliot, Stephen R Workman Goode *Soil Regenerative and Water Conservation Engineering Viticulture* . 7th 1st ed., American Society of Agricultural Engineers, ~~2013~~ 2022.
4. Markus Keller *The Science of Grapevines*. 4th ed., Academic Press, 2025 .
5. Robert E White *Understanding Vineyard Soils*. 2nd ed., Oxford University Press, 2015 :
6. ~~Ray R Weil, Nile C Brady~~ *The Nature and Properties of Soils*. ~~15th~~ ed., Pearson, 2016.
7. ~~Nancy Collins Johnson, Catherine Gehring, Jan Jansa~~ *Mycorrhizal Mediation of Soil Fertility, Structure, and Carbon Storage*. ~~1st~~ ed., Elsevier, 2016.
8. ~~Henry Wang~~ *Soil Ecology and Land Use Management*. ~~1st~~ ed., ML Books International, 2016.
9. ~~John L. Havlin~~ *Soil Fertility and Fertilizers*. ~~8th~~ ed., Pearson, 2014 .

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..

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

~~All of the course content can be delivered online. All of the course objectives can be met online. All of the CSLOs can be met online:~~ • Upon completion of VWT 12, students should be able to accurately describe the "capillary action" of soil. • Upon completion of VWT 12, students should be able to accurately describe what "field capacity" is and the different ways that it can be reached.

All of the course content can be delivered online. All of the course objectives can be met online.

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

~~I had a robust conversation with my faculty, colleagues, alumni, my Dean and my Advisory Board; all encouraged the transition to on-line to increase access and bolster enrollments. I have closely reviewed the course outline of record, including course objectives, methods of instruction, assignments, and evaluation; as well as the CSLOs; and find all of these to be able to be met fully online. Some instructors may prefer to offer this course in OI or PO, so those modes are additionally checked~~

After a robust conversation with my faculty, colleagues, alumni, Dean and Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.

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: Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: at least once a semester
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: A minimum of 3 posts per semester on the VWT Facebook page;
- **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: OFI and/or PO: 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: 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 8 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 per semester
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: At least one Facebook group discussion per semester (VWT Facebook page)

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per 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: 1 per semester
- **Written papers:** *Papers will be written on various topics.*

Frequency: 1 per semester

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: 1 per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: A minimum of 10 quizzes and 2 exams

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 16 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

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*

Frequency: 1 per semester

- **Other:**

Frequency: 1 per semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000346917

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

[01.1004 - Viticulture and Enology.](#)

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



Course Modification: VWT 20 - Introduction to Enology

Course Modification: VWT 20 - Introduction to Enology (Launched - Implemented 04-09-2026)

compared with

VWT 20 - Introduction to Enology (Active - Implemented 08-15-2025)

Admin Outline for Viticulture and Winery Technology 20 Introduction to Enology

Effective: Fall

~~2025~~ 2027

Catalog Description:

VWT 20 - Introduction to Enology 3.00 Units

An introduction to the history and science of winemaking, including grape maturation, harvesting, fermentation, wine development, blending, filtration and preparation for bottling. Students learn the winemaking options available to create different wine styles. Students under the age of 21 must have a declared major of either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Agricultural Production

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Explain~~ Describe the ~~impact~~ major ~~that oak-aging can have on the organoleptic components~~ stages of ~~red winemaking~~ and from white grape wines maturation through bottling . _
- B. Explain the biochemical process of alcoholic fermentation and the role of yeast in wine production . _
- C. Identify common winemaking techniques (i.e. crushing, pressing, fermentation management, filtration) and their impact on wine style and quality.
- D. Analyze basic wine faults and describe their causes and potential corrective actions.
- E. Communicate basic wine evaluation results using appropriate sensory and technical terminology.

Course Objectives:

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

- A. Outline the history of wine production;
- B. Depict the history of winemaking in California;
- C. Describe globally located wine producing regions and what contributes to the resulting wines;
- D. Name the California wine producing regions;
- E. Characterize grape varieties used for wine production;
- F. Explain traditional European wine styles and how they might differ from domestic wine styles;
- G. Describe climatic specifics of world wide wine producing regions including California;
- H. Explain how climate, soils and topography influence wine quality;
 - I. Outline the process of fermentation;
- J. Detail the specifics of fermentation chemistry including yeast and bacterial driven fermentations;
- K. Describe grape processing and the equipment used for crushing and pressing;
- L. Explain the processing options of pre and post fermentation treatment of wines;
- M. Detail the vessel options for wine storage and aging;
- N. Describe the pre-bottling practices of wine racking, filtration, and fining;
- O. Describe winery sanitation practices and winery safety protocols;
- P. Analyze the smell and taste of wine using organoleptic skills.

Course Content:

1. An overview of the history of winemaking

- 1. early winemaking processes
- 2. the evolution to modern winemaking practices

2. History of California winemaking

- 1. the Mission period

2. the CA gold rush
3. Prohibition and its impacts
4. judgement in Paris
5. modern wines to cult classics

3. World wine-producing regions

1. ground zero: the Caucasus
2. Greater Europe including Greece
3. Classic European France, Italy, , Germany, Spain and Portugal
4. Southern hemisphere including Australia, New Zealand, South Africa and South America
5. The United States

4. California wine-producing regions

1. The big 3: Napa, Sonoma, Mendocino
2. North Coast, Central Coast
3. Central Valley
4. understanding sub-appellations

5. Grape varieties used for wine production

1. European *Vitis vinifera*
2. the prowess of cabernet and chardonnay

6. Traditional European wine styles

1. Sparkling wines, Reds, whites and rosé

7. Sensory evaluation techniques

1. visual assessment

2. olfactory exploration

3. palate; tastes and textures

8. World and California climate regions

1. comparisons and contrasts

2. a study of wine latitudes

9. Influence of climate, soils and topography on wine quality

1. macroclimate, mesoclimate and microclimates

2. soil depths, fertility and textures and layers

3. vineyard altitude, exposure, aspect

10. Introduction to fermentation chemistry

1. yeast activity

2. yeast nutrients

3. malolactic bacteria

4. native fermentations

11. The role of yeasts and bacteria in wine fermentation

1. practices for successful primary and secondary fermentations

12. Grape crushing, pressing and processing

1. introduction to equipment
2. equipment safety
3. whole cluster, whole berry or maceration?

13. Pre and post-fermentation handling of wine

1. cold soaking techniques
2. temperature specifics
3. the SO₂ factor
4. post maceration

14. Barrel and tank storage of wine

1. barrel specifics including oak sources and sizes
2. the functionality of stainless steel
3. cooling jackets
4. storage alternatives

15. Filtration, fining, racking and bottling practices

1. filter types
2. fining materials

3. moving wine from container to container

4. sanitary bottling practices

16. Wine spoilage disorders

1. introduction to terminologies

2. how wine goes bad

3. brettanomyces, 2,4,6 trichloranisole, volatile acidity, oxidation

17. Winery sanitation and safety practices

1. understanding the differences between cleaning, sanitizing, and sterilizing

18. Sensory analysis of wines

1. how to effectively analyze smell and taste

Methods of Instruction:

1. Lecture - At least 1 lecture per week during the semester
2. Discussion - At least 1 every other week
3. Guest Lecturers - At least 1 per semester by local industry professionals if they're able
4. Projects - At least 1 project per semester
5. Field Trips
6. **Demonstration** - At least 1 if both financially feasible and the students are up for it since this is a fully online course
7. Audio-visual Activity - At least 1 per week during the semester
8. Directed Study - At least 1 per semester
9. Research - At least 1 research assignment per semester to have the students dive deeper into a topic
10. Student Presentations - 1 per semester

Methods of Evaluation

- A. Class Participation
 - 1. Weekly participation in class activities
- B. Exams/Tests
 - 1. At least 2 exams/tests/quizzes per semester
- C. Final Performance
 - 1. Demonstration or explanation of basic enological skills as part of final
- D. Group Projects
 - 1. At least one group project
- E. Home Work
 - 1. Weekly
- F. Individual consultation with students
 - 1. At least 1 per semester
- G. Oral Presentation
 - 1. At least 1 per semester
- H. Papers
 - 1. Weekly written assignments
- I. Projects
 - 1. At least 1 per semester
- J. Quizzes
 - 1. At least 2 exams/tests/quizzes per semester
- K. Research Projects
 - 1. At least 1 per semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ Research :
 - 1. ~~Weekly~~ Students ~~reading~~ will ~~assignments~~ conduct ~~in~~ basic ~~text~~ research ~~related to~~ lecture winemaking topics
 - 1. ~~Read~~ ~~chapter~~ using 5 credible ~~in~~ Understanding Wine Technology; "Producing the must."
 - 2. ~~Read the article on "Terroir" in the supplied issue of Practical Vineyard and Winery magazine~~
 - 2. ~~Participation on field trips at specific field~~ academic and industry ~~locations:~~ sources. This may include investigating fermentation practices, wine regions, or production techniques, with the goal of developing information literacy and connecting scientific concepts to real-world applications.
- B. Project:
 - 1. ~~Local~~ Students ~~wineries~~

2. ~~Local~~ will complete a comprehensive project focused on a winemaking topic, such as a grape varietal, wine style, or production method. The project will require students to apply course concepts, analyze real-world practices, and present their findings in a clear and organized format.

C. Writing:

1. Students will complete short writing assignments that require them to explain winemaking processes, reflect on course topics, and demonstrate their understanding of enology terminology. Emphasis will be placed on clear communication, proper use of technical language, and connecting theory to practice.

D. Activity:

1. Students will engage in weekly reading assignments from textbooks, industry articles, and supplemental materials aligned with lecture topics to build a consistent understanding of enology principles throughout the course. These readings will prepare students for class discussions, quizzes, and applied learning activities and will support understanding of key processes such as grape maturation, fermentation, and wine production ~~facilities~~
2. ~~On-campus Fermentation Room~~ techniques.
5. ~~Short topical essays~~
 1. ~~Write a two-page essay discussing the advantages of fining and filtering wines~~
 2. ~~Write a short paper listing and explaining all the factors affecting "native fermentation."~~

Textbooks (Typical):

Textbook:

1. ~~Keith Karen~~ Grainger, Hazel-Tattersall *Wine Production and Quality*. 2nd ed., Wiley-Blackwell, 2016.
2. ~~Clark-Smith~~ *Post-Modern Winemaking: Rethinking the science of an Ancient Craft*. 2nd ed., University of California Press, 2014.
3. ~~Jamie-Goode MacNeil~~ *The Science Wine of Wine: From Vine to Glass Bible*. 3rd ed., University Workman of Publishing, California 2022.
4. John Anthony Considine, Elizabeth Frankish *A Complete Guide to Quality in Small-Scale Wine Making*. Academic Press, 2021 2023.
5. ~~Margalit, Marie Y., Cheslik~~ *Concepts How in To Winery Read Technology*. 3rd ed., A Wine Appreciation Guild Label, 2012 Slik Wines, 2025.
6. Jancis Robinson, Julia Harding *The Oxford Companion to Wine*. 5th ed., Oxford University Press, 2023.
7. Robinson Jancis, Hugh Johnson *The World Atlas of Wine*. 8th 9th ed., Mitchell Beazley, 2019 2026.

Other Materials Required of Students

1. Computer access with internet connection.

Equity Based Curriculum

- **Course** [Methods](#) **Content** [of Instruction](#)

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

All of the course materials can be delivered online. All of the course objectives and CSLOs can be met online.

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

I had a robust conversation with my faculty, colleagues, alumni, my Dean and my Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.

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: Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered): quizzes will be at least 5 times a semester and there will be two exams
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: At least once a semester
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: A minimum of 3 posts per semester on the VWT Facebook page

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 8 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 per semester
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: At least one Facebook group discussion per semester (VWT Facebook page)

Student-Content Interaction

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

Frequency: 1 per 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: 1 per semester

- **Written papers:** *Papers will be written on various topics.*

Frequency: 1 per semester

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: 1 per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: A minimum of 5 quizzes and 2 exams

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 16 ~~asynchronous~~ 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

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*

Frequency: 1 per semester

- **Other Student presentations :** *Students will prepare and present on a topic being studied.*

Frequency: 1 per semester

General Education/Transfer

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

CCC000589256

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1004 - Viticulture and Enology.

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

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

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

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



Course Modification: VWT 21 - Applied Enology

Course Modification: VWT 21 - Applied Enology (Launched - Implemented 04-09-2026)
compared with
VWT 21 - Applied Enology (Active - Implemented 08-15-2018)

Admin Outline for Viticulture and Winery Technology 21 Applied Enology

Effective: Fall

~~2018~~ 2027

Catalog Description:

VWT 21 - Applied Enology 3.00 Units

This is a fundamental course in the science and art of winemaking focusing on grape and wine chemistry, basic grape processing and wine production from vineyard to bottle. Lectures will build on the development of wine from the components in grapes through maturation, including ripeness parameters, pre and post fermentation management, alcoholic and malolactic fermentation. There will be a focus on wine health and integrity, the role and behavior of compounds found in musts and yeasts, and the relationship between wine and oak. There will be a strong emphasis on analytical methods and practical skills. Students under the age of 21 must have a declared major of either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989. 2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- VWT 20

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Apply principles of grape and wine chemistry to make informed winemaking decisions during production.
- B. Analyze fermentation data (Brix, temperature, pH, TA) to monitor and adjust alcoholic and malolactic fermentation.
- C. Evaluate wine faults and determine appropriate corrective or preventative actions
- D. Demonstrate proper winery operations including sanitation, processing, and safe equipment use.
- E. Communicate winemaking processes and outcomes through written and/or oral technical reports.

