

Las Positas College
Curriculum Committee Meeting
09/18/2025
5.0 First Reading Packet

5.1. New Courses

- KIN SBV1 Soccer Beach Volleyball Beginning
- KIN SBV2 Soccer Beach Volleyball Intermediate
- KIN SBV3 Soccer Beach Volleyball Advanced
- NTUT 201 Tutoring Theory and Practice I
- NTUT 202 Tutoring Theory and Practice II
- NTUT 203 Tutoring Theory and Practice III



Admin Outline for Kinesiology SBV1 Beginning Soccer Beach Volleyball

Effective: Fall 2026

Catalog Description:

KIN SBV1 - Beginning Soccer Beach Volleyball 1.00 Units

This is an introductory course in the sport of Soccer beach volleyball, better known as "footvolley". Soccer beach volleyball, or "footvolley" is essentially the same sport as beach volleyball except players are not allowed to use their hands. This sport was created in the 1960's on the beaches in Brazil. Players play barefoot in the sand and compete with a teammate against two opponents. This exciting sport is played outside, on sand and here on the campus of Las Positas College. This course will provide instruction on the individual and team skills and strategies of beach soccer volleyball, also known as "footvolley".

1 Units Lab

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

LPC is investing into building a brand new outdoor athletic facility which includes 6 beach volleyball courts. Soccer beach volleyball, better known as "footvolley" is a popular outdoor sport created in the 1960's in Brazil that use rules that are based on those of beach volleyball and is essentially the same sport except players are not allowed to use their hands in "footvolley". Creating this new curriculum for students supports our colleges financial efforts with this new outdoor facility. Simply put curriculum is required to use this new facility and Soccer Beach Volleyball is an excellent and creative new course that provides options for course offerings at this new facility.

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate proper mechanics of serving, reception, set up and attack

- B. Identify the rules, etiquette, court features, and scoring
- C. Identify appropriate footwork and court positioning
- D. Identify a variety of offensive plays
- E. Identify team defenses for offensive plays
- F. Demonstrate appropriate team serve reception
- G. Explain individual and team strategies
- H. Develop an awareness of physical fitness through active participation of beach soccer volleyball

Course Content:

- 1. Fundamentals of the reception, set up, attack, block and serve
- 2. Beach soccer volleyball terminology, rules, scoring, and etiquette
- 3. Appropriate footwork and court positioning
- 4. Individual and team strategies
- 5. Multiple team offenses
- 6. Team serve reception
- 7. Defensive techniques
- 8. Stretching, warm up, and physical conditioning for beach soccer volleyball

Methods of Instruction:

- 1. Demonstration - Aerobic and anaerobic workouts
- 2. Demonstration - Skill-related volleyball strength building exercises

Typical Assignments

- A. Reading:
 - 1. Readings of handouts and text.
- B. Laboratory:
 - 1. Development and application of basic strategy and court positioning.
 - 2. Proper skill selection during games and drills.
 - 3. Evaluation and critique of tournament and match play.

Methods of Evaluating Student Progress

- A. Class Participation
 - 1. assessed daily
- B. Individual consultation with students
 - 1. weekly

Student Learning Outcomes

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

- A. Demonstrate cooperation and team work within round-robin play.
- B. Demonstrate knowledge of the basic terminology and skills needed to participate in Soccer beach volleyball.
- C. Demonstrate appropriate offensive and defensive strategies of soccer beach volleyball

Textbooks (Typical):

Textbook:

1. Donald T. Kirkendall; Adam Sayers *Soccer Anatomy*. 2 ed., Human Kinetics, 2021.
2. Wilkinson Jolyn, Sam Enrico *A Beginners Guide to Footvolley*. 1 ed., SamEnrico, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Students will need to wear proper footwear which consist of athletic footwear, shorts, sweats or athletic attire is required..

Equity Based Curriculum

- Course Content

Address

Reflective: Allows students opportunities to share cultural circumstances with other students.

- Methods of Instruction

Address

Create an inclusive space for students. Discussions should represent a variety of views, and students should feel comfortable expressing themselves.

- Methods of Evaluation

Address

Hold every student to high expectations.

- Typical Texts

Address

Expose students to a spectrum of multicultural and female experts, writers and artists.

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 1 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: weekly

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1 per module

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per module

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612333

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Admin Outline for Kinesiology SBV2 Intermediate Soccer Beach Volleyball

Effective: Fall 2026

Catalog Description:

KIN SBV2 - Intermediate Soccer Beach Volleyball 1.00 Units

This is a course designed and developed for the intermediate level beach soccer volleyball player. It is a continuation of beginning beach soccer volleyball with an emphasis on executing the fundamental skills and techniques of power beach soccer volleyball at a higher level. This course differs from beginning beach soccer volleyball in that set patterns and systems of offense and defense are used in a team strategy. Before enrolling, students should have proficiency in the skills of passing and receiving.

1 Units Lab

Recommended Course Preparation: KIN SBV1 with a minimum grade of C.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

LPC is investing into building a brand new outdoor athletic facility which includes 6 beach volleyball courts. Soccer beach volleyball, better known as "footvolley" is a popular outdoor sport created in the 1960's in Brazil that use rules that are based on those of beach volleyball and is essentially the same sport except players are not allowed to use their hands in "footvolley". Creating this new curriculum for students supports our colleges financial efforts with this new outdoor facility. Simply put curriculum is required to use this new facility and Soccer Beach Volleyball is an excellent and creative new course that provides options for course offerings at this new facility.

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Display an intermediate proficiency in defensive reception techniques including the chest, thigh and foot

- B. Demonstrate and intermediate proficiency of the basic offense and the advanced offense systems of soccer beach volleyball
- C. Articulate the rules of the game and specific strategies
- D. Exhibit high performance of the fundamental skills and techniques of setting with the chest, thigh and foot.

Course Content:

- 1. Introduction
 - 1. Review basic fundamental techniques/skills
 - 2. Demonstrate the knowledge and the ability to specialize in one position in the front row.
 - 3. Demonstrate the knowledge and the ability to specialize in one position in the back row.
- 2. Conditioning
 - 1. Circuit Training
 - 2. Interval Training
 - 3. Cardiovascular Training
 - 4. Strength and Flexibility Training
- 3. Team Strategies
 - 1. Offense
 - 1. Side by side
 - 2. Front and back
 - 2. Defense
 - 1. Side by side
 - 2. Front and back
 - 3. Serving
 - 1. Heap of sand
 - 2. Strategies
 - 3. Team Work
- 4. Game Regulations – Rules
 - 1. Sets to win
 - 2. Rally Score
 - 3. No killer points
 - 4. Side changes during each game

Typical Assignments

- A. Laboratory:
 - 1. Skills tests to demonstrate basic skills, defensive and offensive skills.
 - 2. Practice drills and team play to demonstrate an understanding of strategies and teamwork.
 - 3. Written exams to show comprehension of rules and regulations, techniques and strategies.

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. 1-3 per semester
- B. Class Participation

1. daily
- C. Final Class Performance
 1. 1 per semester

Student Learning Outcomes

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

- A. Demonstrate basic reception and setup skills to include chest, thigh and foot.
- B. Explain basic rules for Soccer beach volleyball.
- C. Perform agility footwork general to athletics and sport specific to Soccer beach volleyball.

Textbooks (Typical):

Textbook:

1. Dr. Justin Blake, Geen Urango *The Pillars Program: Beach Volleyball Partner Integration System.*, not listed, 2024.
2. Donald T. Kirkendall; Adam Sayers *Soccer Anatomy*. 2nd ed., Human Kinetics, 2021.
3. Wilkinson Jolyn, Sam Enrico *A Beginners Guide to Footvolley*. 1st ed., SamEnrico, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Appropriate exercise attire and gym footwear.

Equity Based Curriculum

- Methods of Instruction

Address

Create an inclusive space for students. Discussions should represent a variety of views, and students should feel comfortable expressing themselves.

- Methods of Evaluation

Address

Hold every student to high expectations.

- Typical Texts

Address

Expose students to a spectrum of multicultural and female experts, writers and artists.

Requisite Skills

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

- A. KIN SBV1

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: once per module

Student-Student Interaction

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

Frequency: once per module

Student-Content Interaction

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

Frequency: once per module

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

Frequency: 1 - 3 per semester

- **Other:**

Frequency: One final demonstration per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612334

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Admin Outline for Kinesiology SBV3 Advanced Soccer Beach Volleyball

Effective: Fall 2026

Catalog Description:

KIN SBV3 - Advanced Soccer Beach Volleyball **1.00 Units**

Advanced techniques of Soccer beach volleyball with emphasis on competitive play.

1 Units Lab

Recommended Course Preparation: KIN SBV2 with a minimum grade of C.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

LPC is investing into building a brand new outdoor athletic facility which includes 6 beach volleyball courts. Soccer beach volleyball, better known as "footvolley" is a popular outdoor sport created in the 1960's in Brazil that use rules that are based on those of beach volleyball and is essentially the same sport except players are not allowed to use their hands in "footvolley". Creating this new curriculum for students supports our colleges financial efforts with this new outdoor facility. Simply put curriculum is required to use this new facility and Soccer Beach Volleyball is an excellent and creative new course that provides options for course offerings at this new facility.

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Apply principles of proper Soccer beach volleyball techniques.
- B. Evaluate skill development.
- C. Analyze advanced Soccer beach volleyball skills.
- D. Compare and contrast team strategies, offense, defense, and current developments in the sport.
- E. Evaluate recreational and sanctioned Soccer beach volleyball tournaments.

F. Explain the competitive aspects of Soccer beach volleyball.

Course Content:

1. Rules and regulations of Soccer beach volleyball also known as "Footvolley"
2. Individual skills
 1. Serve receive; chest, thigh, foot
 2. Setting
 1. Front
 2. Back
 3. Quick sets
 4. Combination plays
 3. Attack
 1. Power shot
 2. Off speed shot
 3. Short attack
 4. Sun ball
 4. Serve
 1. Float
 2. Back Spin
 3. Top spin
 4. Side Spin
 5. Sun Ball
 5. Block
 1. Footwork: 2 step, 3 step, crossover
 2. One person
 3. Two person
3. Team skills
 1. Team serve
 2. Team receive
 3. Team offense
 1. side by side
 2. front and back
 3. Combo Combo
 4. Team defense
 1. side by side
 2. front and back

Typical Assignments

- A. Reading:
 1. Read and study handouts and notes
- B. Laboratory:
 1. Analyze videos of individual performance
 2. Demonstrate appropriate offensive and defensive strategies and rotations for advanced play.

Methods of Evaluating Student Progress

- A. Final Class Performance
 - 1. 1 time per semester
- B. Exams/Tests
 - 1. 1-3 per semester
- C. Class Participation
 - 1. assessed daily

Student Learning Outcomes

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

- A. Perform two serves, back spin and side spin taught in the course.
- B. Be knowledgeable of the collegiate and international rules of Soccer beach volleyball.
- C. Demonstrate an increase in fitness

Textbooks (Typical):

Textbook:

- 1. Dr. Justin Blake, Geen Urango *The Pillars Program: Beach Volleyball Partner Integration System*. 1 ed., Not found, 2024.
- 2. Donald T. Kirkendall; Adam Sayers *Soccer Anatomy*. 2 ed., Human Kinetics, 2021.

Equity Based Curriculum

- Methods of Instruction
Address
Create an inclusive space for students. Discussions should represent a variety of views, and students should feel comfortable expressing themselves.
- Methods of Evaluation
Address
Hold every student to high expectations.
- Typical Texts
Address
Expose students to a spectrum of multicultural and female experts, writers and artists.

Requisite Skills

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

- A. KIN SBV2

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: once per module

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: once per module
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 1-3 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: One final demonstration per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612335

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Admin Outline for Noncredit Tutoring 201 Tutoring Theory and Practice I

Effective: Fall 2026

Catalog Description:

NTUT 201 - Tutoring Theory and Practice I 27 Hours

Training for college tutors to acquire specific skills and techniques for tutoring in academic and vocational subject areas, and basic skills. The course will provide a conceptual framework of tutoring to guide students in leading effective tutoring sessions.

Course Grading: Pass/No Pass

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Noncredit Hours	27

Justification for course proposal

Las Positas College tutors require training to effectively support students. Offering a free non-credit training course is the best way to offer training and remain compliant with labor code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Education

Course Objectives:

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

- A. Use names and stacking strategies while tutoring
- B. Use the phrase, "show me," as a check for understanding before direct instruction.
- C. Use tutor scheduling and timekeeping software.

Course Content:

- 1. Customer service
 - 1. Names
 - 2. Stacking

- 3. Reassurance
- 4. Growth mindset language
- 5. Codependent students
- 2. Checks for understanding and assets
 - 1. Assimilation vs acculturation
 - 2. Show me
 - 3. Pause
 - 4. Given, find, diagram
 - 5. Pattern recognition
 - 1. Equation
 - 2. Problem-solving
- 3. Policies and procedures
 - 1. Tutor scheduling
 - 1. Competencies
 - 2. Timekeeping
 - 1. Payroll
 - 2. Absences
 - 3. Privacy
 - 4. Harassment

Methods of Instruction:

- 1. Demonstration - Modeling tutoring best practices
- 2. Classroom Activity - Role play
- 3. Discussion - Small-group and whole-class discussion on tutoring best practices
- 4. Lecture - Direct instruction accompanied by a slide presentation
- 5. Written Exercises - Written responses to tutoring scenarios
- 6. Knowledge retrieval practice in the form of ungraded repeatable quizzes

Typical Assignments

- A. Other:
 - Implement tutoring strategies during role-play tutoring scenarios.
- B. Research:

Research active learning strategies

C. Project:

Create an audio recording demonstrating tutoring best practices.

D. Writing:

Write a summary of tutoring best practices based on a reading assignment.

E. Other:

Analyze video demonstrating tutoring strategies.