Course Objectives:

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

- A. Explain the major constituents of wine
- B. Describe the process of winemaking
- C. Use a refractometer to measure degrees brix and a pH meter to measure titratable acid, and explain how the "brix to acid ratio" governs the decision when to harvest
- D. Explain methods to process white grapes
- E. Explain methods to process red grapes
- F. Describe how to manage red grape must prior to fermentation
- G. Describe the steps necessary to initiate primary fermentation
- H. Describe the steps necessary to initiate secondary fermentation
- I. Compare and contrast the visual, olfactory, and palate impacts of different aging vessels
- J. ~~Using the aeration/oxidation method, analyze~~ Analyze a wine's free and total SO₂ and explain the role SO₂ plays in wine
- K. Demonstrate safe handling and operation of various winery pumps including, a flexible impeller pump, a rotary lobe must pump, and a diaphragm pump
- L. Demonstrate how to correctly connect winery hoses using sanitary fittings and gaskets
- M. Describe the difference between fining and filtering wine , and the various mediums used for fining and the multiple pore sizes used for filtering.
- N. Explain the process of cold stabilization
- O. Demonstrate ~~the~~ safe operation of a bottling line
- P. Explain oxygen ingress ~~and~~ , how it impacts quality , and how to minimize it during multiple stages of wine processing

Course Content:

Lecture:

1. Injury prevention and workplace safety in the vineyard and winery.

1. temperature extremes
2. water and wet locations
3. ladders, slips, falls
4. lifting and ergonomics
5. forklift, pallet jacks
6. electrical
7. mechanical
8. gases
9. chemicals
10. Safety Data Sheets
11. PPE

2. The major constituents of wine

1. the acids in wine
2. the sugars in wine
3. starches and proteins found in wine
4. phenolics and anthocyanins in red wine

3. The basics of red and white wine grape processing

1. ripeness parameters in the vineyard
2. harvest practices

3. red and white grape processing
4. pre and post fermentation handling of red grapes
5. must adjustments
6. yeast selections and additions
7. temperature control
8. pressing
9. moving wine from tank to barrel
10. bottling practices

4. Brix to acid ratio

1. measuring ripeness using a refractometer
2. measuring titratable acidity through manual titration and digital analysis

5. Processing white grapes

1. maceration protocols
2. destemming to whole berries
3. retaining whole clusters

6. Processing red grapes

1. maceration protocols
2. destemming to whole berries
3. retaining whole clusters

7. Pre-fermentation management of red must

1. must adjustments
2. pre-fermentation maceration
3. SO₂ adjustments
4. temperature control
5. eliminating the threat of oxidation during cold soak

8. Fermentation (red and white)

1. yeast selections
2. yeast hydration protocols
3. pitching the yeast
4. temperature controls

9. Secondary fermentation

1. during or after initial fermentation
2. ML bacteria strains
3. temperature impacts on malolactic fermentation
4. SO₂ impact on malolactic fermentation
5. sensory evaluation during malolactic fermentation

10. Aging wines (red and white)

1. maintaining wine health throughout the aging process

2. aging wines in stainless steel
3. aging wine in concrete
4. aging red and white wines in oak
5. the impacts of new and used oak barrels

1. visual
2. olfactory
3. palate
4. texture

6. oak alternatives

11. The role of SO_2 SO_2 and its impact on:

1. wine health
2. pH
3. TA

12. The safe handling and operation of winery pumps and hoses

1. must pump
2. ~~diaphram~~ diaphragm pump
3. flexible impellor pump
4. bulldog pup

13. Hose connections

1. tri-clover/sanitary fitting

2. gasket materials

14. Fining and filtering white wines

1. fining materials

2. filters and media

15. Cold ~~stabilization~~ stabilization of white wines

1. temperature parameters

2. measuring results

16. Bottling wines

1. setting up a bottling line

2. rinser and ~~inhert~~ inert gas sparging

3. sanitizing the reservoir and the filling spouts

4. adjustments to the vacuum corker

5. setting up a foil capsule spinner

6. adjusting the automatic ~~tabler~~ labeler

17. Oxygen ingress

1. Understanding the hazards

2. how to protect against it

Lab Activities:

1. Injury prevention and workplace safety in the vineyard and winery
 1. temperature extremes
 2. water
 3. ladders
 4. slips & falls
 5. electrical
 6. mechanical
 7. gases
 8. lifting
 9. forklift operation
 10. use of pallet jacks
 11. using SDS
 12. donning PPE as appropriate
2. Assess ripeness parameters in the vineyard
 1. Measure brix using a refractometer and hydrometer
 3. Measure titratable acidity, pH
 4. Harvest set up – equipment, setup, logistics
 5. Use floor scale to measure harvested grape weight measured in tonnage
 6. Set up crush pad for pre fermentation

1. equipment, logistics, set up, power, cleaning
7. Pre fermentation handling of grapes including stabilization, cold storage, sorting, destemming, crushing
8. Sanitation protocols
9. Adjust must including acidity, pH, cold soaking
10. Select, hydrate, and pitch yeast for primary fermentation
11. Utilize temperature control
12. Use various wine presses
13. Measure free and total SO₂
14. Perform sensory analysis of wines
15. Connect hoses, clamps, gaskets in a sanitary manner
16. Move must
17. Move wine between vessels
18. Prepare bottling line
19. Participate in bottling, labeling
20. Cleaning and sanitizing winery equipment

Methods of Instruction:

1. **Lab** Audio-visual Activity - Watch the video "Introduction to Winery Sanitation" (6:53 minutes)
2. **Projects** Classroom Activity - Gather and assemble appropriate hoses, clamps, etc to move must
3. **Lecture** Demonstration - Use safe and sanitary procedures to rack wine from barrel to barrel
4. Discussion - Discuss winery sanitation practices, including the importance of sanitary protocols on the health of the wine
5. Guest Lecturers - At discretion of instructor
6. **Classroom** Field Activity Trips - At discretion of instructor

7. **Demonstration** Lab - Gather 4 wine grape samples from the campus vineyard and analyze brix using a refractometer in the vineyard, and a hydrometer in the winery lab.
8. **Audio Lecture** - **visual Activity** Participate in lecture/discussion on winery sanitation protocols.
9. **Research** - Research a winemaker (past or present) and present what you feel sets them apart from other winemakers in terms of their enological practices.
10. **Projects** - Students may work in small groups to carry out winery/enology tasks
11. **Written Exercises** - Students will keep a lab notebook
12. **Simulations** - At least one per semester
13. **Student Presentations** - At least one per semester
14. **Curriculum content** is designed to be free from bias; fair across race, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. Viticulturists and winemakers from under-represented groups in the wine industry will be highlighted including African-American, Latin-American, and women.

Methods of Evaluation

- A. Class Participation
 1. Weekly participation in lecture/discussion
- B. Exams/Tests
 1. At least 2 exams/tests/quizzes
- C. Field Trips
 1. At the discretion of the instructor
- D. Final Public Performance
 1. Demonstration of correct application of enology knowledge and skills as part of final
- E. Group Projects
 1. At least one per semester
- F. Home Work
 1. weekly reading, assignments, and homework
- G. Individual consultation with students
 1. At least one per semester
- H. Lab Activities
 1. weekly participation in lab activities
- I. Papers
 1. At discretion of instructor
- J. Projects
 1. At least one project per semester
- K. Quizzes
 1. At least 2 exams/tests/quizzes
- L. Research Projects
 1. At least one per semester

Typical Outside-of-Class Assignments

- A. **Other** Reading :
 1. Read "The Seven Functions of Oak" and complete the homework questions.

B. ~~Write~~ Research:

1. Research a one winemaker page (~~past research or paper on using a concrete egg for fermentation present~~) and aging:
2. ~~Prepare their~~ to enological rack practices, wine and out present of your the stainless steel column.

1. ~~gather all required connections~~;
2. ~~connect one side of the flexible impellor pump~~ fiindings to the stainless class steel on column;
3. ~~connect~~ what you feel sets them apart from other winemakers in the ~~other side of the flexible impellor pump to the filling wand~~;
4. ~~perform the assigned task~~ industry .

C. Project:

1. Working with your assigned group, taste each of the 4 supplied wines and identify the faults featured in each wine.

- D. ~~For your final project, research a winemaker (past or present) and present your fiindings to the class on what you feel sets them apart from others in the industry.~~

Writing:

Write a one page research paper on using a concrete egg for fermentation and aging.

Textbooks (Typical):

Textbook:

1. John Anthony Considine & Elizabeth Frankish A Complete Guide to Quality in Small Scale Wine Making. 2nd ed., Academic Press, 2023.
2. Keith Grainger Wine Faults and Flaws: A Practical Guide. , Wiley-Blackwell, 2021.
3. David Bird & Nicolas Quille Understanding Wine Technology: The Science of Wine Explained. 4th ed., Nicolas Quille Wines Pub, 2022.
4. Jamie Goode Flawless: Understanding Faults in Wine. , University of California Press, 2018.
5. John Anthony Considine, Elizabeth Frankish A Complete Guide to Quality in Small Scale Wine Making. ~~1st~~ 2nd ed., Academic Press, ~~2014~~ 2023 .
6. Ronald Jackson Wine Science; Principles and Applications. 4th 5th ed., Academic Press, ~~2014~~ 2020 .
7. Keith Grainger, Hazel Tattersall Wine Production and Quality. 2nd ed., Wiley Blackwell, 2016.
8. Clark Smith Post Modern Wine Making; Rethinking the Modern Science of an Ancient Craft. 1st ed., University of California Press, 2014.

9. ~~John Hudelson PhD~~ *Wine Faults; Causes, Effects and Cures*. ~~1st ed.~~, Board and Bench Publishing, 2010.
10. Jamie Goode *The Science of Wine: From Vine to Glass*. ~~1st~~ 3rd ed., University of California Press, ~~2014~~ 2021.
11. Jancis Robinson, Julia Harding *The Oxford Companion to Wine*. ~~4th~~ 5th ed., Oxford University Press, 2015.
12. ~~Alice Feiring, Pascaline Lepeitier~~ *The Dirty Guide to Wine: Following Flavor from Ground to Glass*. ~~1st ed.~~, Countryman Press, ~~2017~~ 2023.

Other Materials Required of Students

1. ~~Student~~ Rubber ~~must~~ soled, ~~have~~ closed ~~access~~ toe shoes.
2. Access to a computer and internet ~~for research purposes~~.
3. Chemical splash goggles.

Equity Based Curriculum

- Methods of Instruction

Requisite Skills

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

A. VWT 20

1. ~~characterize grape varieties used for wine production;~~
2. ~~explain traditional European wine styles and how they might differ from domestic wine styles;~~
3. ~~provide an objective assessment of wine including wines that are actively fermenting, unfinished, finished, young, aged, flawed and sound using a learned method of sensory evaluation;~~
4. ~~describe climatic specifics of world wide wine producing regions including California;~~
5. ~~explain how climate, soils and topography influence wine quality;~~
6. ~~outline the process of fermentation;~~
7. ~~detail the specifics of fermentation chemistry including yeast and bacterial driven fermentations;~~
8. ~~describe grape processing and the equipment used for crushing and pressing;~~
9. ~~explain the processing options of pre and post fermentation treatment of wines;~~
10. ~~detail the vessel options for wine storage and aging;~~
11. ~~describe the pre-bottling practices of wine racking, filtration, and fining;~~
12. ~~describe winery sanitation practices and winery safety protocols;~~
13. ~~analyze the smell and taste of wine using organoleptic skills.~~

DE Proposal

Delivery Methods

- Emergency Fully Online (~~FO~~ EFO) -
- ~~Online with the Flexible In-Person Component (OFI)~~
- ~~Partially Online~~

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Lab skills should be learned, practiced, and performed in person. This can be done during emergencies (such as COVID) with flexible in-person labs for individual students or small groups. In extreme cases, students can learn the majority of skills through watching online videos, and completing online assignments.

Rationale for DE

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

~~Fully Online: I have closely reviewed the course outline of record, including content, course objectives, methods of instruction, assignments, and evaluation; as well as the CSLOs; and find all of these to be able to be met fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Some instructors may prefer to offer this course in OFI or PO, so those modes are additionally checked.~~

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

~~I had a robust conversation with my faculty, colleagues, alumni, my Dean, and my Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.~~

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.
- Laboratory assignments for an emergency fully online offering would require modification. Assignments can still be completed by student and graded by instructor with the same rigor.

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: Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams).
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: At least once a semester.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: A minimum of 3 posts per semester on the VWT Facebook page.
- **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 in OFI or PO mode, students will meet face-to-face at least once per semester for course activities.

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 8 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 per semester.

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: At least one Facebook group discussion per semester (VWT Facebook page).

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per 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: 1 per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: 1 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: A minimum of 5 quizzes and 2 exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 16 At asynchronous least one lecture per semester. week
- **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 recommended . At discretion of instructor
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: At least one project per semester
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency: At least one survey deployed per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: 1 per semester.
- **Other:**
Frequency: 1 per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589040

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1004 - Viticulture and Enology.

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



Course Modification: VWT 23 - Fundamentals of Wine Science I

Course Modification: VWT 23 - Fundamentals of Wine Science I (Launched - Implemented 04-09-2026)

compared with

VWT 23 - Fundamentals of Wine Science (Active - Implemented 08-15-2018)

Admin Outline for Viticulture and Winery Technology 23 Fundamentals of Wine Science I

Effective: Fall

~~2018~~ 2027

Catalog Description:

VWT 23 - Fundamentals of Wine Science I

3.00 - 3.00 Units

This course covers the chemistry and microbiology of winemaking including the use of yeasts and enzymes, primary and secondary fermentation management, wine micro-organisms, phenolic compounds, color chemistry, aging and flavor development. There will be a focus on wine faults: the causes and corrections.

_ Students under the age of 21 must have a declared major of either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989. ~~3~~ 2 Units Lecture 1 Units Lab

Total Lecture Hours	<u>36</u>
<u>Total Lab Hours</u>	54
Total Inside of Class Hours	~~54~~ <u>90</u>
Total Outside of Class Hours	~~108~~ <u>72</u>
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Agriculture, or Agricultural Production, or Chemistry

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Identify~~ Describe the ~~external~~ role of yeast, ~~structural~~ bacteria, and enzymes in wine production and quality development
- B. Explain the biochemical processes involved in primary and secondary (malolactic fermentation/conversion).
- C. Analyze common wine
- D. Interpret key chemical components of ~~a wine~~ modern (i.e. ~~trellis~~ acids, ~~system~~ alcohol, ~~trained~~ grape-vine
- E. ~~Describe the seasonal appearance~~ phenolis) and ~~physiological~~ their functions impact of on a stability
- F. Evaluate grapevine how from winemaking "pruned" decisions dormancy (i.e. to fermentation harvest management aging, oxygen exposure).

Course Objectives:

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

- A. Explain wine composition and list the chemical groups found in grapes and wine
- B. Describe how wine chemistry impacts a wine's color, aroma, flavor, balance, stability and quality
- C. ~~Explain wine composition and list the chemical families found in grapes and wine~~
- D. Summarize the use of sulfur-dioxide in must and wine treatment
- E. Outline the process of the primary fermentation
- F. Outline the process of the secondary fermentation
- G. Explain how different bacteria can develop in wine
- H. Illustrate the process of "micro-oxygenation"
 - I. ~~Describe post-fermentation wine treatments used for stabilization and clarification~~
- J. Explain the reductive and/or oxidative qualities found in (bottle, barrel or tank) aged wine
- K. Describe the sensory attributes of the most common wine taints

Course Content:

Lecture:

1. ~~The~~ Wine ~~process~~ microbes ~~of~~ and ~~wine~~ microbial ~~production~~ ecology
 1. Yeast ~~stressing~~ types, wine vineyard chemistry: -> winery microbes
2. Monitoring microbes and sanitation
 1. ~~How~~ Microbial tracking, sanitation importance

3. Biofilms and microbial spoilage

1. Biofilms, Brett, LAB, AAB

4. Microbial metabolism (yeast and bacteria)

1. Fermentation pathways, VA, diacetyl

5. Yeast selection and fermentation start

1. Strain impact, inoculation strategies

6. Fermentation management

1. Nutrients (YAN), temperature, oxygen

7. Wine flavor development and acidity

1. Aroma formation, pH, TA

8. Juice chemistry ~~can and be~~ adjustments

1. Pre-fermentation ~~harnessed decisions to enhance wine color~~ (acid , ~~aroma~~ sugar , ~~flavor~~, SO2)

9. Fermentation ~~balance, stability~~ problems and ~~quality~~ solutions

1. Stuck/sluggish fermentations

10. ~~The characterization and enumeration of yeast, bacteria and molds common to juice~~ Microbes and wine ~~environments~~ faults
 1. Fault identification and ~~their~~ prevention
11. Intro ~~impact to~~ ~~on~~ oxygen in winemaking
 1. Oxygen role early vs late
12. Malolactic fermentation
 1. LAB, MLF management
13. Post-fermentation decisions
 1. Racking, lees, stabilization intro
14. Integration — From juice to wine ~~_~~
 1. Connecting ~~quality~~ fermentation ~~and~~ decisions ~~stability~~ to final wine

Lab Activities:

1. Wine ~~composition~~ microbes and ~~components~~ microbial ecology
 1. Microscopy + plating microbes
2. ~~Each~~ Monitoring ~~chemical family that can be found in grapes~~ microbes and ~~wine~~ sanitation
 1. Cleaning protocol + ATP/swab testing

3. ~~Basic-chemical-properties~~ Biofilms and ~~their~~ microbial ~~contributions~~ spoilage

1. Spoilage ~~to~~ sensory ~~wine~~ ± ~~stability~~ biofilm observation

4. Microbial metabolism (yeast and bacteria)

1. Fermentation comparison (healthy vs stressed)

5. Yeast selection and fermentation start

1. Yeast hydration + inoculation trial

6. Fermentation management

1. Nutrient trials + fermentation tracking

7. Wine flavor development and acidity

1. pH and TA analysis + sensory

8. Juice ~~properties~~ chemistry and adjustments

1. Bench trials (acid/SO2 adjustments)

9. ~~Sulfur-dioxide~~ Fermentation problems and solutions

1. Diagnose + fix fermentation scenarios
2. ~~The-use-of-Sulfur-dioxide-in-must~~ Microbes and wine ~~treatment~~ faults
 1. Sensory fault identification

3. Products Intro and to methods oxygen complementing in the winemaking

1. Controlled effect oxygen of exposure sulfur demo

4. Malolactic dioxide fermentation

1. MLF monitoring (i.e.paper chromatograph)

5. Sulfur Post - dioxide fermentation and decisions

1. Racking how setup it + impacts execution

6. Integration the - balance From of juice pH to and wine

1. Case titratable study acidity (fermentation to finished wine)

10. Primary fermentation:

1. How yeasts work and how they can be influenced to achieve better results
2. Cytology, taxonomy and ecology of grape and wine yeasts
3. Major bio-chemical reactions that occur during alcoholic fermentation
4. Feral yeasts
5. Conditions of yeast development
6. Metabolic pathways of wine yeasts
7. Indigenous and commercially available Yeasts

1. Nutrient requirements

2. Re-hydration and inoculation

11. Secondary fermentation:—

1. Indigenous and commercially available bacteria

1. Nutrient requirements

2. Re-hydration and inoculation

12. Bacterial development in wine

1. Lactic acid bacteria

2. The metabolism of lactic acid bacteria

3. Lactic acid bacteria development in wine

4. Acetic acid bacteria

5. Acetic acid bacteria development in wine

13. Micro-oxygenation

14. Wine stabilization and fining, additives and processing aids

15. Wine aging

1. The evolution of wine flavor and color

2. The nature of the weak fixation of aromatic compounds in wine — and the significance of their release upon bottle opening

3. Flavor modification post bottle—

4. The shelf life of wine as part of wine aging

16. Off flavors, taints, faults and flaws

1. Tri-chloroanisole 2,4,6
2. Brettanomyces
3. Volatile acidity
4. Lactobacillus

Methods of Instruction:

1. Guest Lecturers - At least one guest lecturer from the wine industry will present on fermentation management and winery operations. These sessions provide students with real-world insight into professional practices.
2. Observation - Students will observe fermentation progress, microbial activity, and changes in wine throughout the semester. Observations are recorded regularly to develop and critical thinking skills.
3. Audio-visual Activity - Students will engage with instructional videos and recorded demonstrations that illustrate fermentation processes, microbial behavior, and winery operations. These materials are used weekly to reinforce lecture concepts and prepare students for lab activities.
4. Discussion - Students will participate in structured discussions on fermentation challenges, microbial and real world winery scenarios. Discussion occur weekly through both in class engagements and Canvas forums.
5. Lecture - Lectures are delivered weekly and focus on microbiology, chemistry, fermentation science, and early-stage winemaking decisions. Content is designed to build foundational knowledge for practical winery application.
6. Classroom Activity - In-class activities include problem-solving scenarios, small group discussions, and applied calculations related to fermentation and wine chemistry. These activities occur weekly to promote active learning and concept application.
7. Demonstration - Instructor-led demonstrations will show key techniques such as yeast hydration, inoculation, and monitoring. Demonstrations are conducted regularly and is right before students will have hands on lab work.
8. Lab - Weekly lab sessions provide hands-on experience with fermentation, microbial analysis, and winery techniques. Labs are directly aligned with lecture topics to reinforce applied learning.
9. Field Trips - Students will participate in at least one field trip to a local winery to observe fermentation processes and production decisions. This experience connects classroom knowledge to real-world winery operations.
10. Projects - Students will complete one major project focused on fermentation design or troubleshooting, applying lecture concepts to a real world scenario. This project integrates course material into a comprehensive applied assignment.
11. Student Presentations - Students will present their project findings or fermentation case studies to the class. Presentations help develop communication skills and reinforce understanding of course material.

12. Written Exercises - Students will complete written assignments such as reflections, short analyses, and applied problem-solving exercises. These are assigned regularly to strengthen understanding and connect lecture to practice.
13. Diverse methods of instruction will be used to engage students with different learning styles.

Methods of Evaluation

A. Class Participation

1. Students are encouraged to actively participate in discussions, activities, and collaborative exercises. Participation is evaluated based on engagement and contribution to the learning environment (i.e. surveys, group discussions, padlet, etc).

B. Class Performance

1. Overall class performance is assessed based on consistency, engagement, and understanding demonstrated throughout the semester. This includes participation, assignments, and effort.

C. Class Work

1. In class assignments and activities are completed regularly to reinforce lecture materials. These exercises focus on applying concepts to real world situations.

D. Exams/Tests

1. **Final** Students Performance will complete a midterm and a final exam assessing understanding of microbiology, chemistry, and applied concepts. Exams emphasize both conceptual knowledge and real world winery scenarios.

E. Home Work

1. Homework assignments are given regularly to support lecture topics and prepare students for lab work. These may include readings, short responses, or problem solving exercises.

F. Individual consultation with students

1. Each student will have at least one individual consultation per semester to discuss progress, understanding of course material, and areas for improvement. These meetings provide personalized feedback and support student success.

G. Lab Activities

1. Students are evaluated on their performance in weekly lab sessions, including technique, participation, and data collection. Lab work emphasizes hands-on skills and application of concepts.

H. Papers

1. Students may complete short written papers or reflections related to fermentation, microbial spoilage, or winery practices. These assignments help develop analytical and scientific writing skills.

I. Projects

1. Students will complete one major applied project involving fermentation design, monitoring, or troubleshooting. The project integrates lecture and lab concepts into a practical winery scenario.

J. Quizzes

1. Quizzes are given regularly (~3-4 per semester) to assess comprehension of key topics and reinforce learning. These low-stake assessments help track student progress.

K. Research Projects

1. Students will complete one research-based project focused on fermentation or microbial management in winemaking. This project requires application of lecture concepts and critical analysis.

Typical Outside-of-Class Assignments

A. Research:

1. Students will engage in research throughout the semester to support projects and written assignments related to fermentation and microbial processes. This includes evaluating scientific literature and applying findings to practical winery contexts.