F. Writing:

Write a self-evaluation of the implementation of key components of a tutoring session.

Methods of Evaluating Student Progress

A. Quizzes

1. one to three times per semester

B. Papers

1. once per semester

C. Class Participation

1. weekly

D. Class Work

1. weekly

E. Home Work

1. weekly

Student Learning Outcomes

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

A. Implement policies and procedures using tutor scheduling and timekeeping software.

B. Demonstrate excellent customer service skills.

C. Implement checks for understanding and assets before direct instruction.

Textbooks (Typical):

Textbook:

1. Douglas Fisher, Nancy Frey *Checking for Understanding: Formative Assessments Techniques for Your Classroom*. 2nd ed., ASCD, 2014.

2. Kate Murphy *You're Not Listening.*, Celadon Books, 2021.

3. Kam Knight *Mind Mapping: Improve Memory, Concentration, Communication, Organization, Creativity, and Time Management*., CreateSpace Independent Publishing Platform, 2012.

4. Cal Newport *Make It Stick: The Science of Successful Learning.*, Belknap Press, 2014.

Other Learning Materials:

1. .

Other Materials Required of Students

Other Materials Required of Students:

1. .

Equity Based Curriculum

- Measurable Objectives

Address

The measurable objectives include language to encourage tutors to allow their students to "show" them how they would start a problem instead of starting with direct instruction, thereby promoting acculturation instead of assimilation.

- Course Content

Address

The course content is designed to train student tutors to support students who stand to benefit the most from tutoring. Oftentimes, this means tutors are tasked with supporting students who are disproportionately impacted and come from diverse backgrounds. The course content includes topics that encourage student tutors to use checks for understanding and to consider the difference between assimilation and acculturation.

- Methods of Instruction

Address

Methods of instruction include paired, small-group, and whole-class discussions that ensure 100% of student voices are heard.

- Assignments

Address

Assignment types are varied to ensure students have a variety of opportunities to access their learning.

- Methods of Evaluation

Address

Methods of evaluation are varied to ensure students have a variety of opportunities to experience success. Student evaluations of class participation encourage all students to participate and listen to each other.

- Typical Texts

Address

Typical texts include free online sources to ensure all students have access to their learning.

Codes and Dates

Course CB Codes

CB03: TOP Code

089900 - Other Education

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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



Admin Outline for Noncredit Tutoring 202 Tutoring Theory and Practice II

Effective: Fall 2026

Catalog Description:

NTUT 202 - Tutoring Theory and Practice II 27 Hours

Training for college tutors to acquire specific skills and techniques for tutoring in academic and vocational subject areas, and basic skills. The course will provide a conceptual framework of tutoring to guide students in leading effective tutoring sessions.

Course Grading: Pass/No Pass

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Noncredit Hours	27

Justification for course proposal

Las Positas College tutors require training to effectively support students. Offering a free non-credit training course is the best way to offer training and remain compliant with labor code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Education

Course Objectives:

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

- A. List problem-solving strategies during a tutoring session.
- B. Use checks for understanding to identify assets and encourage students to use problem-solving strategies.
- C. Use dual coding as a direct-instruction method.
- D. List strategies that reduce the likelihood of repeating a mistake when problem-solving or practicing.

Course Content:

- 1. Problem-solving strategies
 - 1. Listing strategies

2. Checks for understanding and assets

1. Reading comprehension
2. Listing known facts, unknown variables, equations, and criteria
3. Graphic organizer
4. Pattern recognition

3. Direct Instruction

1. Reading comprehension - annotation and talking to the text
2. Listing variables - scaffolding
3. Graphic organizer - dual coding
4. Pattern recognition - annotation and talk aloud

4. Mistakes

1. Mistakes versus errors
2. Habit formation
3. Strategies to avoid mistakes

Methods of Instruction:

1. Demonstration - Modeling tutoring best practices
2. Classroom Activity - Role play
3. Discussion - Small-group and whole-class discussion on tutoring best practices
4. Lecture - Direct instruction accompanied by a slide presentation
5. Written Exercises - Written responses to tutoring scenarios
6. Knowledge retrieval practice in the form of ungraded repeatable quizzes

Typical Assignments

A. Other:

Implement tutoring strategies during role-play tutoring scenarios.

B. Research:

Research active learning strategies

C. Project:

Create an audio recording demonstrating tutoring best practices.

D. Writing:

Write a summary of tutoring best practices based on a reading assignment.

E. Other:

Analyze video demonstrating tutoring strategies.

F. Writing:

Write a self-evaluation of the implementation of key components of a tutoring session.

Methods of Evaluating Student Progress

A. Quizzes

1. one to three times per semester

B. Papers

1. once per semester

C. Class Participation

1. weekly

D. Class Work

1. weekly

E. Home Work

1. weekly

Student Learning Outcomes

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

- A. Use sequential checks for understanding to identify assets when supporting a student with a written prompt.
- B. Use appropriate instructional strategies for student deficits or invisible barriers.
- C. Create a list of strategies that reduce the likelihood of repeating a mistake when problem-solving or practicing.
- D. List or write each tutoring step prior to using the strategy.

Textbooks (Typical):

Textbook:

1. Douglas Fisher, Nancy Frey *Checking for Understanding: Formative Assessments Techniques for Your Classroom*. 2nd ed., ASCD, 2014.
2. Kate Murphy *You're Not Listening.*, Celadon Books, 2021.
3. Kam Knight *Mind Mapping: Improve Memory, Concentration, Communication, Organization, Creativity, and Time Management* ., CreateSpace Independent Publishing Platform, 2012.
4. Cal Newport *Make It Stick: The Science of Successful Learning.*, Belknap Press, 2014.

Other Learning Materials:

1. .

Other Materials Required of Students

Other Materials Required of Students:

1. .

Equity Based Curriculum

- Measurable Objectives

Address

The measurable objectives include language to encourage tutors to look for assets in other students, thereby promoting a more inclusive learning environment.

- Course Content

Address

The course content is designed to train student tutors to support students who stand to benefit the most from tutoring. Oftentimes, this means tutors are tasked with supporting students who are disproportionately impacted and come from diverse backgrounds. The course content includes topics that encourage tutors to identify student assets before proceeding with direct instruction.

- Methods of Instruction

Address

Methods of instruction include paired, small-group, and whole-class discussions that ensure 100% of student voices are heard.

- Assignments

Address

Assignment types are varied to ensure students have a variety of opportunities to access their learning.

- Methods of Evaluation

Address

Methods of evaluation are varied to ensure students have a variety of opportunities to experience success. Student evaluations of class participation encourage all students to participate and listen to each other.

- Typical Texts

Address

Typical texts include free online sources to ensure all students have access to their learning.

Codes and Dates

Course CB Codes

CB03: TOP Code

089900 - Other Education

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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



Admin Outline for Noncredit Tutoring 203 Tutoring Theory and Practice III

Effective: Fall 2026

Catalog Description:

NTUT 203 - Tutoring Theory and Practice III 27 Hours

Training for college tutors to acquire specific skills and techniques for tutoring in academic and vocational subject areas, and basic skills. The course will provide a conceptual framework of tutoring to guide students in leading effective tutoring sessions.

Course Grading: Pass/No Pass

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Noncredit Hours	27

Justification for course proposal

Las Positas College tutors require training to effectively support students. Offering a free non-credit training course is the best way to offer training and remain compliant with labor code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Education

Course Objectives:

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

- A. Describe the actor-observer bias and how it may negatively affect a tutoring session.
- B. Use active listening skills during a tutoring session.
- C. Use strategies that increase a student's locus of control during a tutoring session.

Course Content:

- 1. Emotional awareness
 - 1. Stress
 - 1. Evaluation of demand and coping ability

2. Demand (trigger)

1. Uncertainty

2. Low control

3. Coping strategy selection

1. Inaction

2. Undesirable action (distraction or low attentional control)

2. Stress vs confidence

2. Tutor actor-observer bias

1. Frustration

2. Fundamental attribution error

3. Confirmation bias

4. Doubt vs faith

1. Ineffective strategy selection

3. Dampen student stress response and increase confidence

1. Student assets/strategies

1. Decrease uncertainty

1. Academic factors

1. Knowledge and skills

2. Time management

3. Hidden curriculum

2. External factors

2. Increase internal locus of control

1. Perceived control

2. Attentional control

3. Improve coping strategy selection

1. Self talk

4. Evaluation of demand and coping ability

1. Strategies for mental clarity and diffuse thinking

2. Active listening for student self-awareness

1. Care

1. Name
2. Tone
3. "We got you"

2. Inquire

1. How
2. What
3. Tell me

3. Identify

1. It seems like
2. Pause

4. Clarify

1. Paraphrase
2. Transcribe

3. Appropriate strategies to address student deficits in dampening stress response and building confidence

1. Four stages of competence

1. Naming strategies for unconscious or invisible barriers

2. Dual coding

3. Goal-setting and record keeping

4. Story stewardship

Methods of Instruction:

1. Demonstration - Modeling tutoring best practices
2. Classroom Activity - Role play
3. Discussion - Small-group and whole-class discussion on tutoring best practices
4. Lecture - Direct instruction accompanied by a slide presentation
5. Written Exercises - Written responses to tutoring scenarios
6. Knowledge retrieval practice in the form of ungraded repeatable quizzes

Typical Assignments

- A. Other:
Implement tutoring strategies during role-play tutoring scenarios.
- B. Research:
Research active learning strategies
- C. Project:
Create an audio recording demonstrating tutoring best practices.
- D. Writing:
Write a summary of tutoring best practices based on a reading assignment.
- E. Other:
Analyze video demonstrating tutoring strategies.
- F. Writing:
Write a self-evaluation of the implementation of key components of a tutoring session.

Methods of Evaluating Student Progress

- A. Quizzes
 - 1. one to three times per semester
- B. Papers
 - 1. once per semester
- C. Class Participation
 - 1. weekly
- D. Class Work
 - 1. weekly
- E. Home Work
 - 1. weekly

Student Learning Outcomes

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

- A. Explain how the actor-observer bias and low emotional awareness of stress may negatively affect a tutoring session.
- B. Identify and use appropriate tutoring strategies that address other student deficits in building confidence and dampening the stress response.
- C. Use active listening strategies to encourage other students to identify assets that build confidence and dampen the stress response .

Textbooks (Typical):

Textbook:

- 1. Douglas Fisher, Nancy Frey *Checking for Understanding: Formative Assessments Techniques for Your Classroom*. 2nd ed., ASCD, 2014.

2. Kate Murphy *You're Not Listening.*, Celadon Books, 2021.
3. Kam Knight *Mind Mapping: Improve Memory, Concentration, Communication, Organization, Creativity, and Time Management .*, CreateSpace Independent Publishing Platform, 2012.
4. Cal Newport *Make It Stick: The Science of Successful Learning.*, Belknap Press, 2014.

Other Learning Materials:

1. .

Other Materials Required of Students

Other Materials Required of Students:

1. .

Equity Based Curriculum

- Measurable Objectives

Address

The measurable objectives include language to encourage student tutors to use active listening skills to learn more about their students and to be more aware of situational factors that impede student learning, instead of succumbing to the actor-observer bias.

- Course Content

Address

The course content is designed to train student tutors to support students who stand to benefit the most from tutoring. Oftentimes, this means tutors are tasked with supporting students who are disproportionately impacted and come from diverse backgrounds. The course content includes topics that encourage student tutors to be more aware of situational factors that impede student learning, instead of succumbing to the actor-observer bias, and use story stewardship to support students who experience external factors that interfere with their ability to access their education.

- Methods of Instruction

Address

Methods of instruction include paired, small-group, and whole-class discussions that ensure 100% of student voices are heard.

- Assignments

Address

Assignment types are varied to ensure students have a variety of opportunities to access their learning.

- Methods of Evaluation

Address

Methods of evaluation are varied to ensure students have a variety of opportunities to experience success. Student evaluations of class participation encourage all students to participate and listen to each other.

- Typical Texts

Address

Typical texts include free online sources to ensure all students have access to their learning.

Codes and Dates

Course CB Codes

CB03: TOP Code

089900 - Other Education

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

5.2. Course Modifications

- VWT 29 Independent Study, Viticulture and Winery Technology



Course Modification: VWT 29 - Independent Study, Viticulture and Winery Technology

Course Modification: VWT 29 - Independent Study, Viticulture and Winery Technology
(Launched - Implemented 09-04-2025)

compared with

VWT 29 - Independent Study, Viticulture and Winery Technology (Active - Implemented 08-15-2018)

Admin Outline for Viticulture and Winery Technology 29 Independent Study, Viticulture and Winery Technology

Effective: Fall

~~2018~~ 2026

Catalog Description:

VWT 29 - Independent Study, Viticulture and Winery Technology

0.50 - ~~0~~ 2.00 Units

Supervised study in the area of Viticulture and Winery Technology. Any student interested in registering for a Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

0 ~~Units Lecture~~ 0.5 ~~0~~ 2 Units Lab

Course Grading: Optional

Lecture Hours

Lab Hours 27 - 108

Inside of Class Hours 27 - 108

Justification for course proposal

Discipline:

Agricultural Production

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Develop a project in Viticulture and/or Enology to develop skills or deepen knowledge
- B. Complete the project according to established standards in the field
- C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

Lab:

Lecture:

1. Develop Practice skills and knowledge that reinforce, or expand upon, Viticulture and/or Enology concepts
2. Develop methodology and reporting applications
3. Participate structure for in a Viticulture and/or Enology project
4. Communicate Practice the effective essential communication, applications utilizing Viticulture and/or or theories Enology discipline specific language related to Viticulture and/or Enology project

Methods of Instruction:

1. Discussion - With instructor
2. Projects - As noted in the Independent study form
3. Independent Study
4. Classroom Activity - Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.
5. Demonstration - As noted in the Independent study form
6. Written Exercises - As noted in the Independent study form

Typical Assignments

- A. Other Reading:
Identification of a research project may include extensive reading.
- B. Writing:
Identification of a topic related to independent study class may include a paper or other form of report of completed work.
- C. Laboratory:
 1. Reading Assignments

1. ~~Identification of a research project may include extensive reading.~~
2. ~~Writing Assignment~~
 1. ~~Identification of a topic related to independent study class may include a paper or other form of report of completed work.~~
3. ~~Lab Work~~
 1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

A. Oral Presentation

1. At the discretion of the instructor.

B. Research Projects

1. At the discretion of the instructor

C. Portfolios

1. At the discretion of the instructor.

D. Papers

1. At least one independent study contract will be completed. Additional papers at the discretion of the instructor.

E. Projects

1. At least one independent study project. Additional projects at the discretion of the instructor.

F. Lab Activities

1. At the discretion of the instructor.

G. Individual consultation with students

1. Instructor will consult with student about independent study project at least 3 times.

H. Assignments/activities specified on Independent Study Form

Student Learning Outcomes

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

- A. Articulate the outcomes of their independent study project.

Textbooks (Typical):

Textbook: _

1. Jancis Robinson, Julia Harding. *The Oxford Companion to Wine*. 5th ed., Oxford University Press, 2023.
2. Jamie Goode. *The Science of Wine: From Vine to Glass*. 3rd ed., University of California Press, 2021.
3. Stephen Skelton. *Viticulture: An introduction to commercial grape growing for wine production*. 2nd ed., Perfect Paperback, 2020.
4. Ted Goldhammer. *Grape Grower's Handbook*. 3rd ed., Apex Pub., 2021.

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.

Equity Based Curriculum

- Methods of Instruction

Address _

Methods of Instruction are established to meet the diverse needs of students. Students will work with Instructor to develop an individualized independent study project.

Requisite Skills

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589062

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

5.3. Course Deactivations

- AUTO INTR Automotive Service and Introduction

Justification: The course has been replaced by INT and INTL. Same total units same content.

- ETHS 1 Introduction to Ethnic Studies

Justification: This course has been denied three times for transfer Ethnic Studies General Education, and the equivalent class at Chabot is set to lose its Ethnic Studies GE status next fall. There will be no Introduction to Ethnic Studies C-ID or CCN course developed as the Ethnic Studies FDRG members are focusing on the four areas of study and most do not believe teaching an interdisciplinary course like that is possible. The department is going to focus on building up the Chicana/o Studies and Asian American Studies areas instead.

- ETHS 40 Introduction to Native American Studies

Justification: This course has been denied transfer Ethnic Studies GE three times, and as this is the head CSU reviewers area of expertise, the ability to ever get this course approved is in doubt. Also, the student demand would probably not be very high, and department faculty would rather focus their efforts and FTEF on building up other Ethnic Studies areas.

- KIN ETD1 Eskrima – Tenio DeCuerdas 1

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN ETD2 Eskrima – Tenio DeCuerdas 2

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN ETD3 Eskrima – Tenio DeCuerdas 3

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN ETD4 Eskrima – Tenio DeCuerdas 4

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN JDR1 Jujutsu – Danzan Ryu 1

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN JDR2 Jujutsu – Danzan Ryu 2

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN JDR3 Jujutsu – Danzan Ryu 3

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- KIN JDR4 Jujutsu – Danzan Ryu 4

Justification: There is not enough FTEF anytime soon to be able to offer combative courses.

- MATH 22 Precalculus & Trigonometry

Justification: MATH 21 and 22 were both created as options for when AB 1705 took effect. The mathematics department has decided to offer MATH 21 and deactivate MATH 22 in light of changes to AB 1705 guidance and the move to a compressed calendar.

- MUS 17B Jazz Combo 2

Justification: The music department no longer offers this course and sees no need to in the future.

- MUS 29 Independent Study, Music

Justification: With auditing and noncredit courses for older adult

- NAUT INTR Automotive Service and Introduction

Justification: No longer used. Replaced.

- NAUT LABB Automotive Lab Advanced

Justification: No longer run.

- NAUT LABC Automotive Lab Specialized Bench Work

Justification: No longer run.

- NAUT LABD Automotive Lab Specialized Electronic Work

Justification: No longer run.

- TUTOR 17A Tutoring Theory and Practice I

Justification: The TUTOR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

- TUTOR 17B Tutoring Theory and Practice II

Justification: The TUTOR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which

prohibits employers from compelling employees to purchase anything of value from the employer.

- TUTOR 17C Tutoring Theory and Practice III

Justification:

The TUTOR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.



Course Deactivation: AUTO INTR - Automotive Service and Introduction

Course Deactivation: AUTO INTR - Automotive Service and Introduction (Launched - Implemented 08-29-2025)

compared with

AUTO INTR - Automotive Service and Introduction (Active - Implemented 08-15-2022)

Admin Outline for Automotive Technology INTR Automotive Service and Introduction

Effective: Fall

~~2022~~ 2026

Catalog Description:

AUTO INTR - Automotive Service and Introduction

4.00 Units

Bumper-to-Bumper Automotive Knowledge. Starting with hazardous waste handling, tool identification, maintenance and lubrication, moving into engine mechanical, emissions controls, suspension systems, air conditioning, airbags and safety, transmissions, axles, and finishing off with the future of the automotive industry. This is an introductory class for people who want to know more about their vehicle or who are planning an automotive career.

2 Units Lecture 2 Units Lab

Course Grading: Optional

Lecture Hours	36
Lab Hours	108
Inside of Class Hours	144
Outside of Class Hours	72

Justification for course proposal

The course has been replaced by INT and INTL. Same total units same content.

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Utilize and apply hazardous waste handling;
- B. Identify and describe uses of automotive related tools;
- C. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- D. Discuss four stroke engine cycle and identify engine parts;
- E. Perform basic engine teardown and reassembly;
- F. Apply Ohm's law, read basic schematics, test automotive electrical systems;
- G. Identify emissions components, understand 5 gas theory;
- H. Discuss heating and cooling systems, perform basic cooling systems tests;
 - I. Identify air conditioning systems, understand cycles of refrigerant;
- J. Discuss braking systems, perform a brake inspection, identify parts;
- K. Differentiate between suspension and steering system types, inspect and qualify components;
- L. Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- M. Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- N. Theorize on the future of the automotive industry.

Course Content:

Lab:

Lecture:

- 1. Safety and Handling of hazardous waste materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Tool Identification
 - 1. Ratchets, Sockets, Wrenches, Screwdrivers
 - 2. Torque Wrenches
 - 3. Hammers, Pliers
 - 4. Specialty Tools
- 3. Maintenance and inspection
 - 1. Manufacturing recommendations
 - 2. Periodic inspections for unusual conditions
 - 3. Component failure inspections
 - 4. Chassis lubrication
 - 5. Engine oil changes
 - 1. Oil Types, Conventional and Synthetic
 - 2. Oil change intervals
 - 3. Theory
 - 4. On car application
 - 6. Fluid inspection and service

1. Leaks
 2. Power steering
 3. Transmission
 4. Axles
 5. Washer
 6. Coolant/Antifreeze
 7. On car application
4. Operational theory Four stroke Engine Cycle
 1. Intake
 2. Compression
 3. Power
 4. Exhaust
 5. Timing
 1. Spark
 2. Camshaft
5. Gasoline Engine Component Identification and Teardown
 1. History of design and metallurgy of engines
 2. Engine Block components
 3. Cylinder Head components
 4. Intake, Exhaust and other major bolt on components
6. Electrical Systems
 1. Ohms law Theory
 2. Electrical Schematic Icons and drawings
 3. Battery Basics
 4. Alternator/Generator Basics
 5. Starter Motor Basics
 6. Electrical Testing
 1. Battery
 1. Theory
 2. On car application
 2. Alternator
 1. Theory
 2. On car application
 3. Starter
 1. Theory
 2. On car application
7. Emissions Systems
 1. Parts Identification
 2. Parts Theory
 3. Reading Emissions Labels
 4. 5 gas Theory
 5. Smog Controls
 1. California and Federal Requirements
 2. History of the Smog Program
 3. Government and Manufacturer laws and regulations

6. Environmental Responsibilities
8. Heating and Cooling
 1. History and current innovations of heating and cooling systems
 2. Parts Identification
 3. Heating Theory and operation
 4. Heating Systems Testing
 1. Theory
 2. On car application
 5. Coolant Systems Testing
 1. Theory
 2. On car application
9. Air Conditioning Systems
 1. Environmental concerns
 2. Parts Identification
 3. Parts Theory
 4. On car Testing and inspection procedures and application
10. Braking systems
 1. Base Systems
 1. Brake systems history and improvements through time
 2. Fluid differences and cautions
 3. Parts Identification
 4. Parts Theory
 1. On car inspection procedures
 1. Government and Manufacturer laws and regulations
 2. On car application
 2. Antilock Systems
 1. Differences from base systems
 2. Theory of operation
 3. Parts Identification
11. Steering and Suspension Systems
 1. Historical information and current technology
 2. Steering
 1. Fluid usage current and historical
 2. Different steering systems
 3. Parts Identification
 4. Parts theory
 5. On car inspection procedures and application
 1. Government and Manufacturer laws and regulations
 3. Steering
 1. Different suspension systems
 2. Parts Identification
 3. Parts theory
 4. On car inspection procedures and application
12. Transmissions and Axles
 1. History of the transmission

2. Automatic Transmissions
 1. Fluid Requirements
 1. On Car fluid checking
 2. Operational Theory
 3. Gears sets
 4. Clutches, Bands and Sprags
 5. Torque Converters
3. Manual Transmissions
 1. Fluid Requirements
 2. Operational Theory
 3. Clutch
 4. Gears
4. Front and Rear Axles
 1. Fluid Requirements
 2. Operational Theory
 3. Ring Gear
 4. Pinion Gear
 5. Propshafts
5. Transfer Cases
 1. Fluid Requirements
 2. Electronic and Manual
 3. Operational Theory
 4. Clutches
 5. Gears

13. Safety Restraints
 1. Seat Belts
 1. Installation Concerns
 2. Inspection and Replacement
 2. Airbags
 1. History of Airbags and current technology
 2. Parts Identification
 3. Parts Theory
 4. Inspection and Replacement
 5. Current Government Regulations
 6. Airbag deployment demonstration

14. Automotive Industry Future
 1. Environmental Concerns
 2. Oil Supply Concerns
 1. Middle East Stability
 2. How much is left?
 3. Electronic Integration
 1. Computers
 2. Steering
 3. Braking
 4. Parking

- 5. Heads up Displays
 - 6. Navigation
 - 7. Entertainment Systems
 - 8. Communication Systems
 - 9. Optical Systems
- 4. Alternative Fuels
 - 1. CNG
 - 2. Propane
 - 3. Bio-Diesel
 - 4. E85
 - 5. Hydrogen
- 5. Hybrids
 - 1. Gasoline/Electric
 - 2. Diesel/Electric
 - 3. Hydrogen/Electric

Methods of Instruction:

- 1. Discussion - Group discussions
- 2. Lecture
- 3. Lab - Student Hands-on laboratory activities and assignments
- 4. Audio-visual Activity - Audio and Visual Material PowerPoint presentations
- 5. Discussion
- 6. Mockup parts from automobiles

Typical Assignments

- A. Other:
 - 1. Read X chapter and answer ASE style questions
 - 2. Apply lecture in lab by evaluating vehicles in lab setting
 - 3. Evaluate and discuss Fluke 87 readings with class
 - 4. Repair and confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

- A. Group Projects
 - 1. Weekly
- B. Class Participation
 - 1. Daily
- C. Class Work
 - 1. Daily
- D. Home Work
 - 1. Weekly
- E. Lab Activities
 - 1. Weekly
- F. Exams/Tests
 - 1. At least two. Midterm and Comprehensive Final

G. Quizzes

1. Weekly

Student Learning Outcomes

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

- A. Upon completion of AUTO INTR, the student should be able to perform and oil change with 100% accuracy.
- B. Upon completion of AUTO INTR, the student should be able to, recognize and apply shop safety precautions.

Textbooks (Typical):

Textbook:

1. James D Halderman *Automotive Maintenance and Light Repair*. 6 ed., Pearson, 2020.
2. James Duffy *Modern Automotive Technology*. 9 ed., Goodheart-Wilcox Publishing, 2017.
3. Tim Giles *Automotive Service*. 5 ed., Cengage, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety glasses.

Equity Based Curriculum

- Methods of Instruction
- Address
- Inclusive Learning

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

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

PO: Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs.

FO: Same as above, however specialized software can be used to simulate labs online (case by case approved by NATEF). This was done Spring 20 and worked well however students become very frustrated very quickly when they are not getting their hands dirty. 90% of Spring 2020 students stated they would not return to a fully online semester for Fall 2020. Fully online should only be used in extreme situations and for a very short duration.

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

PO: California Automotive Teachers have given this recommendation to allow our students to continue on their career path.

FO: Same as above

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **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, as assignments or labs are turned in

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

Frequency: Minimum Once per week

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Minimum once per week

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Weekly lab sessions

- **Other:**

Frequency: PO: Student interaction, fulfillment of SLO's and measurable objectives will be done on campus in the labs, weekly. FO: Student interaction, fulfillment of SLO's and measurable objectives will be monitored through the accounting set up in the online lab software, weekly.

Student-Student Interaction

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

Frequency: PO: At least twice per semester FO: At least once every other week.

- **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: Fully online only: Minimum weekly

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Fully online only: once every other week

- **Other:**

Frequency: PO: Students will interact during on-campus weekly labs

Student-Content Interaction

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

Frequency: Fully online only: weekly

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

Frequency: PO and FO: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.

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

Frequency: PO: At least once per week FO: At least once per week

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

Frequency: FO: Weekly

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: PO: Weekly, in on-campus labs FO: Weekly recorded by student and completed using online software.