B. Other:

1. ~~Read "Micro-oxygenation: A Necessity for Success?" and complete the homework questions.~~
2. ~~Write a two-page research paper about feral yeasts.~~
3. ~~Working Students with will an participate assigned in group biweekly Canvas discussions focused on fermentation challenges , assemble microbial evidence that would argue to **not** -use sulfur-dioxide during the wine-making-process management, and prepare real-world to winery debate scenarios. in These class discussions encourage application of course material and peer engagement .~~
4. ~~For your final project, research a wine taint, fault or flaw (not covered in class) and present your findings; include the causes, the impact on aromas and flavor, practices that would protect against contamination or infection and the treatment of the problem. _~~

Textbooks (Typical):

Textbook:

1. Jamie Pascal Goode Ribereau-Gayon, Denis Dubourdieu, Bernard Doneche, Aline Lonvaud, John Towey Handbook of Enology, Volume 2: The Science Chemistry of Wine : From Stabilization Vine and to Glass Treatments . 1st ed., University of California Press, 2014.
2. ~~Roger B Bolton, Vernon L Singleton, Linda F Bisson, Ralph E Kunkee Principles and Practices of Winemaking. 2nd ed., Springer Publishing, 2010.~~
3. ~~Keith Grainger, Hazel Tattersall Wine Production and Quality: 2nd 3rd ed., Wiley Blackwell , 2016 2021 .~~
4. Clark Pascal Smith Ribereau-Gayon, Denis Dubourdieu, Bernard Doneche, Aline Lonvaud, John Towey Post Handbook Modern of Enology, Volume 1: The Microbiology of Wine Making; and Rethinking the Modern Science of an Ancient Craft Vinifications . 1st 3rd ed., University of California Press Wiley , 2014.
5. ~~Patrick Hland, Nick Bruer, Greg Edwards, Sue Caloghiris Chemical Analysis of Grapes and Wine: Techniques and Concept: 2nd ed., Patrick Hland Wine Promotions, 2013 2021 .~~
6. ~~Andrew L Waterhouse, Gavin L Sacks, David W Jeffery Understanding Wine Chemistry. 1st 2nd ed., Wiley - _ Blackwell, 2016 2024.~~
7. Jamie Goode Flawless: Understanding Faults in Wine. , University of California Press, 2018.
8. David Bird & Nicolas Quille Understanding Wine Technology: The Science of Wine Explained. 4th ed., Nicolas Quille Wines Pub, 2022.

9. [John Anthony Considine & Elizabeth Frankish](#) *A Complete Guide to Quality in Small Scale Wine Making*. 2nd ed., Academic Press, 2023.
10. [Patrick Iland, Sue Caloghris, Chris Ford, David Bruer, John Sitters, Andrew Markides, Andrew Ewart, Eric Wilkes, Greg Edwards, Nick Bruer](#) *Techniques and Methods for Chemical, Physical and Sensory Analyses and Tests of Grapes and Wine*. , Patrick Iland Wine Books, 2021.
11. [Patrick Iland, Chris Ford, David Bruer, Erik Wilkes, Nick Bruer](#) *Theory and Concepts of Chemical, Physical and Sensory Analyses and Tests of Grapes and Wine*. , Patrick Iland Wine Promotions, 2021 .
12. Ronald S Jackson *Wine Science* ,~~Fourth Edition~~ : Principles and Applications. ~~4th~~ 5th ed., Academic Press, ~~2014~~ 2020 .

Other Materials Required of Students

1. Chemical splash goggles.

Equity Based Curriculum

- [Methods of Instruction](#)

Requisite Skills

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

In the event that in-person instruction is not possible, the course can transition to a fully online format using Canvas for lectures, assignments, discussions, and assessments. Laboratory components will be adapted through virtual demonstrations, recorded experiments, data analysis activities, and case-based scenarios to ensure students continue to meet course learning outcomes.

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: *The instructor will initiate contact with students to ensure they are accessing course materials, understanding content, and participating in course activities. Communication will include reminders, check-ins, and responses to student questions. Each student will receive instructor initiated email contact at least once every two weeks, with additional responses provided within 24-48 hours.*

- **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 actively participate in discussion boards by facilitating conversations, guiding learning, and providing substantive academic feedback. Discussions will focus on course content, real-world applications, and peer engagement. The instructor will participate in discussion board biweekly, providing feedback and engagement the discussion period.*

- **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 timely, detailed, and constructive feedback on assignments, lab work, and assessments. Feedback will include explanations of grading and guidance for improvement. Feedback will be provided on all major assignments within 1-2 weeks of submission and on smaller assignments on a regular weekly basis.*

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

Frequency: *The instructor will post regular announcements to provide updates, clarify expectations, and reinforce key concepts. Announcements will also highlight upcoming assignments, labs, and important deadlines. Announcements will be posted at least once per week.*

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: *The instructor will offer optional or scheduled web conferencing sessions to review course materials, answer questions, and provide additional support. These sessions may include lectures, reviews, or office hours. Web conferencing will be offered at least once every two weeks, with additional sessions scheduled as needed.*

- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*

Frequency: *Students will have opportunities to connect through facebook for program-related networking and to engage with peers and industry-related discussions. This platforms support professional development and community building. Opportunities for engagement will be provided at least once during the semester, with optional ongoing participation.*

- **Other:**

Frequency: *An optional communication platform such as WhatsApp may be used to facilitate quick communication reminders, and peer interaction. This provides an additional, accessible way for students to stay connected. Communication through this platform will be ongoing and as needed throughout the semester.*

Student-Student Interaction

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

Frequency: *Students will communicate with one another via email to collaborate on assignments, group projects, and course-related questions. This supports peer-to-peer learning and coordination outside scheduled class time. Students will engage in peer email communication as weekly or as needed throughout the semester, particularly during group assignments and projects.*

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: *Students will interact through Canvas discussion boards by responding to prompts engaging with peers, and contributing to academic conversations. These discussions focus on course topics, real world applications, and shared learning.*
- **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 collaborate in small groups to complete assignments, case studies, and projects related to course materials. Group work encourages teamwork, problem-solving, and application of concepts. Group work will occur at least once during the semester for a major project, with additional collaborative activities incorporated periodically.*
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: *Students may engage with peers through instructor-approved social networking or communication platforms to support collaboration and community building. These platforms provide an informal space for sharing ideas and staying connected. Student interaction through social networking will be ongoing and as needed throughout 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: *Students will engage with course content through discussion board prompts that require application of lecture material, readings, and real-world scenarios. These discussions support critical thinking and reinforce key concepts. Students will participate in discussion board activities at least 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: *Students will interact with course content through collaborative group activities that apply lecture and lab concepts to practical scenarios. These activities promote deeper understanding through peer discussion and problem-solving. Group work will occur at least once during the semester for a major assignment, with additional activities as applicable.*
- **Written papers:** *Papers will be written on various topics.*
Frequency: *Students will engage with course material through written papers that require analysis, synthesis, and application of lecture topics. These assignments emphasize critical thinking and clear communication of technical concepts. Students will complete at least one written paper during the semester.*
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: *Students will conduct research using scientific and industry sources to explore course-related topics. This interaction strengthens their ability to evaluate and apply external information to winemaking contexts. Students will complete at least one research assignment during the semester.*
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: *Students will interact with course content through quizzes, midterm exam, and final assessments that evaluate comprehension and application of key concepts. These assessments reinforce learning and measure progress. Students will complete multiple quizzes (3-4), one midterm exam, and one final exam per semester.*

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: *Students will engage with course content through structured weekly lectures that present key concepts, theories, and applications. Lectures provide the primary foundation for learning and are directly connected to assignments and labs. Lectures will be delivered weekly throughout the semester.*
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: *Students will interact with instructional videos that demonstrate key processes, techniques, and real world winery applications. Videos enhance understanding by visually reinforcing lecture materials. Video content will be provided weekly.*
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: *Students will apply course concepts through comprehensive projects that integrate lecture, lab, and research components. Projects emphasize real-world application and problem-solving. Students will complete at least one major project during the semester.*
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency: *Students will participate in polls and surveys to assess understanding, gather feedback, and encourage engagement with course material. These tools support interactive learning. Polling and surveys will be used periodically throughout the semester.*
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
Frequency: *Students will engage in structured debates on relevant topics within the wine industry to develop critical thinking and communication skills. These activities encourage evaluation of multiple perspectives. Debates will occur at least once during the semester.*
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: *Students will analyze real-world scenarios related to winemaking, fermentation, and wine chemistry. Case studies require application of course concepts to problem-solving situations. Case studies will be incorporated periodically throughout the semester.*
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: *Students will engage with course content by preparing and delivering presentations that apply lecture, lab, and research concepts to real world winemaking scenarios. Presentations support synthesis of material, critical thinking, and effective communication of technical information. Students will complete at least one presentation during the semester, either individually or as part of a group project.*

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589050

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1005 - Zymology/Fermentation Science.

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



Course Modification: VWT 31 - Fall Vineyard Operations

Course Modification: VWT 31 - Fall Vineyard Operations (Launched - Implemented 03-11-2026)

compared with

VWT 31 - Fall Vineyard Operations (Active - Implemented 08-15-2025)

Admin Outline for Viticulture and Winery Technology 31 Fall Vineyard Operations

Effective: Fall

~~2025~~ 2027

Catalog Description:

VWT 31 - Fall Vineyard Operations

3.00 Units

This ~~class~~ course ~~has a strong emphasis on~~ emphasizes the practical ~~applications~~ application of viticulture during the late summer and fall production season. - Students will ~~be~~ actively involved participate in ~~the operations~~ operation of at the ~~LPC~~ Las Positas Campus Hill Vineyard ~~putting into action~~, viticultural applying vineyard management practices ~~for from~~ the veraison fall through and post-harvest. ~~winter~~ Instruction ~~seasons focuses including on~~ canopy fruit management maturity techniques evaluation, harvest logistics, crop estimation, fruit quality assessment, irrigation disciplines management, pest and disease ~~control~~ monitoring, fruit and ~~contracts~~ harvest execution. Students will also engage in post-harvest vineyard care including but not limited to, maturity nutrient sampling management, harvesting soil health evaluation, ~~pruning, erosion control via~~ cover crop planning, fertilization, canopy ~~weed control~~ adjustments, and preparation for dormancy. Emphasis is placed on data collection, decision-making, vineyard ~~development~~ safety, and ~~establishment~~ sustainable with management a practices focus that on support sustainable both fruit quality and long-term vineyard ~~management~~ health. - Students under the age of 21 must have a declared major of either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989. 2 Units Lecture 1 Units Lab

Recommended Course Preparation:

- ~~VWT-10~~

Total Lecture Hours	36
Total Lab Hours	54
Total Inside of Class Hours	90

Total Outside of Class Hours	72
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Agricultural Production

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Demonstrate~~ Interpret the vineyard knowledge maturity of data assessing (Brix, the pH, ripeness TA, of yield grapes estimates) and justify harvest timing decisions using multiple evidence-based tools reasoning.
- B. ~~Demonstrate~~ proper vineyard field techniques, including digital safe and tool analog refractometers handling, a sampling hydrometer procedures, and by harvest using practices a consistent learned with organoleptic industry approach standards.
- C. ~~Demonstrate~~ Diagnose late-season vineyard challenges (i.e. pest pressure, disease presence, water stress, nutrient deficiencies) and recommend appropriate management responses.
- D. Evaluate post-harvest vine condition and explain how fall management practices influence carbohydrate storage, dormancy, and next season's productivity.
- E. Apply ampelographic characteristics to accurately identify grapevine cultivars in the skills field required to correctly prune a grapevine which has been trained to spur pruning including cordon and head-trained vines.
- F. ~~Identify the external, structural components of a modern-trellis-system-trained grape vine.~~

Course Objectives:

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

- A. ~~Explain how vine structure and vine function are related to crop quality~~
- B. ~~Distinguish how climate, soils and vineyard practices affect vine growth and grape quality~~
- C. ~~Describe the current approaches to pest controls and recommend appropriate actions based on the discipline of Integrated Pest Management~~
- D. ~~Apply and maintain a hillside vineyard erosion control program~~
- E. ~~Analyze the current approaches to weed control and recommend appropriate actions through integrated pest management~~
- F. Describe Understand and apply the practice principles of canopy ampleography management to throughout identify the grapevine Fall cultivars season including using leaf pulling morphology.

shoot characteristics, cluster thinning structure, and know seasonal how growth it patterns affects grape-quality

- G. Explore in the varied field aspects of wine-grape-harvesting including accurately predicting
- H. Communicate vineyard yields, ripeness (Brix) determination by refractometer, create a harvest plan, organize the harvest crew observations and harvesting management supplies, recommendations know using appropriate viticulture harvesting techniques terminology and wine data-supported grape reasoning.
- I. Demonstrate proper vineyard safety protocols, equipment handling, and know field the professionalism. specifics
- J. Analyze vineyard data to support management decisions related to sustainability, fruit quality, and long-term vineyard productivity.
- K. Assess canopy condition and vine balance from veraison through leaf fall, explaining impacts on fruit composition and vine health.
- L. Implement post-harvest vineyard practices, including nutrient management, soil assessment, and preparation for a dormancy. grape-contract-
- M. Identify Execute safe and apply efficient a harvest fall fertilizing plan operations, including the hand-harvesting use techniques, fruit handling, and operation quality of sorting. specific fertilizer-application equipment
- N. List Estimate the crop irrigation-needs-of-the-vine load and watering yield strategies through for cluster the-vineyard-as-a-whole counts and how field it changes seasonally; including the operation sampling, and maintenance-of-the-vineyard-irrigation-system-including-programing-the-irrigation-controller
- O. Differentiate between the types of trellis structures used and interpret how to crop install level and influences maintain fruit them quality.
- P. Evaluate and fruit apply maturity different using methods the of-pruning filed and why laboratory they measurements are (Brix, used pH, on TA, certain berry varieties
- Q. Create the vineyard cycle of growth and identify seasonal viticultural practices that must be completed during each stage of vine growth sampling) to insure support quality harvest production decisions.