- **Other:**

Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000566980

CB03: TOP Code

094800 - Automotive Technology

CIP Code

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam Yes

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST Yes

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training Yes

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

See attached file

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term



Course Deactivation: ETHS 1 - Introduction to Ethnic Studies

Course Deactivation: ETHS 1 - Introduction to Ethnic Studies (Launched - Implemented 08-27-2025)

compared with

ETHS 1 - Introduction to Ethnic Studies (Active - Implemented 08-15-2025)

Admin Outline for Ethnic Studies 1 Introduction to Ethnic Studies

Effective: Fall

~~2025~~ 2026

Catalog Description:

ETHS 1 - Introduction to Ethnic Studies

3.00 Units

This course introduces students to the interdisciplinary approach of Ethnic Studies and its major concepts and analyses. The course examines the histories, current issues, and unique lived experiences of four historically defined racialized American groups: Native Americans, African Americans, Asian Americans, and Latinx Americans. The course will examine major cases of struggle, solidarity, and resistance while engaging in current justice and equity movements focused on dismantling white supremacy, colonialism, imperialism, and other forms of oppression targeting communities of color. The course also focuses on the intersection of racial and ethnic identities with other forms of social identity, such as class, gender, sexuality, religion, indigeneity, and immigration status.

3 Units Lecture

Course Grading: Optional

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

Justification for course proposal

This course has been denied three times for transfer Ethnic Studies General Education, and the equivalent class at Chabot is set to lose its Ethnic Studies GE status next fall. There will be no Introduction to Ethnic Studies C-ID or CCN course developed as the Ethnic Studies FDRG members are focusing on the four areas of study and most do not believe teaching an interdisciplinary course like that is possible. The department is going to focus on building up the Chicana/o Studies and Asian American Studies areas instead.

Discipline:

Ethnic Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify major concepts of ethnic studies, including but not limited to, race and ethnicity, prejudice, discrimination, settler colonialism, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism
- B. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements
- C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian American, and Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
- D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian American, and Latinx American communities
- E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom

Course Content:

1. Identify major concepts of ethnic studies, including but not limited to, race and ethnicity, prejudice, discrimination, settler colonialism, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism
 1. History of Ethnic Studies
 2. Basic concepts
 1. Social and historical constructions of race
 2. Scientific racism
 3. Ethnicity, ethnic identity
 4. Segregation, desegregation, assimilation
 5. Settler colonialism, imperialism, migration
 6. Ethnocentrism, Eurocentrism, multiculturalism
 7. Self-determination, decolonization, liberation
 3. Theories of racism and racialization
 1. Racism

2. Discrimination, prejudice, power, privilege
3. Institutional racism
4. Systemic racism
5. Structural racism
6. Racial formation
7. Racialization
8. White privilege, white supremacy
9. Internalized oppression

4. Theories of coloniality

1. Imperialism
2. Indigeneity
3. Diaspora
4. Migration
5. Colonization
6. Settler colonialism
7. Internal colonialism
8. Orientalism and othering

2. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements

1. Native Americans

1. Imperialism and Settler-Colonialism
2. Treaty history of U.S. with Native American tribes
3. Genocide and forced removal
4. Forced assimilation
5. Experiences of California Indians during the Mission Period
6. Cultural traditions

2. African Americans

1. Slavery
2. The Underground Railroad
3. Abolitionism
4. Reconstruction
5. Jim Crow
6. Lynching
7. Great Migration
8. The Harlem Renaissance
9. Residential segregation
10. Civil Rights Movement
11. Black Power Movement and student activism

3. Asian Americans

1. Histories, experiences, and cultures of major groups
 1. Chinese Americans
 2. Japanese Americans
 3. Korean Americans

4. Indian Americans
5. Filipino Americans
6. Pacific Islander Americans

4. Latinx Americans

1. Pre-Columbian Mesoamerican Indigeneity
2. Colonial era in Mesoamerica
3. Mexican independence and nationalism
4. U.S. Mexico War, manifest destiny & settler colonialism
5. Treaty of Guadalupe Hidalgo
6. Agriculture and industrial capitalism
7. Borderlands and US immigration policies
8. Bracero Program
9. Cultural diversity

5. Cultural representation

1. Art
2. Film
3. Literature
4. Music
5. Street culture
6. Media representation
7. Racial and cultural stereotypes

3. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian American, and Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies

1. Native Americans

1. Myths and stereotypes about Indigenous peoples
2. Economic issues
3. Health disparities
4. Media representation and Native American mascots
5. Land repatriation
6. Red Power Movement
7. Decolonial education

2. African Americans

1. The effects of urbanization and technology on political movements
2. The War on Drugs and the criminalization of Black youth
3. Racial profiling
4. Police brutality
5. Mass incarceration
6. School-to-Prison Pipeline
7. Economic disparity
8. Popular culture representation
9. Black Lives Matter

3. Asian Americans

1. Exclusionary immigration policies
2. Model Minority stereotype
3. Media representation
4. Anti-Asian sentiment
5. Economic disparity
4. Latinx Americans
 1. Immigration Policy
 2. DREAMERs and DACA
 3. Immigrant health disparities
 4. The politics of language identity
 5. Acculturation and assimilation
 6. Educational issues
 7. El Plan de Santa Barbara
 8. Labor Unions and political activist organizations
 9. The Chicana/o Movement
 10. Popular culture representation
4. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian American, and Latinx American communities
 1. Intersectionality theory
 2. Intersectional identities
 1. Class
 2. Gender
 3. Sexuality
 4. Religion and spirituality
 5. National origin
 6. Immigration status
 7. Ability
 8. Tribal citizenship
 9. Sovereignty
 10. Language
 11. Age and generation
5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom
 1. Civil Rights and Black Power Movements
 2. San Francisco State College Strike
 3. Third World Liberation Front
 4. Chicano/a Movement
 5. American Indian Movement
 6. Asian American Movements
 7. Other contemporary issues and movements
 8. Current policies related to Ethnic Studies in education
 9. Local organizations working for racial justice and decolonization

Methods of Instruction:

1. Lecture - Presentation relevant concepts, theories, and examples.
2. Discussion - Lead class discussions or post online discussion boards that will help students employ ethnic studies frameworks to the concepts of race, ethnicity, power, resistance, and decoloniality. This should also model good questioning techniques for students to advance their knowledge about course topics. Create student-led discussion leadership to take place in class to provide an opportunity both to work with others and to encourage long-term retention of the material.
3. Audio-visual Activity - Play video clips, films, and music in class as either: 1) a means of providing historical context; or 2) examples of ethnic studies arguments about immigration, migration, ethnicity, intersectionality, healing, and/or resistance and develop class exercises around analyzing these media from an ethnic studies perspective.
4. Guest Lecturers - Invite guest lecturers to class in order to present on issues of social justice, intersectionality, colonization, decoloniality, social movements, and collective cultural memory which will encourage independent and rational discussion of ideas central to ethnic studies
5. Student Presentations - Research paper project presentation

Typical Assignments

A. Reading:

1. Weekly readings of assigned sections of the textbook
2. Weekly readings of relevant research articles

B. Writing:

1. Response Paper

1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective 1 for identifying major concepts.
2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of the four main groups (i.e., Native American, African American, Asian and Pacific Islander American, or Chicnx/Latinx American). This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.

C. Research:

1. Library Research Project

1. Critically review one of the major issues facing Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.

D. Project:

1. Interview project

1. Interview a family member and critically compare their lived experiences with the typical life course of a person from one of the four main racial/ethnic groups (e.g., Native American, African American, Asian and Pacific Islander American, or Chicanx/Latinx American communities) to identify structural inequality. Write a paper based on the interview. By shifting the focus of the interview, the assignment can also be useful in analyzing the standpoints of Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx American communities to describe their lived experiences and struggles situated in histories, the critical events, cultures, intellectual traditions, and social movements. This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.

2. Evaluate Active Engagement with Community

1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by researching a local organization serving a specific racial/ethnic community (e.g., Native American, African American, Asian and Pacific Islander American, or Chicanx/Latinx American community). Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.

E. Other:

1. Student presentation

1. Presentations of student projects

Methods of Evaluating Student Progress

A. Exams/Tests

1. Two to three times

B. Research Projects

1. At the end of semester

C. Papers

1. Monthly

D. Projects

1. At the end of semester

E. Class Participation

1. Weekly

Student Learning Outcomes

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

A. Identify major concepts and theories of ethnic studies.

B. Apply standpoints of Native American, African American, Asian American, and Chicanx and Latinx American communities to describe their lived experiences and struggles.

C. Critically analyze the intersection of race and ethnicity with other forms of social differences.

D. Evaluate active engagement with anti-racist and anti-colonial social justice movements.

E. Produce a document that analyzes the lived experiences and struggles of a racial and ethnic community by applying major theories and concepts of ethnic studies.

Textbooks (Typical):

Textbook:

1. Fanon Frantz *Black Skin, White Masks*. 2 ed., Grove, 2008.
2. Omi Michael , Howard Winant *Racial Formation in the United States*. 3 ed., Routledge, 2014.
3. Michelle Alexander *The New Jim Crow*. 2 ed., The New Press, 2020.
4. Fong P Timothy *Ethnic Studies Research: Approaches and Perspectives..* 1 ed., Rowman & Littlefield, 2008.
5. Ronald Takaki *A Different Mirror: A History of Multicultural America*. 3 ed., Black Bay, 2023.
6. Catherine C Choy *Asian American Histories of the United States*. 1 ed., Beacon, 2022.
7. Carter G Woodson *The Miseducation of the Negro* . 2 ed., Wilder, 2008.
8. Richard Delgado *The Latino/a Condition: a Critical Reader*. 2 ed., NYU, 2011.
9. Roxanne Dumbor-Ortiz *An Indigenous People's History of the United States*. 2 ed., Beacon, 2024.
10. J F Healey *Race, Ethnicity, Gender, and Class*. 9th ed., Sage, 2022.
11. P Collins *Race, Class, and Gender*. 10th ed., Cengage, 2020.
12. R T Schaefer *Racial and Ethnic Groups*. 15th ed., Pearson, 2019.

Other Materials Required of Students

Equity Based Curriculum

- Measurable Objectives

Address

Measurable objectives reflect an explicit and inclusive focus on understanding the experiences of underrepresented groups specifically Native Americans, African Americans, Asian Americans, and Latinx Americans.

- Course Content

Address

The course content reflects careful consideration of the appropriate balance in the focus given to each racial, ethnic, and cultural group.

- Typical Texts

Address

Appropriate texts are selected for their specific emphases on the experiences of Native Americans, African Americans, Asian Americans, and Latinx Americans.

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

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

Offering the course in the distance education format (DE) increases flexibility and versatility in order to meet the needs of our students.

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

The decision was made through discussions at faculty meetings.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Weekly

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
Frequency: Every two weeks
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Every three weeks
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000637307

CB03: TOP Code

220300 - Ethnic Studies

CIP Code

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Deactivation: ETHS 40 - Introduction to Native American Studies

Course Deactivation: ETHS 40 - Introduction to Native American Studies (Launched - Implemented 08-27-2025)

compared with

ETHS 40 - Introduction to Native American Studies (Active - Implemented 08-15-2025)

Admin Outline for Ethnic Studies 40 Introduction to Native American Studies

Effective: Fall

~~2025~~ 2026

Catalog Description:

ETHS 40 - Introduction to Native American Studies

3.00 Units

This course introduces students to the interdisciplinary approach of Native American Studies and its major concepts and analyses. A critical lens will be employed to understand the various ways in which Native communities have fought, struggled, and survived settler colonialism. By relying on social justice and anti-colonial tradition, the course examines the histories, current issues, and the unique lived experiences of Native Americans and the intersection of racial and ethnic identities with other forms of social identity such as class, gender, sexuality, religion, and indigeneity.

3 Units Lecture

Course Grading: Optional

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

Justification for course proposal

This course has been denied transfer Ethnic Studies GE three times, and as this is the head CSU reviewers area of expertise, the ability to ever get this course approved is in doubt. Also, the student demand would probably not be very high, and department faculty would rather focus their efforts and FTEF on building up other Ethnic Studies areas.

Discipline:

Ethnic Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze and articulate major concepts of Native American studies, including but not limited to, sovereignty, self-determination, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism
- B. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with particular emphasis on agency and group-affirmation.
- C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American communities.
- E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American to build a diverse, just, and equitable society beyond the classroom

Course Content:

1. Analyze and articulate major concepts of Native American studies, including but not limited to, sovereignty, self-determination, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism
 1. Basic concepts and theories of ethnic studies and Native American studies
 1. Research trends and new directions in Native American studies
 2. Tribal Critical Theory
 3. Sovereignty
 4. Social and historical constructions of race
 5. Blood quantum
 6. Scientific racism
 7. Ethnicity, ethnic identity
 8. Segregation, desegregation, assimilation
 9. Ethnocentrism, Eurocentrism, multiculturalism
 10. Self-determination, decolonization, liberation
 2. Theories of coloniality
 1. Imperialism
 2. Indigeneity
 3. Diaspora
 4. Migration

5. Colonization
6. Settler colonialism
7. Internal colonialism
8. Postcoloniality
3. Theories of racism and racialization
 1. Discrimination, prejudice, power, privilege
 2. Racism
 1. Institutional racism
 2. Systemic racism
 3. Structural racism
 3. Racial formation
 4. Racialization
 5. White privilege, white supremacy
 6. Internalized oppression
2. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with particular emphasis on agency and group affirmation.
 1. Knowledge of Native Americans' way of life
 1. Diversity of Native American cultures
 2. Adaptations to the diverse environments of North America
 2. Political self-determination and indigenous political structures,
 1. Historical development of tribal governments and their current functions
 3. Institution of family
 4. Native ancestry and federally recognized Indians
 1. Tribal identity
 2. Tribal citizenship
 3. Tribal sovereignty and Sovereign Nations
 4. Tribal identification, intertribal identities and organizations, and the Fourth World
 5. Inter- and intra-group conflicts
 6. Indigenous migrants
 7. Indigenous languages and their preservation
 8. Religious, spiritual, and philosophical practices, such as the Ghost Dance
 9. Sacred Sites
 10. Cultural expressions involving art, food, film, literature, or music
 1. Oral tradition
 2. Visual arts
 3. Music
 4. Literature
 5. Modern indigenous political art movements
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American communities.
 1. Intersectional theory
 2. Intersectionality

1. Class
 2. Gender
 3. Sexuality
 4. Religion and spirituality
 5. National origin
 6. Immigration status
 7. Ability
 8. Tribal citizenship
 9. Sovereignty
 10. Language
 11. Age and generation
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
1. The histories, lived experiences, and contemporary issues in Native American communities
 1. Cultures and origins
 2. Language groups
 3. Pre-Contact North America
 4. Imperialism and Settler-Colonialism
 5. European Colonization of North America
 6. Land and labor acquisition
 7. Treaty history of U.S. with Native American tribes
 8. Colonial policies, treaty rights, and violation
 1. "Civilization" policies
 2. Removal policies
 3. Reservation policies
 4. Termination policies
 5. Indian child welfare policies
 6. Boarding school policies
 7. Sterilization policies
 8. Trade and Intercourse Acts
 9. Indian Reorganization Act
 9. Institutions of missions
 10. Assimilation and Allotment Periods
 11. Experiences of California Indians during the Mission Period
 12. Christian conversion
 2. Contemporary issues
 1. Self-determination & self-governance
 2. Sovereignty rights
 3. Religious freedom
 4. Identity
 5. Land repatriation & land rights
 6. Language Retention

7. Native American art, literature, and film
8. Myths and stereotypes about Indigenous peoples
9. Native American mascots
10. Indian reservation issues
11. Health disparities
12. Decolonial education
13. California Indigenous experiences and issues
14. Environmental considerations
 1. Resource management
 2. Climate change
 3. Sustainable agriculture
 4. Foodways
 5. Water rights and fish kill
 6. Mining and fracking
 7. Nuclear waste
5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native Americans to build a diverse, just, and equitable society beyond the classroom
 1. Social movements
 1. Red Power Movement
 2. American Indian Movement (AIM)
 3. Land rights and resistance to colonialism
 4. Indians' use of legal institutions
 5. Indian citizenship and conflict between tribes and State
 6. Women's rights movements, including awareness of murdered and missing indigenous women
 7. Native American grave protection and repatriation policies
 8. Casino issues and policies
 9. Declaration on the Rights of Indigenous Peoples (DRIP) (UN 2007)
 10. Protection of Sacred Sites movements
 11. Geographical/regional land resources and movements, e.g., Mauna Kea protests
 2. Local social movement organizations
 1. History
 2. National level
 3. Local level
 4. Major contemporary issues
 3. Native American Studies as an academic discipline and activism

Methods of Instruction:

1. Lecture
2. Discussion - Lead class discussions or post online discussion boards that will help students employ ethnic studies frameworks to the concepts of race, ethnicity, power, resistance, and decoloniality. This should also model good questioning techniques for students to advance their knowledge about course topics. Create

student-led discussion leadership to take place in class to provide an opportunity both to work with others and to encourage long-term retention of the material.

3. Audio-visual Activity - Play video clips, films, and music in class as either: 1) a means of providing historical context; or 2) examples of Native American studies arguments about immigration, migration, ethnicity, intersectionality, healing, and/or resistance and develop class exercises around analyzing these media from an Native American studies perspective.
4. Guest Lecturers - Invite local guest lecturers to class in order to present on issues of social justice, intersectionality, colonization, decoloniality, social movements, and collective cultural memory which will encourage independent and rational discussion of ideas central to Native American studies
5. Student Presentations - Research project presentation

Typical Assignments

A. Reading:

1. Weekly readings of assigned sections of the textbook
2. Weekly readings of relevant research articles

B. Writing:

1. Response paper
 1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective A for identifying major concepts.
 2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.

C. Project:

1. Library Research Project
 1. Critically review one of the major issues facing Native American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnationalism, immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.
2. Interview project
 1. Interview a family member and critically compare their lived experiences with the typical life course of a person from Native American communities to identify structural inequality. Write a paper based on the interview. Conversely, by shifting the focus of the interview, the assignment can also be useful in applying theory and knowledge produced by Native American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.
3. Evaluate Active Engagement with Community
 1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by contacting and researching a local organization serving Native American communities. Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to

one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.

4. Student presentation of student project

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Monthly
- B. Quizzes
 - 1. Biweekly
- C. Research Projects
 - 1. At the end of semester
- D. Papers
 - 1. Monthly
- E. Oral Presentation
 - 1. At the end of semester
- F. Class Participation
 - 1. Weekly

Student Learning Outcomes

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

- A. Identify major concepts and theories of ethnic studies.
- B. Apply standpoints of Native American communities to describe their lived experiences and struggles.
- C. Critically analyze the intersection of race and ethnicity with other forms of social differences in Native American communities.
- D. Evaluate active engagement with anti-racist and anti-colonial social justice movements in Native American communities.
- E. Produce a document that analyzes the lived experiences and struggles of Native American communities by applying major theories and concepts of ethnic studies.

Textbooks (Typical):

Textbook:

- 1. Devon A. Mihesuah *So You Want to Write About American Indians? A Guide for Writers, Students, and Scholars*. 1st ed., University of Nebraska Press, 2005.
- 2. Elizabeth Cook-Lynn *A Separate Country: Postcoloniality and American Indian Nations*. 1st ed., Texas Tech University Press, 2011.
- 3. K Todrys *Black Snake*. 1st ed., University of Nebraska, 2021.
- 4. C Kidwell *Native American Studies*. 1st ed., Edinburgh University Press, 2019.
- 5. M Rizzo-Martinez *We Are Not Animals*. 1st ed., University of Nebraska, 2022.
- 6. B Hokowhitu *Handbook of Critical Indigenous Studies*. 1st ed., Routledge, 2021.
- 7. Roger Nichols *American Indians in U.S. History*. 2nd ed., University of Oklahoma Press, 2014.
- 8. Cutcha Risling Baldy *We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies*. 1st ed., University of Washington Press, 2018.
- 9. Frederick Hoxie *The Oxford Handbook of American Indian History*. 2nd ed., University of Oxford Press, 2021.

10. Kaitlin Reed *Settler Cannabis: From Gold Rush to Green Rush in Indigenous Northern California*. 1st ed., University of Washington Press, 2023.
11. Charles Wilkinson *Treaty Justice: The Northwest Tribes, the Boldt Decision, and the Recognition of Fishing Rights*. 1st ed., University of Washington Press, 2024.
12. Joanne Barker *Native Acts: Law, Recognition, and Cultural Authenticity*. 1st ed., Duke University Press, 2011.
13. Roxanne Dunbar-Ortiz *An Indigenous Peoples' History of the United States*. 2nd ed., Beacon, 2014.

Other Materials Required of Students

Equity Based Curriculum

- Measurable Objectives

Address

Measurable objectives reflect an explicit and inclusive focus on understanding the experiences of Native Americans.

- Course Content

Address

The course content reflects careful consideration of the experiences of Native Americans.

- Typical Texts

Address

Appropriate texts are selected for their specific emphases on the experiences of Native Americans.

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

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

Offering the course in the distance education format (DE) increases flexibility and versatility in order to meet the needs of our students.

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

The decision was made through discussions at faculty meetings.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Weekly

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Weekly
- **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: Triweekly
- **Written papers:** *Papers will be written on various topics.*
Frequency: Biweekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Triweekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000637311

CB03: TOP Code

220300 - Ethnic Studies

CIP Code

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Deactivation: KIN ETD1 - Eskrima - Tenio DeCuerdas 1

Course Deactivation: KIN ETD1 - Eskrima - Tenio DeCuerdas 1 (Launched - Implemented 08-29-2025)

compared with

KIN ETD1 - Eskrima - Tenio DeCuerdas 1 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology ETD1 Eskrima - Tenio DeCuerdas 1

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN ETD1 - Eskrima - Tenio DeCuerdas 1

1.00 Units

An introductory course of the Filipino martial art system of Tenio DeCuerdas Eskrima: a complete system incorporating the use of various weapons and empty-hand techniques. The course will focus on history of the system, basic movement and striking, beginning hand movements, beginning use of daga, and how to receive beginning techniques safely.

1 Units Lab

Course Grading: Optional

Lab Hours	54
------------------	----

Inside of Class Hours	54
------------------------------	----

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the history and the development of system.
- B. Display proper martial arts etiquette
- C. Perform beginning receiving techniques
- D. Demonstrate proper warm-ups and stretching
- E. Perform parrying and sweeping
- F. Perform basic evasions with pivoting
- G. Perform proper feeding and introductory heaven and earth drills
- H. Explain different styles of Filipino martial arts

Course Content:

Methods of Instruction:

- 1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
- 2. Demonstration - techniques and drills
- 3. Individualized Instruction
- 4. Application of techniques, concepts, and drills
- 5. Partner and individual practice

Typical Assignments

- A. Other:
 - 1. Participate in warm-ups
 - 2. Perform low level receiving techniques
 - 3. Participate in drills and techniques
 - 4. Demonstrate evasion against a daga

Methods of Evaluating Student Progress

- A. Class Participation
 - 1. daily
- B. Class Performance
 - 1. daily

Student Learning Outcomes

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

- A. Upon completion of KIN ETD1, the student should be able to perform beginning-level daga defenses.
- B. Upon completion of KIN ETD1, the student should be able to perform beginning-level footwork.
- C. Upon completion of KIN ETD1, the student should be able to perform beginning-level striking.

Textbooks (Typical):

Textbook:

- 1. Andrew Obon *Balintawak Arnis: Volume 1 Basics, Principle and Values*. 1st ed., APO-Balintawak Self Defense, Inc., 2018.

2. *The Filipino Martial Arts as taught by Dan Inosanto*. 1st ed., Know Now Publishing Company, 1980.
3. Peter A.H. Lewis *Filipino Martial Arts: Exploring the Depths*. 1st ed., Crowood Press, 2016.
4. Rene Latosa, Bill Newman *Escrima: The Art of Filipino Stick Fighting: An Essential Guide to FIGHTING with WEAPONS*. 1st ed., Rising Sun Books, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Wooden or metal training knife..

Equity Based Curriculum

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology 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, my supervisor, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: At least 2 per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least 5 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 2 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: 2 per semester

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 synchronous meetings per week
- **Other:**
Frequency: 2 per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612123

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status**Credit for Prior Learning**

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term



Course Deactivation: KIN ETD2 - Eskrima - Tenio DeCuerdas 2

Course Deactivation: KIN ETD2 - Eskrima - Tenio DeCuerdas 2 (Launched - Implemented 08-29-2025)

compared with

KIN ETD2 - Eskrima - Tenio DeCuerdas 2 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology ETD2 Eskrima - Tenio DeCuerdas 2

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN ETD2 - Eskrima - Tenio DeCuerdas 2

1.00 Units

A second semester course of the Filipino martial art system of Tenio DeCuerdas Eskrima. The course will focus on the history of the head of the system, elementary striking, footwork, and daga techniques, and how to receive elementary techniques safely.

1 Units Lab

Recommended Course Preparation: KIN ETD1 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
------------------	----

Inside of Class Hours	54
------------------------------	----

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Explain the history of the current head, and masters, of the systems
- B. Demonstrate elementary level receiving techniques
- C. Perform elementary boxing combinations and striking defenses
- D. Perform elementary footwork with walking
- E. Perform elementary heaven and earth defenses
- F. Discuss the use of rhythms and beats in self defense

Course Content:

- 1. History
 - 1. Headmaster
 - 2. Master instructors
- 2. Receiving techniques
 - 1. Elementary falls
- 3. Hands
 - 1. Elementary striking
 - 1. Combinations
 - 2. Elementary defenses
 - 1. Striking
- 4. Legs
 - 1. Elementary footwork
 - 1. Walking
- 5. Daga
 - 1. Elementary defenses
 - 1. Heaven
 - 2. Earth
- 6. Martial concepts
 - 1. Rhythms and beats

Methods of Instruction:

- 1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
- 2. Demonstration - techniques and drills
- 3. Individualized Instruction -
- 4. Application of techniques, concepts, and drills
- 5. Partner and individual practice

Typical Assignments

- A. Other:
 - 1. Participate in warm-ups
 - 2. Perform elementary receiving techniques
 - 3. Participate in drills and technique
 - 4. Demonstrate a parry against a daga

Methods of Evaluating Student Progress

- A. Class Participation
 - 1. daily
- B. Class Performance
 - 1. daily

Student Learning Outcomes

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

- A. Upon completion of KIN ETD2, the student should be able to perform elementary-level daga defenses.
- B. Upon completion of KIN ETD2, the student should be able to perform elementary-level footwork.
- C. Upon completion of KIN ETD2, the student should be able to perform elementary-level striking.

Textbooks (Typical):

Textbook:

- 1. Peter A.H. Lewis *Filipino Martial Arts: Exploring the Depths*. 1st ed., Crowood Press, 2016.
- 2. Dan Inosanto *The Filipino Martial Arts as taught by Dan Inosanto*. 1st ed., Know Now Publishing Company, 1980.
- 3. Rene Latosa, Bill Newman *Escrima: The Art of Filipino Stick Fighting: An Essential Guide to FIGHTING with WEAPONS*. 1st ed., Rising Sun Books, 2017.
- 4. Andrew Obon *Balintawak Arnis: Volume 1 Basics, Principle and Values*. 1st ed., APO-Balintawak Self Defense, Inc., 2018.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Wooden or metal training knife..