Course Content:

Lecture:

1. Vine This structure course provides a comprehensive examination of vineyard operations during fall (August through December), emphasizing the scientific principles and function management decisions that influence fruit quality and vine health. Topics include:
 1. Harvest timing and maturity assessment (Brix, pH, TA)
 1. The Crop structure estimation
 2. Fruit of sampling protocols
 3. Irrigation management during post-harvest

4. Nutrient allocation and carbohydrate storage
 5. Canopy adjustments late in the grapevine season
 6. ~~The physiological processes of the vine~~
2. ~~How vineyard soils~~ Pest and ~~climate~~ disease ~~affect~~ pressure ~~quality~~ during harvest
1. Vineyard ~~soils~~ sanitation
 2. Post-harvest ~~analysis~~ vine physiology
 3. ~~Vineyard~~ Dormancy ~~location~~ initiation
 4. Soil ~~climate-awareness~~ management
 5. ~~Effects of soil and climate on crop quality~~
3. ~~Pest Control~~
1. ~~Common vineyard pests including: burrowing rodents, mites, sharpshooters, mildew and molds, mealybugs, etc;~~
 2. ~~Assessing threats and threat levels~~
 3. ~~Learning~~ Erosion ~~control~~ ~~methods through Integrated Pest Management~~
4. ~~Vineyard Floor Management~~
1. ~~Assessing vineyard floor requirements~~
 2. ~~Vine rows and middles management practices~~
 3. Cover crop ~~selection and application~~ planning
 4. ~~Weed control through Integrated Pest Management~~
 5. ~~Herbicide selection through Integrated Pest Management~~

6. ~~Herbicide application procedures; PPE, safe handling, mixing and disposing~~
5. ~~Canopy Management~~
 1. ~~Assessing canopy vigor and requirements~~
 2. ~~Applying the discipline of leaf pulling~~
 3. ~~Understanding cluster thinning~~
 4. ~~Seasonal canopy management practices~~
6. ~~Harvesting Grapes~~
 1. Vineyard ~~sampling~~ record-keeping
 2. Ampleography for will sugar/acid be ratios incorporated using to a strengthen refractometer
 3. Techniques cultivar for identification ~~crop-sampling~~
 4. ~~Field estimating crop size~~
 5. ~~Harvesting techniques~~
 6. ~~Handling and transportation of grapes~~
 7. ~~Winery/grower relations~~
7. ~~Pruning~~
 1. ~~Equipment needed~~
 2. ~~head pruning~~
 3. ~~cordon training~~
 4. ~~cane pruning~~
 5. ~~head training~~

6. ~~New pruning techniques~~

8. ~~Vineyard nutrition~~
 1. ~~Assessing the nutritional needs of the vineyard site~~
 2. ~~Optional fertilizer assessments~~
 3. ~~Fertilizer safety: PPE, handling, mixing, application and disposal~~

9. ~~Support for Vines~~
 1. ~~Types of trellis systems~~
 2. ~~Trellising materials~~
 3. ~~Installing and maintaining a trellised vineyard~~

10. ~~Season cultural practices~~ skills in the field.

2. The lecture portion emphasizes sustainable vineyard
 1. ~~Understanding~~ management practices and the growth connection ~~cycles between~~ of vineyard ~~the vine~~ decisions and ~~how wine~~ each quality ~~season has different cultural demands~~
 2. ~~Vineyard equipment safety, operation and maintenance~~ outcomes.

Lab Activities:

1. ~~Vine~~ Laboratory ~~structure~~ sessions are field-based and ~~function~~ centered on hands-on vineyard operations from August though December. Students will:
 1. Conduct berry sampling and maturity analysis
 2. Perform yield estimation and cluster counts
 3. Assist with harvest logistics

4. Evaluate fruit quality parameters.

2. Field activities include:

1. Identify Irrigation parts system of evaluation
2. Post-harvest vine assessments
3. Canopy and trellis adjustments
4. Cover crop seeding
5. Soil sampling
6. Erosion mitigation practices
7. Early-season pruning preparation.

3. Students will:

1. Practice cultivar identification using amplexographic characteristics
2. Participate in vineyard sanitation and equipment maintenance.

4. Emphasis is placed on:

1. Safe tool use
2. Teamwork
3. Applying lecture concepts directly in the field campus vineyard to reinforce seasonal decision-making and sustainable management practices.

- How vineyard soils and climate affect quality

1. Perform soil analysis

- Pest Control
 1. Assess threats and threat levels
 2. Apply Integrated Pest Management
- Vineyard Floor Management
 1. Apply cover crop
 2. Perform weed control through Integrated Pest Management
- Canopy Management
 1. Assess canopy vigor
 2. Perform leaf pulling
 3. Perform cluster thinning
 4. Perform other canopy management practices as appropriate
- Harvesting Grapes
 1. Use a refractometer
 2. Perform various methods for crop sampling
 3. Field estimate crop size
 4. Harvest grapes
 5. Handle and transport grapes to crush pad
 6. Weigh grapes and produce weigh tags

7. ~~Work with others to perform harvest duties~~
- ~~Perform a variety of pruning techniques including:~~
 1. ~~head pruning~~
 2. ~~cordon training~~
 3. ~~cane pruning~~
 4. ~~head training~~
- ~~Vineyard nutrition~~
 1. ~~Assess nutritional needs of the vineyard site~~
- ~~Support for Vines~~
 1. ~~Install, maintain and/or repair vineyard trellising~~
- ~~Perform Fall season cultural practices in the vineyard safely~~

Methods of Instruction:

1. Lecture - Instruction will be delivered through a combination of interactive lectures, guided discussions, and demonstrations.
2. Discussion - Students will participate in structured in-class discussion focused on seasonal vineyard decision-making, sustainable practices, and problem-solving scenarios related to fall operations. Discussions will emphasize critical thinking, application of viticulture terminology, and evaluation of real-world vineyard challenges. Online Canvas discussions will extend classroom learning through case studies, reflection prompts, and analysis of vineyard data or current industry topics. Students will be expected to contribute thoughtful initial responses and engage professionally with peers by providing constructive feedback and comments that can continue the online conversation.
3. Demonstration - Field demonstrations and extensive field-based learning in the campus vineyard.

4. Audio-visual Activity - Instruction will be delivered through a combination of interactive lectures, guided discussions, and demonstrations.
5. Observation - Observation activities may be incorporated into the course to support experiential learning in the vineyard. Students will engage in guided field observations of vine growth, fruit development, pest and disease presence, irrigation performance, and seasonal vineyard conditions.
6. Lab - Student hands-on laboratory activities and field ~~practice~~ demonstrations in the campus vineyard.
7. Classroom Activity - Classroom activities will include interactive lectures, guided discussion, problem-solving exercises, and analysis
8. Projects - Project-based learning will be an integral component of this course and will primarily occur through laboratory assignments conducted in the vineyard. Students will complete a variety of hands-on projects both individually and in small groups, applying seasonal vineyard concepts to real-world tasks such as maturity sampling, crop estimation, pest monitoring, etc. These assignments are designed to develop practical skills, reinforce critical thinking, and strengthen collaboration and professional communication.
9. Field Trips - Field trips may be incorporated into the course to enhance student learning through exposure to commercial vineyards or industry-related facilities. Participation in field experiences is at the discretion of the instructor and will depend on instructional timing, funding availability, seasonal relevance, and site accessibility. Field trips are designed to provide real-world context to fall vineyard operations and may vary by semester based on industry opportunities and logistical considerations.
10. Guest Lecturers - Guest lecturers may be incorporated into the course to provide students with exposure to the diversity of industry professionals in viticulture, enology, vineyard management, pest control, irrigation management, and related fields. Participation of guest speakers is at the discretion of the instructor and will depend on scheduling availability, course timing, and relevance to current course topics. Guest lectures are intended to connect classroom concepts to real-world industry practices and may vary by semester based on professional availability and instructional needs.

Methods of Evaluation

- A. Exams/Tests
 1. At least two exams ~~/tests/quizzes~~ per semester .
- B. Group Projects
 1. Participate in at least one harvest
- C. Home Work
 1. Weekly
- D. Lab Activities
 1. Weekly
- E. Oral Presentation
 1. At least one per semester
- F. Papers
 1. Weekly ~~written-~~ lab assignments
- G. Projects
 1. Participate in at least one harvest
- H. Quizzes
 1. At least two ~~exams/tests/~~ quizzes per semester .

Typical Outside-of-Class Assignments

A. Other :

~~A. Weekly reading assignments in text related to lecture topics~~

~~B. Field Trips at specified locations~~

~~C. Vineyard cultural practices, e.g. Training and pruning~~

~~D. Laboratory/field projects related to viticulture practices~~

:

1. Canvas discussion are incorporated throughout the course to engage students with current and relevant topics in the wine industry.

1. These discussions encourage students to explore real-world issues such as sustainability, climate impacts, emerging technologies, and evolving consumer trends.

2. By participating, students develop critical thinking skills, share perspectives, and connect course concepts to what is actively happening in the industry.

B. Project:

1. Students will complete two large projects. One at the beginning of the semester, students will participate in as "Shark Tank"-style pitch, where they develop and present ideas on what styles of wine should be produced in class.

1. This encourages creativity, critical thinking, and early engagement and course concepts.

2. At the end of the semester, students will complete a comprehensive project in which they design their own winery, integrating knowledge from all lectures and labs.

1. This project emphasizes the ability to synthesize scientific principles with real-world wine making decisions.

C. Reading:

1. Weekly out of class readings are given weekly and are designed to directly reinforce lecture concepts while preparing students for upcoming lab activities and lectures. The readings serve to deepen comprehension, build partial readiness, and create a more cohesive learning experience.

Textbooks (Typical):

Textbook:

1. ~~Alex~~ ~~Jamie~~ ~~Maltman~~ ~~Goode~~ *The New Viticulture: the science of growing grapes for wine.* 1 ed., Flavour Press, 2023.
2. ~~Ram C. Dalal, Somasundaram Jayaraman~~ *Vineyards, Soil Rocks Fertility Degradation , and Soils: Soil The Health Wine Restoration Lover's and Guide Management.* to 1 ~~Geology~~ ed., Springer Singapore, 2026.
3. ~~Jamie Goode~~ *Regenerative Viticulture.* 1 ed., Independently published, 2022.
4. ~~Humberto Blanco, Rattan Lal~~ *Soil Conservation and Management* . 1st ed., ~~Oxford Springer~~ University Press ~~Singapore~~ , 2018 ~~2024~~ .
5. Marcus Keller *The Science of Grapevines.* 3rd 4th ed., Academic Press, 2020:
6. ~~Ted Goldhammer-~~ *Grape Growers Handbook: A Guide To Viticulture for Wine Production.* -3rd ed., Apex, 2021:
7. ~~Robert White-~~ *Understanding Vineyard soils.* -2nd ed., Oxford University Press, 2015 ~~2025~~ .

Other Materials Required of Students

1. Industry standard vine pruning shears.
2. Students must wear proper footwear in the vineyard.

Equity Based Curriculum

- ~~Course~~ Methods ~~Content~~ of Instruction
- Typical Assignments

Requisite Skills

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

- A. ~~VWT-10~~
 1. ~~describe grapevine biology and physiology~~
 2. ~~identify the above and below ground components of the grape vine throughout the seasonal intervals of grape vine development~~
 3. ~~illustrate the importance of the relationship of soil and climate relative to quality grape and wine production~~
 4. ~~evaluate and manage the seasonal specific requirements of the vineyard and apply the appropriate cultural practices~~
 5. ~~interpret the harvest process from planning through processing~~

DE Proposal

Delivery Methods

- **Emergency** Fully Online (~~F~~O ~~E~~F~~O~~)
- **Emergency** Online with ~~the~~ Flexible In-Person Component (~~O~~F~~I~~ ~~E~~O~~F~~I) -
- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Outside an emergency, this course could be offered in a hybrid format, with lecture content delivered online, and laboratory instruction conducted in person. Delivering lectures online provides flexibility for students who commute long distances and helps reduce scheduling conflicts with other VWT courses that may overlap. It also allows students to review recorded materials at their own pace while continuing to stay on track academically. The lab component, however, should remain in person (unless in an emergency) due to the hands-on nature of vineyard operations.

Rationale for DE

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

~~F~~O only during an emergency was selected only because we feel that there has to be a way to offer the course even in case of an emergency that precludes students from coming to campus, so that students in the program are not prolonging their academic career due to an emergency beyond their control. Vineyard operation lab skills, however, should be reinforced, practiced, and demonstrated in-person, except during emergencies. In-person lab skills could be reinforced, practiced, and demonstrated through either flexible in-person time or scheduled time.

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

~~I had a robust conversation with my faculty, colleagues, alumni, my Dean and my Advisory Board; all encouraged the transition of LECTURE content to on line to increase access and bolster enrollments.~~

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: Helpful feedback via rubrics on homework (once a week), quizzes, and exams ~~-(when administered): quizzes will be at least 5 times a semester and there will be two exams~~
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: At least once a semester
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: A minimum of 3 posts per semester on the VWT ~~Facebook~~ [social media](#) page [, along with keeping the website up to date.](#)
- **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: OFI and PO: Students will come to campus to reinforce, practice, and demonstrate vineyard operation lab skills (that they learned online) approximately 3 times per semester for a total of at least 27 hours of hands-on experience.
- **Other:** [The WhatsApp "Grape Minds" chat is an informal communication platform for VWT students to ask lecture and lab questions, receive updates, and stay informed about vineyard activities and program announcements. It also supports peer interaction, networking, and professional connection](#)

within the program. Communication is active and ongoing, typically occurring at least once per day as students engage and ask questions. Official matters such as grades or personal concerns continue to be handled in person or through Canvas to maintain professionalism and confidentiality.

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 8 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
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: At least one Facebook group discussion per semester (VWT Facebook page)
- **Other:** Padlet will be used as an interactive platform during lecture to facilitate real-time discussion and applied learning activities. Students may complete prompts individually or in small groups, depending on the activity. Responses are posted directly to Padlet, allowing all students to view, compare, and learn from one another's answers in a shared space. This format encourages participation, collaboration, and immediate feedback when reinforcing key concepts. At the conclusion of each activity Padlet response can be downloaded and shared with the class, providing a compiled resource that students can review later for studying and exam preparation

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per 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: 1 per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: A minimum of 5 quizzes and 2 exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 16 asynchronous 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

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: 1 per semester
- **Other:**
Frequency: 1 per semester
- **Other:**
Frequency: OFI and PO: Students will come to campus to reinforce, practice, and demonstrate vineyard operation lab skills (that they learned online) approximately 3 times per semester for a total of at least 27 hours of hands-on experience.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000378540

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

[01.1004 - Viticulture and Enology.](#)

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



Course Modification: VWT 41 - Fall Winery Operations

Course Modification: VWT 41 - Fall Winery Operations (Launched - Implemented 03-15-2026)
compared with
VWT 41 - Fall Winery Operations (Active - Implemented 08-15-2025)

Admin Outline for Viticulture and Winery Technology 41 Fall Winery Operations

Effective: Fall

2025 2027

Catalog Description:

VWT 41 - Fall Winery Operations 3.00 Units

This class has a strong emphasis on the practical applications of winery operations. Students will be involved in the harvest, crush, and processing of grapes from the Campus Hill Vineyard for wines produced by the Campus Hill Winery at Las Positas College. Students will gain experience with winery operations for the fall season including planning, managing and implementing harvest; monitoring grape maturity; press pad equipment operation and safety; handling must and juices; alcoholic and malolactic fermentation; sensory and laboratory analysis; handling and storage of new wines; maintenance of wines from previous vintages; winery sanitation; forklift safety and operation; and general cellar practices. - _ Students under the age of 21 must have a declared major of either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989. 2 Units Lecture 1 Units Lab

Recommended Course Preparation:

- ~~VWT-20~~

Total Lecture Hours	36
Total Lab Hours	54
Total Inside of Class Hours	90
Total Outside of Class Hours	72
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Agricultural Production

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Demonstrate a working knowledge for "racking" wine.
- B. Demonstrate a working knowledge of the fermentation process.
- C. Demonstrate a working knowledge of winery sanitation and safety protocols.
- D. Demonstrate a working knowledge of grape processing equipment (crusher/destemmer, press, and pumps).
- E. Demonstrate a working knowledge of wine monitoring techniques (Brix, pH, temperature, and fermentation tracking).

Course Objectives:

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

- A. Describe safe laboratory practices and procedures
- B. Describe the procedures that insure proper winery sanitation
- C. Identify and explain the operations of standard wine analysis equipment
- D. Name the basic chemicals used in wine production
- E. Describe how to evaluate wine grapes pre-harvest
- F. Describe how to handle and evaluate wine grapes post-harvest
- G. Explain the proper procedures involved with the harvesting of wine grapes
- H. Identify winemaking equipment and machinery and explain the proper procedures required for the safe operation of the equipment and machinery
- I. Describe the varied processes involved in the production of red and white wines
- J. ~~Accurately describe the chemical and sensory traits of wines~~
- K. ~~inspect and maintain wines in the cellar and recommend wine maintenance operations~~
- L. ~~inspect and maintain equipment used in winery operations~~
- M. Explain how to keep and maintain up-to-date winery records

Course Content:

Lecture:

1. ~~Introduction~~ Lecture content will center on the winery activities that occur from late summer through early winter, including:
 1. Fruit maturity evaluation
 2. Harvest timing decisions

3. Logistics of receiving fruit
4. Crush pad operations, fermentation monitoring
5. Post-fermentation handling
6. Sanitation
 1. Microbial control
 2. Pressing
 3. Basic cellar management during peak harvest

2. Students will have opportunities to ~~Fall~~ assist ~~Winery Operations~~

1. ~~Harvest preparation~~
2. ~~Harvest~~
3. ~~Receiving fruit~~
4. ~~Destemming, crushing~~
5. ~~Pressing~~
6. ~~Fermentation~~

3. ~~Review of Spring Winery Operations~~

1. ~~Aging (Barrel/tank)~~
2. ~~Stabilizing wines~~
3. ~~Bottling~~

4. Winery equipment operation, maintenance, and repair

1. Safe start-up, operation, and shut down of winery equipment
2. Equipment safety protocols

5. Review of basic wine chemistry

1. Brix
2. Fermentation process

6. Field measurements

1. Analysis equipment
2. Brix
3. Titratable Acidity (TA)
4. pH

7. Winery Chemicals

1. Chemicals for Wine Analysis
2. Chemicals for Winery Sanitation
3. Chemicals for Wine Vessel Sanitation

8. Winery laboratory Safety

1. PPE
2. Safe Handling, Storage and Disposal of Chemicals

9. Winery sanitation and safety

1. Equipment Sanitation
2. Winery Floor and Drains Sanitation
3. PPE-

10. Review of analytical methods

1. pH Meter Calibration and Measurements
2. SO₂ Sulfilizer Measurements (Free and Total SO₂)
3. Auto-Titrator Calibration and Measurements-
 1. Titratable Acidity
 2. Free and Total SO₂
4. Malolactic Fermentation Progress Monitoring
 1. Paper Chromatography

11. Review of basic wine production

1. Harvest
2. Receiving Fruit
3. Destemming and Crushing
4. Fermentation
5. Pressing

12. ~~Wine grape evaluation and handling pre-harvest~~

- ~~1. Brix/Ripeness Assessments~~
- ~~2. Methods to Determine Vineyard Block Ripeness~~
- ~~3. Measuring pH and TA in the Field~~

13. ~~Wine grape evaluation handling post-harvest~~

- ~~1. Harvest Container Choices~~
- ~~2. Weighing Fruit and Creating a Weight Tag~~

14. ~~Wine~~ with grape harvest both during scheduled class time and outside of class to gain hands-on experience with real-time winery operations

- ~~1. Assessing Potential Grape Pests~~
- ~~2. Field Sorting~~

15. ~~Basic wine production~~

- ~~1. Whole Clusters or Destemming Decisions~~
- ~~2. Loading Fruit into the Grape Elevator~~
- ~~3. Adjusting the Level of Destemming~~
- ~~4. Fruit Sorting on the Conveyor Belt~~
- ~~5. To Crush or Not to Crush~~
- ~~6. Must: Methods and Practices of Pre and Post Fermentation Maceration~~
- ~~7. Pressing Using a Pneumatic Press~~
- ~~8. Moving Wine into Various Aging Vessels~~

16. ~~Sensory evaluation of wine~~

1. ~~How to Taste "unfinished" Wine~~
2. ~~Quality Assessment of Wines Through ALL Stages of Production~~
3. ~~Identification of Flaws and Faults~~

17. ~~On-going maintenance of wines from previous vintages~~

1. ~~Barrel Management Practices~~
2. ~~Measuring SO₂~~
3. ~~Topping~~
4. ~~Racking~~

18. ~~Routine cellar practices and operations~~

1. ~~Blending Wines~~
2. ~~On-Going Sensory Analysis of Wines in Barrel and Tank~~

19. ~~Barrel and tank maintenance~~

1. ~~Cleaning and Sanitizing Protocols for Each Type of Vessel~~

20. ~~Long Term Wine Storage Methods~~

1. ~~Case Goods~~
2. ~~Wines in Tank~~
3. ~~Wines in Barrel~~

4. ~~Wines in Glass~~
5. ~~Wines is Concrete~~

21. ~~Winery equipment operations, maintenance and repair~~

1. ~~Destemmer~~
2. ~~Vibrating Sorter~~
3. ~~Sorting Conveyor Belt~~
4. ~~Roller Crusher~~
5. ~~Pneumatic Press~~
6. ~~Various Pumps~~
7. ~~Hose Management~~

22. ~~Record keeping~~

1. ~~Winery Compliance~~

Lab Activities:

1. Lab activities will focus on hands-on winery operations that take place during harvest and post-harvest, including:
2. Fruit sampling
3. Processing grapes on the crush pad
4. Operating equipment safely
5. Monitoring fermentations (Brix, temperature, sensory evaluation).
6. Pressing
7. Basic cellar tasks such as racking and sanitation

8. Students will actively participate in grape harvest and production activities both during scheduled lab time and, when possible, outside of class to gain practical experience aligned with real-time winery workflow.

Methods of Instruction:

1. Field Trips - Field trips may be incorporated into the course to ~~local~~ enhance student learning through exposure to commercial wineries ; ~~led~~ or industry-related facilities. Participation in field experiences is at the discretion of the instructor and will depend on instructional timing, funding availability, seasonal relevance, and site accessibility. Field trips are designed to provide real-world context to fall winery operations and may vary by ~~key~~ semester winery based ~~personnel~~ on industry opportunities and logistical considerations.
2. Classroom Activity - ~~hands~~ Hands -on activities are specific to topics covered in classroom meetings
3. Lecture - Lecture will be a combination of powerpoint slides, group and individual discussions, videos, and more.
4. Guest Lecturers - ~~Local~~ Guest lectures may be incorporated into the course to provide students with exposure to diverse industry professionals in viticulture, enology, and winery management. Participation of guest speakers is at the discretion of the instructor and will depend on scheduling availability, course timing, and relevance to current course topics. Guest lectures are intended to connect classroom concepts to real-world industry practices and may vary by semester based on professional availability and instructional needs.
5. Audio-visual Activity - Media presentations
6. Observation - Observation activities may be incorporated into the course to support experiential learning in the winery. Students will engage in guided winery observations of yeast rehydration, racking, transferring, punch downs, pressing, processing, etc. The inclusion and timing of observation activities are at the discretion of the instructor and may vary.
7. Discussion - Field demonstration and discussion
8. Lab - ~~hands~~ Hands -on training and practice
9. Demonstration - Demonstrations are specific to topics covered in classroom meetings
10. Projects - Project-based learning will be an integral component of this course and will occur through the lecture and lab. Students will complete a variety of hands-on projects both individually and in small groups, applying winemaking concepts to real-world tasks. The scope and format of projects may vary based on seasonal timing, winery needs, and instructional goals. These assignments are designed to develop practical skills, reinforce critical thinking, and strength collaboration and professional communication within a winery setting.
11. Padlet will be used as an interactive platform during lecture to facilitate real-time discussions and applied learning activities. Students may complete prompts individually or in small groups, depending on the activity. Responses are posted directly to Padlet, allowing all students to view, compare, and learn from one another's answers in a shared space. This format encourages participation, collaboration, and immediate feedback while reinforcing key concepts. At the conclusion of each activity, Padlet responses can be downloaded and shared with the class, providing a compiled resource that students can review later for studying and exam preparation.

Methods of Evaluation

- A. Class Participation
 - 1. Regular participation in weekly activities
- B. Class Performance
 - 1. At least twice a semester
- C. Exams/Tests
 - 1. At least two exams/tests/quizzes per semester
- D. Field Trips
 - 1. At least once if possible. Field trips are designed to provide real-world context to fall winery operations and may vary by semester based on industry opportunities and logistical considerations.
- E. Final Performance
 - 1. Individual performance of fall winery operation skills
- F. Group Projects
 - 1. At least once.
- G. Home Work
 - 1. Weekly homework assignments
- H. Individual consultation with students
 - 1. At least once per semester
- I. Lab Activities
 - 1. Active participation in weekly lab activities monitored by instructor
- J. Projects
 - 1. One industry related group project per semester
- K. Quizzes
 - 1. At least two exams/tests/quizzes per semester

Typical Outside-of-Class Assignments

- A. ~~Other~~ Reading :
 - 1. Weekly reading ~~assignments that in corresponds the with text lecture related and lab~~ to ~~lecture enhance or student~~ field topics. For example, Read Chapter 5
 - 2. ~~Homework assignments weekly~~
 - 3. ~~Participation in field trips to specified locations~~
 - 1. ~~local vineyards~~
 - 2. ~~local wine production facilities~~ learning
- D. ~~Apply~~ Writing:
 - 1. Weekly appropriate lab winery reports

E. Other:

1. Surveys equipment will handling be procedures conducted in order to seasonally gain available student materials feedback in on fermentation laboratory room and lecture activities and topics.
2. Every few weeks an online discussion via Canvas regarding current event topics that relates to the lecture and lab topics.