Equity Based Curriculum

Requisite Skills

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

- A. KIN ETD1
 - 1. Display proper martial arts etiquette
 - 2. Perform beginning receiving techniques
 - 3. Demonstrate proper warm-ups and stretching
 - 4. Perform parrying and sweeping
 - 5. Perform basic evasions with pivoting
 - 6. Perform proper feeding and introductory heaven and earth drills

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Rationale for DE

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology 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, my supervisor, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: At least 2 per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least 5 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 2 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: 2 per semester

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 synchronous meetings per week
- **Other:**

Frequency: 2 per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612219

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Deactivation: KIN ETD3 - Eskrima - Tenio DeCuerdas 3

Course Deactivation: KIN ETD3 - Eskrima - Tenio DeCuerdas 3 (Launched - Implemented 08-29-2025)

compared with

KIN ETD3 - Eskrima - Tenio DeCuerdas 3 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology ETD3 Eskrima - Tenio DeCuerdas 3

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN ETD3 - Eskrima - Tenio DeCuerdas 3

1.00 Units

A third semester course of the Filipino martial art system of Tenio DeCuerdas Eskrima. The course will focus on intermediate footwork, open-hand , and daga techniques, and how to receive intermediate techniques safely.

0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN ETD2 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Demonstrate elementary level receiving techniques
- B. Perform intermediate open-hand techniques and drills employing boxing while walking and numerado defenses
- C. Perform intermediate footwork employing the j-step
- D. Perform intermediate heaven and earth defenses
- E. Discuss the use of sectoring

Course Content:

Lab:

Lecture:

- 1. Receiving techniques
 - 1. Intermediate falls
- 2. Hands
 - 1. Intermediate striking
 - 1. Boxing while walking
 - 2. Intermediate defenses
 - 1. Numerado
- 3. Legs
 - 1. Intermediate footwork
 - 1. J-step
- 4. Daga
 - 1. Intermediate defenses
 - 1. Heaven
 - 2. Earth
- 5. Martial concepts
 - 1. Sectoring

Methods of Instruction:

- 1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
- 2. Demonstration - techniques and drills
- 3. Individualized Instruction
- 4. Application of techniques, concepts, and drills
- 5. Partner and individual practice

Typical Assignments

- A. Other:
 - 1. Lead warm-ups
 - 2. Demonstrate beginning receiving techniques to the rest of the class
 - 3. Participate in intermediate drills
 - 4. Perform a defense using intermediate open-hand techniques

Methods of Evaluating Student Progress

- A. Class Participation
 - 1. daily
- B. Class Performance
 - 1. daily

Student Learning Outcomes

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

- A. Upon completion of KIN ETD3 a student should be able to perform intermediate-level striking.
- B. Upon completion of KIN ETD3, the student should be able to perform intermediate-level daga defenses.
- C. Upon completion of KIN ETD3, the student should be able to perform intermediate-level footwork.

Textbooks (Typical):

Textbook:

- 1. Peter A.H. Lewis *Filipino Martial Arts: Exploring the Depths*. 1st ed., Crowood Press, 2016.
- 2. *The Filipino Martial Arts as taught by Dan Inosanto*. 1st ed., Know Now Publishing Company, 1980.
- 3. Rene Latosa, Bill Newman *Escrima: The Art of Filipino Stick Fighting: An Essential Guide to FIGHTING with WEAPONS*. 1st ed., Rising Sun Books, 2017.
- 4. Andrew Obon *Balintawak Arnis: Volume 1 Basics, Principle and Values*. 1st ed., APO-Balintawak Self Defense, Inc., 2018.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Wooden or metal training knife..

Equity Based Curriculum

Requisite Skills

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

- A. KIN ETD2
 - 1. Demonstrate elementary level receiving techniques
 - 2. Perform elementary boxing combinations and striking defenses
 - 3. Perform elementary footwork with walking
 - 4. Perform elementary heaven and earth defenses

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology 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, my supervisor, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: At least 2 per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least 5 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 2 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: 2 per semester

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 synchronous meetings per week
- **Other:**
Frequency: 2 per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612220

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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 Deactivation: KIN ETD4 - Eskrima - Tenio DeCuerdas 4

Course Deactivation: KIN ETD4 - Eskrima - Tenio DeCuerdas 4 (Launched - Implemented 08-29-2025)

compared with

KIN ETD4 - Eskrima - Tenio DeCuerdas 4 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology ETD4 Eskrima - Tenio DeCuerdas 4

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN ETD4 - Eskrima - Tenio DeCuerdas 4

1.00 Units

A fourth semester course of the Filipino martial art system of Tenio DeCuerdas Eskrima. The course will focus on advanced striking, footwork, and daga techniques, and how to receive advanced techniques safely.

0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN ETD3 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Demonstrate countering techniques
- B. Perform advanced open-hand techniques and drills employing boxing with a daga and trapping
- C. Perform advanced footwork employing leg evasions
- D. Perform advanced level heaven and earth techniques
- E. Discuss the concept of the third arm

Course Content:

Lab:

Lecture:

- 1. Receiving techniques
 - 1. Countering
- 2. Hands
 - 1. Advanced striking
 - 1. Boxing with a daga
 - 2. Advanced defenses
 - 1. Trapping
- 3. Legs
 - 1. Advanced footwork
 - 1. Leg evasions
- 4. Daga
 - 1. Advanced defenses
 - 1. Heaven
 - 2. Earth
- 5. Martial concepts
 - 1. The third arm

Methods of Instruction:

- 1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
- 2. Demonstration - techniques and drills
- 3. Individualized Instruction
- 4. Application of techniques, concepts, and drills
- 5. Partner and individual practice

Typical Assignments

- A. Other:
 - 1. Lead warm-ups
 - 2. Demonstrate intermediate receiving techniques to the rest of the class
 - 3. Participate in advanced drills
 - 4. Perform a defense using trapping

Methods of Evaluating Student Progress

- A. Class Participation
 - 1. daily
- B. Class Performance
 - 1. daily

Student Learning Outcomes

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

- A. Upon completion of KIN ETD4, the student should be able to perform advanced-level daga defenses.
- B. Upon completion of KIN ETD4, the student should be able to perform advanced-level footwork.
- C. Upon completion of KIN ETD4, the student should be able to perform advanced-level striking.

Textbooks (Typical):

Textbook:

- 1. *The Filipino Martial Arts as taught by Dan Inosanto*. 1st ed., Know Now Publishing Company, 1980.
- 2. Peter A.H. Lewis *Filipino Martial Arts: Exploring the Depths*. 1st ed., Crowood Press, 2016.
- 3. Rene Latosa, Bill Newman *Escrima: The Art of Filipino Stick Fighting: An Essential Guide to FIGHTING with WEAPONS*. 1st ed., Rising Sun Books, 2017.
- 4. Andrew Obon *Balintawak Arnis: Volume 1 Basics, Principle and Values*. 1st ed., Tuttle Publishing, 2018.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Wooden or metal training knife..

Equity Based Curriculum

Requisite Skills

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

- A. KIN ETD3
 - 1. Demonstrate elementary level receiving techniques
 - 2. Perform intermediate open-hand techniques and drills employing boxing while walking and numerado defenses
 - 3. Perform intermediate footwork employing the j-step
 - 4. Perform intermediate heaven and earth defenses

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology 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, my supervisor, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: At least 2 per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least 5 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 2 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: 2 per semester

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 synchronous meetings per week
- **Other:**
Frequency: 2 per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612221

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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 Deactivation: KIN JDR1 - Jujutsu - Danzan Ryu 1

Course Deactivation: KIN JDR1 - Jujutsu - Danzan Ryu 1 (Launched - Implemented 08-29-2025)

compared with

KIN JDR1 - Jujutsu - Danzan Ryu 1 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology JDR1 Jujutsu - Danzan Ryu 1

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN JDR1 - Jujutsu - Danzan Ryu 1 1.00 Units

An introductory course of the martial art system of Danzan Ryu Jujutsu: a hybrid of Japanese Jujitsu, Judo, and Kenpo, and the Hawaiian art of Lua. Techniques are not strength based and primarily involve the use of joint and nerve manipulation, precision striking, and throwing to subdue an attacker. This course will focus on history of the system and founder, basic movement, escapes, trip throws, strikes, and how to receive techniques safely.

0 Units Lecture 1 Units Lab

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Explain the history and development of Danzan Ryu Jujitsu.
- B. Demonstrate proper warm-ups and stretching.
- C. Demonstrate proper dojo etiquette.
- D. Discuss the use of a kiai.
- E. Perform beginning level ukemi.
- F. Demonstrate escapes from Yawara board.
- G. Demonstrate trip throws from the Nage no Kata board.
- H. Demonstrate various strikes.
- I. Differentiate between different martial art categories.

Course Content:

Lab:

Lecture:

- 1. History
 - 1. Founder
 - 2. System
- 2. Dojo etiquette
- 3. Warm-ups and stretching
- 4. Internal energy work and proper breathing
 - 1. Kiai
- 5. Ukemi
 - 1. Beginning rolls and falls
- 6. Yawara
 - 1. Beginning escapes/releases
- 7. Nage no Kata
 - 1. Beginning level trip throws
- 8. Atemi
 - 1. Beginning strikes
- 9. Martial concepts and principles
 - 1. Minimum effort for maximum effect
 - 2. Unitized body movement
 - 3. Martial art categories
 - 1. Sport
 - 2. Combat
 - 3. Self-defense

Methods of Instruction:

- 1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
- 2. Individualized Instruction
- 3. Demonstration - techniques and drills
- 4. Partner and individual practice
- 5. Application of techniques, concepts, and drills

Typical Assignments

A. Other:

1. Participate in warm-ups
2. Participate in ukemi practice
3. Participate in drills and techniques
4. Keep a notebook with descriptions on how to perform techniques and drills

Methods of Evaluating Student Progress

A. Class Participation

1. Daily

B. Class Performance

1. Daily

Student Learning Outcomes

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

- A. Upon completion of KIN JDR1, a student should be able to perform beginning-level ukemi.
- B. Upon completion of KIN JDR1, the student should be able to perform beginning-level trip throws.
- C. Upon completion of KIN JDR1, the student should be able to use beginning-level escapes.

Textbooks (Typical):

Textbook:

1. Donn F Draeger, Tadao Otaki *Judo Formal Techniques: A Basic Guide to Throwing and Grappling*. Reprint ed., Tuttle Publishing, 2019.
2. Toshiro Daigo *Kodokan Judo Throwing Techniques*. 1st ed., Kodansha International, 2016.
3. Andy Burns, Mike Callan *Strength and Conditioning for Judo*. 1st ed., Crowood Press, 2017.
4. Mark E. Roosa *The Teaching of Judo: An Instructor's Handbook*. 1st ed., Wheatmark, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. A Judo or heavyweight Karate uniform..

Equity Based Curriculum

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology 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, my supervisor, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: At least 2 per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least 5 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 2 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: 2 per semester.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 synchronous meetings per week.
- **Other:**
Frequency: 2 per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612230

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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 Deactivation: KIN JDR2 - Jujutsu - Danzan Ryu 2

Course Deactivation: KIN JDR2 - Jujutsu - Danzan Ryu 2 (Launched - Implemented 08-29-2025)

compared with

KIN JDR2 - Jujutsu - Danzan Ryu 2 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology JDR2 Jujutsu - Danzan Ryu 2

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN JDR2 - Jujutsu - Danzan Ryu 2 1.00 Units

A second semester course of the martial art system of Danzan Ryu Jujutsu. This course will focus on history of techniques and the successor, ukemi, holds, trip throws, sweep throws, and how to receive techniques safely.

0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN JDR1 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Explain the successorship of the system and the history and development of techniques

- B. Discuss the use of meditation.
- C. Perform elementary ukemi.
- D. Demonstrate elementary escapes and beginning holds/controls from the Yawara board.
- E. Demonstrate elementary trip throws and beginning sweep throws from the Nage no Kata board.
- F. Perform beginning striking combinations.
- G. Discuss and apply concepts and principles of strikes.

Course Content:

Lab:

Lecture:

- 1. History
 - 1. Successor of the system
 - 2. Techniques
- 2. Internal energy work and proper breathing
 - 1. Meditation
- 3. Ukemi
 - 1. Elementary rolls and falls
- 4. Yawara
 - 1. Elementary escapes
 - 2. Beginning holds/controls
- 5. Nage
 - 1. Elementary trip throws
 - 2. Beginning sweep throws
- 6. Atemi
 - 1. Beginning striking combinations
- 7. Martial concepts and principles of strikes
 - 1. Economy of motion
 - 2. Point of origin

Methods of Instruction:

- 1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
- 2. Individualized Instruction
- 3. Demonstration - techniques and drills
- 4. Partner and individual practice
- 5. Application of techniques, concepts, and drills

Typical Assignments

- A. Other:
 - 1. Participate in warm-ups
 - 2. Participate in intermediate ukemi practice
 - 3. Participate in drills and techniques

Methods of Evaluating Student Progress

A. Class Participation

1. daily

B. Class Performance

1. daily

Student Learning Outcomes

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

- A. Upon completion of KIN JDR2, the student should be able to perform beginning-level holds/controls.
- B. Upon completion of KIN JDR2, the student should be able to perform beginning-level sweep throws.
- C. Upon completion of KIN JDR2, the student should be able to perform elementary-level ukemi.

Textbooks (Typical):

Textbook:

- 1. Donn F Draeger, Tadao Otaki *Judo Formal Techniques: A Basic Guide to Throwing and Grappling*. Reprint ed., Tuttle Publishing, 2019.
- 2. Andy Burns, Mike Callan *Strength and Conditioning for Judo*. 1st ed., Crowood Press, 2017.
- 3. Toshiro Daigo *Kodokan Judo Throwing Techniques*. 1st ed., Kodansha International, 2016.
- 4. Mark E. Roosa *The Teaching of Judo: An Instructor's Handbook*. 1st ed., Wheatmark, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:

- 1. A Judo or heavyweight Karate uniform..