Textbooks (Typical):

Textbook:

1. Maurício Bonatto Machado de Castilhos *Basic Protocols in Enology and Winemaking*. 2023rd ed., Humana, 2023.
2. Ted Goldammer *Wine Production: Science and Technology of Winemaking*. 1st ed., Apex Publishers, 2022.
3. Kieron Atkinson, Jane Travis *Winemaking: A Guide to Growing, Nurturing, and producing*. 1st ed., Crowood Press, 2022.
4. Jamie Goode *The Science of Wine: From Vine to Glass*. 3rd ed., University of California Press, 2021.
5. John Considine, Elizabeth Frankish *A Complete Guide to Quality in Small-Scale Wine Making*. + 1st ed., Academic Press, 2014.
6. Miller, E., *Vintners Apprentice; An Insiders Guide to the Art and Craft of Wine Making*. 1st ed., Quarry Books, 2011.
7. Dr. Yair Margalit, *Winery Technology & Operations*. 3rd ed., The Wine Appreciation Guild, 2012.

Other Materials Required of Students

1. Chemistry goggles.
2. Slip resistant footwear.

Equity Based Curriculum

- Course Methods Content
- of DE Course Interaction Instruction

Requisite Skills

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

- A. ~~VWT-20~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

FO in the event of an emergency (i.e. campus closure or public health crisis), the course could temporarily transition to a DE format to maintain continuity through virtual demonstrations, case studies, data analysis, student presentations, and guided discussions. However, under normal circumstances, in-person instruction is essential to ensure students gain the practical vineyard skills required for fall operations.

Rationale for DE

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

~~FO only during an emergency was selected only because we feel that there has to be a way to offer the course even in case of an emergency that precludes students from coming to campus, so that students in the program are not prolonging their academic career due to an emergency beyond their control. Winery operation lab skills, however, should be reinforced, practiced, and demonstrated in-person, except during emergencies. In-person lab skills could be reinforced, practiced, and demonstrated through either flexible in-person time or scheduled time.~~

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

~~I had a robust conversation with my faculty, colleagues, alumni, my Dean and my Advisory Board; all encouraged to transition the LECTURE content to online to increase access and bolster enrollments.~~

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: Helpful feedback ~~via rubrics on~~ homework (once a week), quizzes, and exams ~~(when administered):~~ / quizzes ~~will be at least 5 times a semester and there will be two exams .~~
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 1 announcement per week.
- ~~**Web conferencing:** - The instructor will use web conferencing to interact with students in real time.~~
~~**Frequency:** - At least once a semester~~
- ~~**Social networking:** A social networking tool will be used to disseminate academic information and allow for student comments.~~
Frequency: A minimum of 3 posts per semester on ~~the~~ all VWT ~~Facebook social page media~~ platforms while keeping the website up to date.
- ~~**Face-to-face meetings (partially online courses only)**~~ **Telephone :** *Students The telephone will come be used to campus interact during with face- students individually to -face sessions answer (office questions, hours review student work , etc .-) to discuss any facet of the course .*
Frequency: ~~Off~~ May be used if needed to help student(s) outside of office hours and ~~PO: Students will come class to campus help answer questions.~~
- ~~**Other:** _~~
Frequency: The WhatsApp "Grape Minds" chat serves as an informal communication and networking space for all VWT students. This platform allows students to reinforce ask lecture or lab-related questions , practice clarify assignments , and demonstrate stay winery informed operation about lab upcoming skills vineyard (that activities, they events, learned and online) program approximately updates 3 in times real per time. semester It for also provides a

total collaborative environment where students can interact with one another, share industry opportunities, discuss course concepts, and build professional connections. The Grape Minds chat is intended to strength community within the VWT program, encourage peer support, and enhance student engagement outside of at class. least While 27 it hours supports of academic hands discussion and timely communication, official course matters such as grades or personal concerns continue to be handled through formal channels such as Canvas or in - on person experience to maintain professionalism and confidentiality .

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 8 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 per semester
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: At least ~~one~~ once ~~Facebook-group-discussion-per~~ a semester (~~VWT on Facebook social page~~) media platforms

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per 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: 1 per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: A minimum of ~~5-quizzes-and~~ 2 exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: ~~16~~ Weekly
- ~~asynchronous~~ **Simulations:** Simulations will be used by students so they can participate in and learn from processes.
Frequency: At least 3 simulations 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

- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: *At least 1 per semester*
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: *1 per semester*
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency: *At least 1 per semester*
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
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: 1 per semester
- **Other:**
Frequency: OFI and PO: Students will come to campus to reinforce, practice, and demonstrate winery operation lab skills (that they learned online) approximately 3 times per semester for a total of at least 27 hours of hands-on experience.
- **Other:**
Frequency: 1 per semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000351503

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1004 - Viticulture and Enology.

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



Course Modification: VWT 47 - Wines of California

Course Modification: VWT 47 - Wines of California (Launched - Implemented 03-15-2026)
compared with
VWT 47 - Wines of California (Active - Implemented 08-15-2025)

Admin Outline for Viticulture and Winery Technology 47 Wines of California

Effective: Fall

~~2025~~ 2027

Catalog Description:

VWT 47 - Wines of California 3.00 Units

Introduction to wines produced in California by region, including history, viticultural practices and winemaking styles. There is a strong emphasis on the sensory evaluation of representative California wines. There is a materials fee associated with this class. Students under the age of 21 must have a declared major of viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Agricultural Production

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. ~~Accurately~~ Students should be able to accurately describe a wine's qualities.
- B. Recognize the important wine regions within California
- C. Analyze the relationship between California Terroir (climate, soil, and geography) and resulting wine styles.
- D. Compare and differentiate major California grape varieties and their regional expressions.
- E. Evaluate California wines using standard sensory analysis techniques and communicate findings using proper wine terminology.

Course Objectives:

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

- A. Identify California winemaking regions and describe their respective viticultural characteristics
- B. Evaluate the relationship between viticulture practices and the resulting wines
- C. Evaluate the principal varieties of wine and the varied styles produced in California
- D. Describe California wine-grape producing regions and their typical winemaking methods
- E. Differentiate the climate, soil and geographic factors that contribute to the uniqueness of the regions studied
- F. Qualitatively analyze wines that represent a variety of wine grapes, origins, styles, vintages, and production techniques.

Course Content:

1. Introduction to wine tasting

- 1. Learning how to taste and qualitatively evaluate wine
- 2. Physiology and sociology of wine consumption
- 3. Wine service protocols

2. Understanding what is an Approved Viticultural Area

- 1. Viticultural areas as defined by the BATF/TTB

3. Factors contributing to the distinctiveness of a wine region

- 1. Site specifics
- 2. Geography and topography

1. Elevation

2. Latitude

3. Climate and weather

1. Macro/Meso/Micro-climates

4. Soil specifics impacting varietal development

1. Geology

2. Slope

3. Aspect

4. Wines from the major wine producing regions of California

1. North coast

1. Napa

2. Sonoma

3. Mendocino

4. Livermore

2. Central coast

1. Santa Barbara

2. Monterey

3. San Luis Obispo

3. Central Valley

1. Lodi

4. California foothills

1. Amador

2. El Dorado

Methods of Instruction:

1. Lecture - Powerpoint slides
2. Audio-visual Activity - Audio and visual presentations
3. Discussion - In class and online via Canvas
4. Classroom Activity - In-class activities that could involve students to work individually or in groups
5. Demonstration - In class visual demonstration by the instructor
6. Field Trips - Field trips may be incorporated into the course to enhance student learning through exposure to commercial vineyards, wineries, or industry-related facilities. Participation in field experiences is at the discretion of the instructor and will depend on instructional timing, funding availability, seasonal relevance, and site accessibility. Field trips are designed to provide real-world context to fall vineyard operations and may vary by semester based on industry opportunities and logistical considerations.
7. Guest Lecturers - Guest lecturers may be incorporated into the course to provide students with exposure to diverse industry professionals. Participation of guest speakers is at the discretion of the instructor and will depend on scheduling availability, course timing, and relevance to current topics. Guest lectures are intended to connect classroom concepts to real-world industry practices and may vary by semester based on professional availability and instructional needs.
8. Student Presentations - Individual or group presentations
9. Written Exercises - Writing exercises that centers around tasting wine
10. Sensory evaluation of representative wines

Methods of Evaluation

A. Class Participation

1. Weekly

- B. Exams/Tests
 - 1. At least 2 exams/tests/quizzes per semester
- C. Field Trips
 - 1. At least one per semester if possible
- D. Group Projects
 - 1. At least one per semester
- E. Home Work
 - 1. Weekly
- F. Individual consultation with students
 - 1. At least once a semester
- G. Oral Presentation
 - 1. At instructor's discretion
- H. Papers
 - 1. At least one per semester
- I. Projects
 - 1. At instructor's discretion
- J. Quizzes
 - 1. At instructor's discretion

Typical Outside-of-Class Assignments

- A. Reading:
 - 1. Weekly readings are designed to familiarize students with the state's diverse wine regions, grape varieties, and production styles. These readings highlight key AVAs, climate influences, and winemaking practices that define California wines, while also connecting to lecture and lab topics. Through these assignments, students develop a stronger understanding of regional identity, industry trends, and the factors that contribute to wine quality across California.
- B. Writing:
 - 1. Students will be required to visit one winery in the Livermore Valley and complete a written reflection on their tasting experience. In this assignment, students will evaluate the wines they tasted by applying current lecture concepts such as acidity, balance, fermentation practices, and overall wine style. They should also observe and describe how the winery's practices, environment, and regional characteristics influence the final wines. The goal is to connect classroom learning to real world wine evaluation and develop a deeper understanding of how theory translates into practice.
- C. Research:
 - 1. Students will complete a research paper comparing the Livermore Valley wine region to another wine region of their choice. In this paper, students will analyze key factors such as climate, soils, grape varieties, and winemaking practices, and how these differences influence wine style and

quality. Students should connect course lecture concepts by evaluating regional terroir, acidity, and production decisions, while considering historical and cultural influences unique to each region. The goal of this assignment is to develop a deeper understanding of how location and winemaking choices shape wine characteristics, while strengthening students' ability to compare and critically analyze wine regions within California.

D. Other :

~~A. Weekly reading assignments~~

~~1. Read Contra Costa County in Part II in The New California Wine (The New Terrior; California Road Trip) pgs 106-108~~

~~2. Complete assigned homework questions~~

~~B. Internet research of assigning topic~~

~~1. Visit the Website for the Livermore Valley Wine Grower's Association and research the leading wineries in the Valley.~~

~~C. Pick a winery located in the Sierra Foothills and write a 1-2 page paper on the sales and marketing strategies identified.~~

:

1. Canvas discussions are designed to engage students with the state's diverse wine regions, grape varieties, and evolving industry practices and trends. Every other week, students will discuss topics related to specific AVAs, climate influences, trends, wine industry issues, and California wineries.

Textbooks (Typical):

Textbook:

1. ~~Mike Elaine Desimone; Chukan Jeff-Jenssen Brown~~ The Wines of California ;~~The Comprehensive Guide~~ . 1st ed., ~~Sterling Academie Epicure du Vin Library Ltd~~ , ~~2015~~ 2025 .
2. Jon Bonné *The New California Wine; A Guide to the Producers and Wines Behind a Revolution in Taste*. 1st ed., Ten Speed Press, 2013.
3. Jancis Robinson *American Wine; The Ultimate Companion to the Wines and Wineries of the United States*. 1st ed., University of California Press, 2012.
4. Hugh Johnson, Jancis Robinson *The World Atlas of Wine*. ~~8th~~ 9th ed., Octopus Publishing Group, ~~2019~~ 2026 .
5. Karen MacNeil *The Wine Bible*. 3rd ed., Workman Publishing, 2022.
6. Bruce Cass, Jancis Robinson *The Oxford Companion the Wines of North America*. ~~1st~~ 5th ed., Oxford University Press, ~~2000~~.
7. ~~Susan Keevil On California: From Napa to Nebbiolo...Wine Tales from the Golden State.~~ -1st ed., Académie du Vin Library, ~~2021~~ 2023 .

Other Materials Required of Students

1. ~~There is a materials fee for this course.~~

Equity Based Curriculum

- ~~Course~~ Methods ~~Content~~ of Instruction

Requisite Skills

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

~~Fully Online: All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various new world appellations. Partially Online: While all of the course materials can be delivered effectively online, offering the course partially online with some face-to-face may be more FUN. Some face-to-face tastings can be held to allow students the additional experience of tasting (in person) a larger selection of instructor curated wines from various new world appellations.~~

All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various new world appellations.

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

~~I had a robust conversation with my faculty, colleagues, alumni, my Dean, and my Advisory Board; all encouraged the transition to online to increase access and bolster enrollments. Additionally, I have been offering a different course (VWT-1) in an emergency fully online mode for Fall 2020, and I have come to realize that virtual wine tastings of instructor-curated wines, offered via Zoom/ConferZoom, can be done to the same standard of quality as face-to-face.~~

After a robust conversation with faculty, colleagues, alumni, Dean, and Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.