Equity Based Curriculum

Requisite Skills

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

- A. KIN JDR1
 - 1. Demonstrate proper warm-ups and stretching.
 - 2. Demonstrate proper dojo etiquette.
 - 3. Perform beginning level ukemi.
 - 4. Demonstrate escapes from Yawara board.
 - 5. Demonstrate trip throws from the Nage no Kata board.
 - 6. Demonstrate various strikes.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology 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, my supervisor, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: At least 2 per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least 5 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 2 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: 2 per semester.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 synchronous meetings per week.
- **Other:**
Frequency: 2 per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612231

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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 Deactivation: KIN JDR3 - Jujutsu - Danzan Ryu 3

Course Deactivation: KIN JDR3 - Jujutsu - Danzan Ryu 3 (Launched - Implemented 08-29-2025)

compared with

KIN JDR3 - Jujutsu - Danzan Ryu 3 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology JDR3 Jujutsu - Danzan Ryu 3

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN JDR3 - Jujutsu - Danzan Ryu 3 1.00 Units

A third semester course of the martial art system of Danzan Ryu Jujutsu. This course will focus on ukemi, escapes, locks, sweep throws, reap throws, hip throws, pins, striking combinations, and how to receive techniques safely.

0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN JDR2 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Explain the history and development of techniques and organizations.
- B. Discuss the use of chi gong.
- C. Perform intermediate ukemi.
- D. Demonstrate intermediate escapes and elementary holds/controls from the Yawara board.
- E. Demonstrate intermediate sweep throws and beginning reap and hip throws from the Nage no Kata board.
- F. Demonstrate beginning pins/hold downs from the Shime no Kata board.
- G. Demonstrate various elementary striking combinations.
- H. Discuss and apply the concepts and principles of throwing.

Course Content:

Lab:

Lecture:

- 1. History
 - 1. Techniques
 - 2. Organizations
- 2. Internal energy work and proper breathing
 - 1. Chi gong
- 3. Ukemi
 - 1. Intermediate falls
- 4. Yawara
 - 1. Intermediate escapes
 - 2. Elementary holds/controls
- 5. Nage no Kata
 - 1. Intermediate sweep throws
 - 2. Beginning reap throws
 - 3. Beginning hip throws
- 6. Shime no Kata
 - 1. Beginning pins/hold-downs
- 7. Atemi
 - 1. Elementary striking combinations
- 8. Martial concepts and principles of throws
 - 1. Tsukuri
 - 2. Kazushi
 - 3. Kake

Methods of Instruction:

- 1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
- 2. Individualized Instruction
- 3. Demonstration - techniques and drills
- 4. Partner and individual practice
- 5. Application of techniques, concepts, and drills

Typical Assignments

- A. Other:
 - 1. Lead warm-ups
 - 2. Perform ukemi
 - 3. Participate in drills and techniques
 - 4. Demonstrate techniques and drills to beginners

Methods of Evaluating Student Progress

- A. Class Participation
 - 1. daily
- B. Class Performance
 - 1. daily

Student Learning Outcomes

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

- A. Upon completion of KIN JDR3, the student should be able to perform beginning pins/hold-downs.
- B. Upon completion of KIN JDR3, the student should be able to perform beginning-level reap throws.
- C. Upon completion of KIN JDR3, the student should be able to perform intermediate-level ukemi.

Textbooks (Typical):

Textbook:

- 1. Donn F Draeger, Tadao Otaki *Judo Formal Techniques: A Basic Guide to Throwing and Grappling*. Reprint ed., Tuttle Publishing, 2019.
- 2. Andy Burns, Mike Callan *Strength and Conditioning for Judo*. 1st ed., Crowood Press, 2017.
- 3. Toshiro Daigo *Kodokan Judo Throwing Techniques*. 1st ed., Kodansha International, 2016.
- 4. Mark E. Roosa *The Teaching of Judo: An Instructor's Handbook*. 1st ed., Wheatmark, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:

- 1. A Judo or heavyweight Karate uniform..

Equity Based Curriculum

Requisite Skills

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

- A. KIN JDR2
 - 1. Perform elementary ukemi.
 - 2. Demonstrate elementary escapes and beginning holds/controls from the Yawara board.
 - 3. Demonstrate elementary trip throws and beginning sweep throws from the Nage no Kata board.
 - 4. Perform beginning striking combinations.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology 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, my supervisor, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: At least 2 per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least 5 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 2 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: 2 per semester.

Student-Content Interaction

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

Frequency: 2 synchronous meetings per week.

- **Other:**

Frequency: 2 per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612232

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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 Deactivation: KIN JDR4 - Jujutsu - Danzan Ryu 4

Course Deactivation: KIN JDR4 - Jujutsu - Danzan Ryu 4 (Launched - Implemented 08-29-2025)

compared with

KIN JDR4 - Jujutsu - Danzan Ryu 4 (Active - Implemented 08-15-2020)

Admin Outline for Kinesiology JDR4 Jujutsu - Danzan Ryu 4

Effective: Fall

~~2020~~ 2026

Catalog Description:

KIN JDR4 - Jujutsu - Danzan Ryu 4

1.00 Units

A fourth semester course of the martial art system of Danzan Ryu Jujutsu. This course will focus on ukemi, escapes, locks, hip throws, drop throws, and how to receive techniques safely.

0 Units Lecture 1 Units Lab

Recommended Course Preparation: KIN JDR3 with a minimum grade of C

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

There is not enough FTEF anytime soon to be able to offer combative courses.

Discipline:

Martial Arts/Self-Defense

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Perform intermediate/advanced ukemi.
- B. Demonstrate intermediate/advanced escapes and intermediate holds/controls from the Yawara board.
- C. Demonstrate elementary hip and beginning drop throws from the Nage no Kata board.
- D. Demonstrate beginning constrictions from the Shime no Kata board.
- E. Perform intermediate striking combinations.
- F. Discuss and apply concepts and principles of strikes.

Course Content:

Lab:

Lecture:

- 1. Ukemi
 - 1. Intermediate/advanced falls
- 2. Yawara
 - 1. Intermediate/advanced escapes
 - 2. Intermediate holds/controls
- 3. Nage no Kata
 - 1. Elementary hip throws
 - 2. Beginning drop throws
 - 3. Variations
- 4. Shime no Kata
 - 1. Beginning constrictions
- 5. Atemi
 - 1. Intermediate striking combinations
- 6. Martial concepts and principles of strikes
 - 1. Engaging body mass
 - 2. Fajing

Methods of Instruction:

- 1. Lecture - Explain concepts, principles, tactics, and history of techniques and the system
- 2. Individualized Instruction
- 3. Demonstration - techniques and drills
- 4. Partner and individual practice
- 5. Application of techniques, concepts, and drills

Typical Assignments

- A. Other:
 - 1. Lead warm-ups
 - 2. Perform intermediate level ukemi
 - 3. Demonstrate drills and techniques to beginners
 - 4. Demonstrate intermediate striking combinations

Methods of Evaluating Student Progress

- A. Class Participation
 - 1. daily
- B. Class Performance
 - 1. daily

Student Learning Outcomes

Textbooks (Typical):

Textbook:

1. Donn F Draeger, Tadao Otaki *Judo Formal Techniques: A Basic Guide to Throwing and Grappling*. Reprint ed., Tuttle Publishing, 2019.
2. Andy Burns, Mike Callan *Strength and Conditioning for Judo*. 1st ed., Crowood Press, 2017.
3. Toshiro Daigo *Kodokan Judo Throwing Techniques*. 1st ed., Kodansha International, 2016.
4. Mark E. Roosa *The Teaching of Judo: An Instructor's Handbook*. 1st ed., Wheatmark, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. A Judo or heavyweight Karate uniform..

Equity Based Curriculum

Requisite Skills

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

- A. KIN JDR3
 - 1. Perform intermediate ukemi.
 - 2. Demonstrate intermediate escapes and elementary holds/controls from the Yawara board.
 - 3. Demonstrate intermediate sweep throws and beginning reap and hip throws from the Nage no Kata board.
 - 4. Demonstrate beginning pins/hold downs from the Shime no Kata board.
 - 5. Demonstrate various elementary striking combinations.
 - 6. Discuss and apply the concepts and principles of throwing.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

In discussing with my colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the Kinesiology 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, my supervisor, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: At least 2 per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least 5 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 2 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: 2 per semester.

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 synchronous meetings per week.
- **Other:**
Frequency: 2 per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612233

CB03: TOP Code

083500 - Physical Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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 Deactivation: MATH 22 - Precalculus & Trigonometry

Course Deactivation: MATH 22 - Precalculus & Trigonometry (Launched - Implemented 09-03-2025)

compared with

MATH 22 - Precalculus & Trigonometry (Active - Implemented 08-15-2025)

Admin Outline for Mathematics 22 Precalculus & Trigonometry

Effective: Fall

~~2025~~ 2026

Catalog Description:

MATH 22 - Precalculus & Trigonometry

6.00 Units

Precalculus and Trigonometric 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.

6 Units Lecture

Prerequisite: Intermediate Algebra or a higher level of mathematics

Course Grading: Letter Grade Only

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Justification for course proposal

MATH 21 and 22 were both created as options for when AB 1705 took effect. The mathematics department has decided to offer MATH 21 and deactivate MATH 22 in light of changes to AB 1705 guidance and the move to a compressed calendar.

Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Graph functions and relations in rectangular coordinates and polar coordinates
- 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. Explore and apply functions to model real world applications, including applications in science, technology, engineering and mathematics
- E. Apply transformations to the graphs of functions and relations
- F. Recognize the relationship between functions and their inverses graphically and algebraically
- G. Solve and apply equations including rational, linear, polynomial, exponential, absolute value, radical, and logarithmic, and solve linear, nonlinear, and absolute value inequalities
- H. Explore and graph basic conics, such as parabolas, circles, ellipse and hyperbolas
 - I. Solve systems of equations and inequalities
- J. Prove trigonometric identities
- K. Identify special triangles and their related angle and side measures
- L. Explore, evaluate, and model situations involving arc length and circular motion
- M. Evaluate the trigonometric function at an angle whose measure is given in degrees and radians
- N. Manipulate and simplify a trigonometric expression
- O. Solve trigonometric equations, triangles, and applications
- P. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs
- Q. Evaluate and graph inverse trigonometric functions
- R. Convert between polar and rectangular coordinates
- S. Calculate powers and roots of complex numbers using DeMoivre's Theorem
- T. Represent a vector (a quantity with magnitude and direction) in the form $a\mathbf{i} + b\mathbf{j}$

Course Content:

Lab:

- A. Sketch functions using a computer program to determine extrema, x-intercepts, and intervals of increase and decrease
- B. Model a real-world STEM application and answer associated questions using rational, linear, polynomial, radical, absolute value, exponential, logarithmic or trigonometric equations
- C. Solve non-linear equations using a computer program to sketch the graphs of each expression using the program to numerically estimate the solution(s)

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 functions
8. Equations
 1. Rational
 2. Linear
 3. Radical
 4. Polynomial
 5. Exponential
 6. Trigonometric
 7. Logarithmic
 8. Absolute value
 9. Conics
9. Linear, nonlinear, and absolute value inequalities
10. Systems of equations and inequalities
11. Characterization of real and complex zeros of polynomials
12. Rectangular coordinates, angles and circular/radian measure
13. Definitions of the six trigonometric functions according to the right triangle, the unit circle, and the rectangular coordinate systems
14. Applications of the right triangle
15. Arc length and circular motion, specifically angular and linear speed
16. Simplification of trigonometric expressions
17. Proofs of trigonometric identities
18. Graphs of trigonometric functions

1. Period
 2. Amplitude
 3. Phase shift
 4. Asymptotes
19. Inverse trigonometric functions, identities, and graphs
20. Solving Triangles
1. Law of Sines
 2. Law of Cosines
21. Polar coordinates and equations
22. DeMoivre's Theorem and applications
23. Introduction to vectors

Methods of Instruction:

1. Classroom Activity
2. Lab - Assignments incorporating modeling real-world STEM applications
3. Individualized Instruction
4. Discussion
5. Lecture
6. Any of the following at the discretion of the instructor 1. Individual problem solving 2. Group work 3. Student presentations
7. Reading

Typical Assignments

A. 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)
2. 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.
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: To introduce exponential growth and decay, the class breaks 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.

Methods of Evaluating Student Progress

A. Quizzes

1. Number of quizzes are at the discretion of the instructor.

B. Class Work

1. Each day time should be allowed in class for students to apply the concepts being covered

C. Home Work

1. Daily

D. Lab Activities

1. Weekly

E. Exams/Tests

1. Minimum of four examinations plus a comprehensive final exam

Student Learning Outcomes

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

- A. Graph and identify the main features of a precalculus level function without using a graphing utility.
- B. Model a precalculus level application.
- C. Define trigonometric functions in terms of a right triangle, using coordinates of a point and distance from the origin, and using the unit circle.
- D. Solve a multi-step trigonometric equation.
- E. Identify magnitude and direction of a vector.

Textbooks (Typical):

Textbook:

1. Robert F Blitzer *Algebra and Trigonometry*. 7th ed., Pearson, 2022.
2. Michael Sullivan *Algebra and Trigonometry*. 12th ed., Pearson, 2025.
3. Julie Miller, Donna Gerken *College Algebra and Trigonometry*. 2nd ed., McGraw Hill, 2023.

Other Materials Required of Students

Other Materials Required of Students:

1. A scientific or graphing calculator may be required to complete labs..

Equity Based Curriculum

- Course Content

Address

Each of the topics includes a look at applications to the real world. It is an important component of this course that students understand how the material matters to them in their daily life, career and industry, as well as how it will be used in their future studies. We will have opportunities to celebrate the diversity of mathematicians and scientists, in ethnicity, gender identification, and age in this course.

- Methods of Instruction

Address

We deliver the material in a variety of ways in order to accommodate a range of different learning styles. This course can be offered in-person, online, or in the Emporium mode. Students will learn the material through lecture, interactive assignments, and individually.