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: Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams).
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: When offered in a FO mode, students will participate in virtual tastings via web conferencing at least 5 times per semester.

- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*

Frequency: A minimum of 3 posts per semester on the VWT [Facebook social page media pages](#).

- **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 offered in a PO mode, students will come to campus for face-to-face tastings at least 5 times per semester.

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 8 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 per semester.

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*

Frequency: At least one Facebook group discussion per semester ([on](#) VWT [Facebook social page](#) [media pages](#)).

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: When offered in a FO mode, students interact with each other in virtual tastings at least 5 times per semester.

- **Other:**

Frequency: When offered in a PO mode, students will interact with each other in face-to-face tastings at least 5 times per semester.

Student-Content Interaction

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

Frequency: 1 per 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: 1 per semester.

- **Written papers:** *Papers will be written on various topics.*

Frequency: 1 per semester.

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: 1 per semester.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: A minimum of 5 quizzes and 2 exams.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 12 ~~Depending~~ asynchronous on per the semester: learning format, lectures will be weekly
- **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 : if possible
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: 1 per semester :
- **Other:** -
Frequency: - ~~1 per semester:~~ minimum

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU ~~→~~ **Approved**

Codes and Dates

Course CB Codes

CB00: State ID

CCC000574801

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1004 - Viticulture and Enology.

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

5.3. Course Deactivations

- BUSN 86 Management Strategies & Dilemmas
Justification: Never offered.
- CIS 7 Introduction to Programming Concepts and Methodologies
Justification: Course is Out of Compliance.
- CIS 71C Skills Improvement
Justification: Course is Out of Compliance.
- CIS 72A Data Management
Justification: Course is Out of Compliance.
- CIS 72B Basic Office Integration
Justification: Course is Out of Compliance.
- CIS 75 Office Technology/Communications
Justification: Course is Out of Compliance.
- CIS 81A Introduction to Cloud Computing
Justification: Course is Out of Compliance.
- CIS 81B Database Essentials in the Cloud
Justification: Course is Out of Compliance.
- CIS 81C Compute Engines for Cloud Computing
Justification: Course is Out of Compliance.
- CIS 82A AWS Cloud Practitioner Certification Prep
Justification: Course is Out of Compliance.
- CIS 82B AWS Academy Cloud Solutions Architecture Certification Prep
Justification: Course is Out of Compliance.
- CIS 88B Adv Microsoft Word
Justification: Course is Out of Compliance.
- CIS 92 Web: PHP Programming, MySQL
Justification: Course is Out of Compliance.

5.4. Procedures

- DEI and UDL Procedure Draft

Procedure for Ensuring Diversity, Equity, Inclusion, and Universal Design for Learning in the Course Outline of Record

No new course or course modification will be placed for First Reading without adhering to this procedure.

Course Development/Modification

During course development or a course modification, faculty are to include language in at least one element of the Course Outline of Record (COR) that describes “approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students, and which elements of the COR use or describe approaches faculty may use to accommodate the needs and abilities of all learners and develop a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.” Faculty are required to identify the elements of the COR by checking boxes next to the appropriate elements on the IDEAA page of the course proposal in CurriQunet.

Technical Review Process

During the technical review process at the Division Technical Review, Curriculum Technical Review, and Curriculum Chair levels, course outlines of record are analyzed by faculty to ensure Diversity, Equity, Inclusion, and Universal Design for Learning Practices included in at least one element of the COR. Reviewers will verify if the language is included where faculty identify on the IDEAA page and may offer suggestions, request modifications, or require specific changes to the wording through CurriQunet.

5.5. Other

- Curriculum Committee Charge
- Shared Governance Worksheet

Overview

Responsibility for reviewing curriculum, establishing prerequisites, course placement in disciplines, assigning course identifiers, degree and certificate requirements, developing process and timelines for review of academic programs, grading policies, maintaining and updating discipline list, and making recommendations to the President for action by the Board of Trustees. All new courses and programs, as well as changes in current course and program content, structure, or credit, must be reviewed by this committee.

Reporting Relationship

The Curriculum Committee is a subcommittee of the Academic Senate.

Charge

The Curriculum Committee (hereafter referred to as “the Committee”) is responsible for ensuring and preserving the academic integrity and quality of all courses and programs offered by Las Positas College. The Committee’s primary responsibilities lie in five major areas, as specified by Title V [Title 5 §53200]:

- Curriculum
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success

As a sub-committee of the Academic Senate, the Committee reports its recommendations for approval in the areas of Curriculum and Educational Programs to the Senate as informational items, and forwards its recommendations in these areas to the Office of the Vice President of Academic Services. This office prepares the recommendations for presentation to the Board of Trustees by way of the President’s Office at the College. The Board of Trustees is the sole authority for approval of all curriculum recommendations in the areas of Curriculum and Educational Programs.

In the area of Degree and Certificate Requirements, it is the duty of the Committee to formulate policies for approving degree and certificate requirements for presentation to the Senate. “It is not the role of the Senate to change these recommendations. However, it is appropriate for the Senate to review the policies and procedures used [Title V §53203(a)] and call attention to any irregularities which might require a recommendation to be returned to the Committee for reconsideration. Changes to the General Education pattern for the Associate Degree may be recommended by the Committee.

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

Curriculum

In the area of curriculum, the Committee's duties include – but are not limited to – approval of:

- New and revised course outlines of record for degree-applicable credit courses, non-degree-applicable credit courses, and noncredit courses to ensure academic rigor
- Pre-requisites, co-requisites, and advisories for courses
- Course content, outcomes, and objectives
- Typical outside of class assignments
- Methods of evaluation
- Methods of instruction
- Representative textbooks, OER, or other materials
- Limitations on the number of times a course may be repeated
- Units for courses and programs
- Courses to be taught in using distance education ~~mode~~
- Distance education interactions including instructor-to-student, student-to-student, and student-to-content
- Courses for inclusion in the requirements for the Associate Degree and Certificates ~~(AA or AS)~~
- Courses for transfer to CSU
- Course for LPC-GE areas
- Discontinuation of existing courses or programs
- Placement of courses within ~~disciplines~~ Disciplines and the Discipline List
- ~~Assigning c~~ Course identifiers including course title, subject code, and number
- ~~Maintaining and updating the discipline list~~
- ~~Maintaining and updating p~~ New and modified program maps
- Grading policies including whether a course is grade only, pass/no pass, or optional

Degree and Certificate Requirements

In this area, the Committee's duties include – but are not limited to – the following:

- Recommendations for changes to the General Education pattern for the Associate Degree
- Definition of criteria for placement of courses within General Education areas
- Periodic review for appropriateness and relevancy of the courses listed within a specific General Education area

Grading Policies

~~The Committee's duties in this area include – but are not limited to – the following:~~

- ~~• Review of grading policies for individual courses (e.g., whether the course is grade only)~~
- ~~• Review of coursework required of students (as specified in the course outline of record), to ensure that coursework meets rigorous academic standards~~

Educational Programs

Educational programs are initiated and developed within appropriate areas or disciplines. The Committee's duties include – but are not limited to – approval of:

- Educational (degree and certificate) programs and requirements for such programs
- Additional program specific graduation requirements

Standards or Policies Regarding Student Preparation and Success

The Committee's role in this area is related to its charge to approve course outlines and pre-requisites. The Committee must ensure that pre-requisites, co-requisites, and advisories are appropriately selected in such a way as to ensure students are adequately prepared for a course and will have the skills necessary to succeed in the course. The Committee must also ensure that pre-requisites, co-requisites, and advisories do not act as a barrier to students seeking to complete coursework or programs.

Committee Membership

Chair:

- Votes only in case of a tie

Voting Members:

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

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

Advisors:

- Curriculum & Student Learning Outcomes Specialist (acts as Secretary of the Committee)
- Vice President of Academic Services
- 1 Academic Services Division Dean
- Student Services Division Dean
- 1 Student Records Evaluator

- 1 Curriculum & Scheduling Specialist
- Other Classified Professional/s (appointed by the Chair)
- 1 Student Government Representative

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

Term

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

The term of office for the position of Chair is two years. The Chair may serve for more than one term, and may serve consecutive terms.

Voting and Quorum

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

LPC GOVERNANCE WORKSHEET FOR 2026-2027

Committee Name: Curriculum Committee

Form Completed by: Craig Kutil Position: Chair

LPC Mission Statement:
Las Positas College provides an inclusive learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Instructions

The purpose of this worksheet is to allow each Committee, Subcommittee, Senate, or Union to review its charge, responsibilities, and membership yearly as documented in the [LPC Shared Governance Handbook](#). Committees should ensure that their charge supports the LPC Mission Statement and Accreditation Standards. This form will serve to document changes, if needed. If changes are requested, committees must obtain approval from any constituency groups involved prior to returning this form to the President's Office to be reviewed by College Council. Once approved by College Council, updates will be made to the Shared Governance Handbook.

Committee Academic Year Timeline

Month	Activity
March	- Committees discuss and finalize committee changes and/or structure. - Chair completes Governance Worksheet with or without changes and signs on behalf of the committee.
April	- Governance Worksheet goes forward to Academic Senate (if appropriate). - Governance Worksheet goes forward to College Council for approval. - College Council Meeting – Approvals of Governance Committee Changes. - If there are significant changes, Committee Chair or Designee must attend the Council Meeting.
May	- Shared Governance Participants' Document and Governance Handbook updated with committee changes. - President's Office sends reminder to Academic and Student Services Divisions, Classified Senate, and Administrators to update membership. - Student Services Division Meeting agenda item: committee memberships. - Admin Staff Meeting agenda item: committee memberships. - Classified Senate Meeting agenda item: committee memberships. - Academic Divisions Meeting agenda item: committee memberships.
June	- Admin Staff finalizes committee memberships. - Student Services Division finalizes committee memberships. - Classified Senate finalizes committee memberships. - Academic Divisions finalizes committee memberships. - Academic Divisions, Student Services Divisions, Classified Senate, and Admin Staff sends committee representation to President's Office for web site updates.
August	President's Office posts DRAFT Governance Participants on website.
September	- Faculty Association sends list of appointments. - LPCSG sends list of appointments to President's Office. - Committees send President's Office Committee Chair selection. - President's Office posts FINAL Governance Participants on website. - Committee Chair/Support updates committee web site with changes and committee representation.

LPC GOVERNANCE WORKSHEET FOR 2026-2027

Committee Tasks for 2025-26

Committee Name: Curriculum Committee

Form Completed by: Craig Kutil Position: Chair

LPC Mission Statement:

Las Positas College provides an inclusive learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Instructions

List tasks the committee completed in 2025-2026 in support of the committee charge.

1. Reviewed and approved new and modified course and program submissions
2. Reviewed and approved new and modified curriculum committee policies
3. Reviewed and approved DEI/UDL procedure
4. Reviewed and approved changes to courses to remove no unit value labs
5. Reviewed and approved CCN phase IIA and IIB courses
6. Reviewed and approved courses to remove zero-unit labs
7. Reviewed and approved a procedure to meet Title 5 guidelines for inclusion of DEI/UDL in the COR

LPC GOVERNANCE WORKSHEET FOR 2026-2027

Use the information from the [Shared Governance Handbook](#) and the [Committee Participants](#) list to determine whether changes need to be made for 2026-2027.

1. Charge:

☐ The Charge is satisfactory, no changes.

☒ The Charge will change. The updated Charge is attached.

2. Reporting Relationship:

☒ It is recommended the reporting relationship remains the same.

☐ It is recommended the reporting relationship changes.

The committee will report to:

☐ Academic Senate

☐ College Council

☐ Faculty Association

☐ President

☐ Vice President of _____

☐ Other _____

3. Committee Meeting Time 2026 - 2027:

It is recommended the committee meeting time be change to

Week: _____ Day: _____ Time: _____

4. Chairmanship:

It is recommended that the chair:

☒ Selection remains the same

☐ Selection method changes to: _____

5. Membership:

X The committee recommends membership changes to ensure expertise and collegial representation to successfully meet the charge.

1. 2 Faculty from each Division
2. Articulation Officer
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

1. Curriculum & Student Learning Outcomes Specialist
2. 1 Academic Services Division Dean
3. Vice President of Academic Services
4. Student Services Division Dean
5. 1 Student Government Representative
6. 1 Curriculum & Scheduling Specialist
7. 1 Student Records Evaluator

X Academic Senate
Classified Senate

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LPC GOVERNANCE WORKSHEET FOR 2026-2027

____ Faculty Association

X____ Student Senate

____ SEIU

6. Term: (check one)

____ 1 year

X____ 2 years

____ Other

Committee Chair/Co-Chair Approval

Printed Name

Signature

Date

Craig Kutil

_____	_____	_____
_____	_____	_____
_____	_____	_____

LPC GOVERNANCE WORKSHEET FOR 2026-2027