- Assignments

Address

Assignments will include real-world problems so students can see how the material relates to their personal lives and links to career and industry.

- Methods of Evaluation

Address

There will be a mix of ways for students to receive feedback on their understanding of the material, including homework, class work, quizzes, lab activities and exams. That way students will have multiple opportunities for feedback and assessment.

- Typical Texts

Address

Free, open-source course materials are being developed and should be available for future offerings of this course.

- Other Materials Required of Students

Address

Free graphing calculators are provided through the library.

- Library

Address

Free graphing calculators are provided through the library.

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

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

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 all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000645727

CB03: TOP Code

170100 - Mathematics, General

CIP Code

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

Y - Credit Course

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

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 Deactivation: MUS 17B - Jazz Combo 2

Course Deactivation: MUS 17B - Jazz Combo 2 (Launched - Implemented 09-02-2025)
compared with
MUS 17B - Jazz Combo 2 (Active - Implemented 08-15-2021)

Admin Outline for Music 17B Jazz Combo 2

Effective: Fall

~~2021~~ 2026

Catalog Description:

MUS 17B - Jazz Combo 2 1.00 Units

For intermediate/advanced instrumentalists who want to continue what they learned in 17A by performing, composing, and arranging small-group literature.

0 Units Lecture 1 Units Lab

Prerequisite: MUS 17A with a minimum grade of C, **Enrollment Limitation:** .

Course Grading: Optional

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Justification for course proposal

The music department no longer offers this course and sees no need to in the future.

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Illustrate continued improvement in performing, composing, and arranging jazz literature
- B. Exhibit observable leadership skills and behaviors to increase the success of ensemble performance
- C. Compose and arrange original jazz literature
- D. Compile effective setlists, and perform as a cohesive unit
- E. Play or sing with the articulation, dynamics, phrasing, and expression as directed
- F. Perform improvised solos as applicable
- G. Demonstrate appropriate blend and balance within the ensemble and/or the section
- H. Memorize performance repertoire as directed
- I. Play or sing in time with section and ensemble as directed

Course Content:

Lab:

Lecture:

1. Illustrate facility and technique in performing jazz literature Precise reading of rhythm
 1. Execute scales and common jazz modes such as Dorian, Mixolydian, Lydian, Locrian, etc
 2. Perform using idiomatic jazz techniques such as blue notes, turns, and syncopation
 3. Transcribe and perform solos of jazz masters such as Miles Davis, Dizzy Gillespie, Charlie Parker, etc
 4. Following the conductor as applicable
 5. Intonation
 6. Correct reading and production of pitches
 7. Tuning pitches and harmonies as a section
 8. Tuning of pitches and harmonies as an ensemble
 9. Articulation
 10. Phrasing
 11. Blend and balance
 12. Correct readings of markings
 13. Following the conductor's gestures as applicable
 14. Agreement as a section
 15. Agreement as an ensemble
2. Compose and arrange for the combo
 1. Correct notations
 2. Appropriate styles
 3. Use of improvisation
 4. Hits, Interludes, Tags, Backgrounds
 5. Ensemble specific performance practices
 1. Play jazz literature in a Fast Bossa Nova style
 2. Play jazz literature in a Medium Funk style
 3. Improvised solos as applicable
 4. Memorization of performance repertoire as directed
 5. Blend and Balance as an ensemble
 6. Correct tone, volume, and timbre as appropriate to ensemble
3. Professional standard of conduct
 1. Demonstrate musical preparedness in rehearsal and performances
 2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Methods of Instruction:

1. Student Presentations
2. Classroom Activity -
3. Individualized Instruction
4. Observation
5. Audio-visual Activity
6. Demonstration
7. Outside practice

Typical Assignments

A. Other:

1. Improvisation:

1. Transcribe a solo by Miles Davis. Isolate several passages. Learn it in all keys and then incorporate it into your own improvisation.

2. Arranging:

1. Choose a modern jazz standard and arrange it for the combo. The arrangement should reflect an understanding of appropriate and professional orchestration, voicings, transpositions, and formal concepts.

3. Composition:

1. Compose a 10-15 minute advanced piece for the combo and lead the rehearsal by pointing out key elements like form, structure, improvised sections, etc.

4. Performance:

1. Organize a performance in the community, and lead the group through the setlist displaying a high level of professionalism.

Methods of Evaluating Student Progress

A. Projects

1. At least one per semester.

B. Class Participation

1. Weekly.

C. Home Work

1. Weekly.

D. Class Performance

1. Weekly.

E. Final Public Performance

1. One per semester.

F. Practice - daily, using practice logs as proof

Student Learning Outcomes

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

- A. Upon completion of MUS 17B, students will demonstrate intermediate/advanced knowledge of jazz repertoire through performance and practice.

- B. Upon completion of MUS 17B, the student should apply knowledge of jazz practices to their unique improvisations.
- C. Upon completion of MUS 17B, the student should develop a mastery of improvisation through study, transcription, and trial and error.
- D. Upon completion of MUS 17B, students will be able to analyze, interpret, and perform intermediate and advanced jazz repertoire in a combo setting.

Textbooks (Typical):

Textbook:

1. Rick Hirsch *Surly*. 1st ed ed., Hirsch Music Publishing, 2020.
2. Jason Curry *Simple Kiss*. 1st ed., Devmusic, 2020.
3. Elvis Presley, Carl Perkins, Kirby Shaw *Blue Suede Shoes*. 1st ed., Hal Leonard Corporation, 2020.
4. Jamey Aebersold *A Practical Approach To Jazz Improvisation*. 1st e ed., Jamey Aebersold, 2015.
5. Scott D. Reeves *Creative Jazz Improvisation*. 4th ed., Pearson, 2016.
6. Hal Leonard Corp. *The Real Bebop Book*. C Edition ed., Hal Leonard, 2017.
7. Hal Leonard Corp. *Jazz Funk Play-Along: Real Book Multi-Tracks Volume 5*. 1st ed., Hal Leonard, 2017.

Other Materials Required of Students

Equity Based Curriculum

Requisite Skills

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

- A. MUS 17A
 1. Demonstrate advanced facility and technique in performing, composing, and arranging jazz literature
 2. Rehearse effectively to ensure successful ensemble performances.
 3. Demonstrate the ability to play, memorize, and interpret jazz literature in the following styles: Swing, Bossa, Fusion, Funk, Waltz, and Modern.
 4. Compile effective setlists, and perform as a cohesive unit.
 5. Perform with effective articulation, intonation, style, expression, blending, and balance

DE Proposal

Delivery Methods

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

Rationale for DE

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

In discussion and practice with my music colleagues, we felt that (though not ideal) MUS 17B is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.

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

The decision was made after consulting faculty and students.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 1-3 discussion boards per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-3 Announcements per month.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: 2-5 web-conferencing sessions per month.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Performances (at least 2 per semester) and rehearsals (at least 1 per month) would take place face-to-face.

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: 1-3 discussion boards per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 5 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: 1-3 discussion boards 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: 5 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 10 times per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2-5 per month.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 1-3 per month.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 6 per semester.
- **Other:**
Frequency: Daily practice. At least 2 performances per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000569958

CB03: TOP Code

100400 - Music

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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 Deactivation: MUS 29 - Independent Study, Music

Course Deactivation: MUS 29 - Independent Study, Music (Launched - Implemented 09-02-2025)

compared with

MUS 29 - Independent Study, Music (Active - Implemented 01-01-2019)

Admin Outline for Music 29 Independent Study, Music

Effective: ~~Spring~~ Fall

~~2019~~ 2026

Catalog Description:

MUS 29 - Independent Study, Music 0.50 - 0.00 Units

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

0 Units Lecture 0.5 Units Lab

Course Grading: Optional

Lecture Hours	
Lab Hours	27
Inside of Class Hours	27

Justification for course proposal

[With auditing and noncredit courses for older adult](#)

Discipline:

Music

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

Course Content:

Lab:

Lecture:

1. Develop skills and knowledge that reinforce, or expand upon, Music concepts
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to Music

Methods of Instruction:

1. Discussion - With instructor
2. Projects - As noted in the Independent study form
3. Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.
4. Demonstration - As noted in the Independent study form
5. Independent Study
6. Written Exercises - As noted in the Independent study form

Typical Assignments

A. Other:

1. Reading Assignments
 1. Identification of a research project may include extensive reading.
2. Writing Assignment
 1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.
3. Lab Work
 1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

A. Research Projects

1. due by the end of the semester

B. Portfolios

1. due by the end of the semester

C. Papers

1. due by the end of the semester

D. Oral Presentation

1. due by the end of the semester

E. Projects

1. status reports may be due weekly to promote frequency of activities completed during the week.
Entire project and lab activities due by the end of the semester

F. Lab Activities

1. tatus reports may be due weekly to promote frequency of activivies completed during the week.

Entire project and lab activities due by the end of the semester

G. Assignments/activities specified on Independent Study Form -due by the end of the semester

Student Learning Outcomes

Textbooks (Typical):

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.

Equity Based Curriculum

Requisite Skills

Codes and Dates

Course CB Codes

CB00: State ID

CCC000595153

CB03: TOP Code

100400 - Music

CIP Code

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

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 Deactivation: NAUT INTR - Automotive Service and Introduction

Course Deactivation: NAUT INTR - Automotive Service and Introduction (Launched - Implemented 08-29-2025)

compared with

NAUT INTR - Automotive Service and Introduction (Active - Implemented 08-15-2020)

Admin Outline for Noncredit Automotive Technology INTR Automotive Service and Introduction

Effective: Fall

~~2020~~ 2026

Catalog Description:

NAUT INTR - Automotive Service and Introduction 216 Hours

Bumper-to-Bumper Automotive Knowledge. Starting with hazardous waste handling, tool identification, maintenance and lubrication, moving into engine mechanical, emissions controls, suspension systems, air conditioning, airbags and safety, transmissions, axles, and finishing off with the future of the automotive industry. This is an introductory class for people who want to know more about their vehicle or who are planning an automotive career.

Course Grading: Pass/No Pass

Total Lecture Hours	36
Total Lab Hours	108
Total Inside of Class Hours	144
Total Outside of Class Hours	72
Total Noncredit Hours	216

Justification for course proposal

No longer used. Repl

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Utilize and apply hazardous waste handling;
- B. Identify and describe uses of automotive related tools;
- C. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- D. Discuss four stroke engine cycle and identify engine parts;
- E. Perform basic engine teardown and reassembly;
- F. Apply Ohm's law, read basic schematics, test automotive electrical systems;
- G. Identify emissions components, understand 5 gas theory;
- H. Discuss heating and cooling systems, perform basic cooling systems tests;
 - I. Identify air conditioning systems, understand cycles of refrigerant;
- J. Discuss braking systems, perform a brake inspection, identify parts;
- K. Differentiate between suspension and steering system types, inspect and qualify components;
- L. Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- M. Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- N. Theorize on the future of the automotive industry.

Course Content:

Lab:

Lecture:

- 1. Safety and Handling of hazardous waste materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Tool Identification
 - 1. Ratchets, Sockets, Wrenches, Screwdrivers
 - 2. Torque Wrenches
 - 3. Hammers, Pliers
 - 4. Specialty Tools
- 3. Maintenance and inspection
 - 1. Manufacturing recommendations
 - 2. Periodic inspections for unusual conditions
 - 3. Component failure inspections
 - 4. Chassis lubrication
 - 5. Engine oil changes
 - 1. Oil Types, Conventional and Synthetic
 - 2. Oil change intervals
 - 3. Theory
 - 4. On car application
 - 6. Fluid inspection and service
 - 1. Leaks
 - 2. Power steering

3. Transmission
 4. Axles
 5. Washer
 6. Coolant/Antifreeze
 7. On car application
4. Operational theory Four stroke Engine Cycle
 1. Intake
 2. Compression
 3. Power
 4. Exhaust
 5. Timing
 1. Spark
 2. Camshaft
5. Gasoline Engine Component Identification and Teardown
 1. History of design and metallurgy of engines
 2. Engine Block components
 3. Cylinder Head components
 4. Intake, Exhaust and other major bolt on components
6. Electrical Systems
 1. Ohms law Theory
 2. Electrical Schematic Icons and drawings
 3. Battery Basics
 4. Alternator/Generator Basics
 5. Starter Motor Basics
 6. Electrical Testing
 1. Battery
 1. Theory
 2. On car application
 2. Alternator
 1. Theory
 2. On car application
 3. Starter
 1. Theory
 2. On car application
7. Emissions Systems
 1. Parts Identification
 2. Parts Theory
 3. Reading Emissions Labels
 4. 5 gas Theory
 5. Smog Controls
 1. California and Federal Requirements
 2. History of the Smog Program
 3. Government and Manufacturer laws and regulations
 6. Environmental Responsibilities
8. Heating and Cooling

1. History and current innovations of heating and cooling systems
2. Parts Identification
3. Heating Theory and operation
4. Heating Systems Testing
 1. Theory
 2. On car application
5. Coolant Systems Testing
 1. Theory
 2. On car application
9. Air Conditioning Systems
 1. Environmental concerns
 2. Parts Identification
 3. Parts Theory
 4. On car Testing and inspection procedures and application
10. Braking systems
 1. Base Systems
 1. Brake systems history and improvements through time
 2. Fluid differences and cautions
 3. Parts Identification
 4. Parts Theory
 1. On car inspection procedures
 1. Government and Manufacturer laws and regulations
 2. On car application
 2. Antilock Systems
 1. Differences from base systems
 2. Theory of operation
 3. Parts Identification
11. Steering and Suspension Systems
 1. Historical information and current technology
 2. Steering
 1. Fluid usage current and historical
 2. Different steering systems
 3. Parts Identification
 4. Parts theory
 5. On car inspection procedures and application
 1. Government and Manufacturer laws and regulations
 3. Steering
 1. Different suspension systems
 2. Parts Identification
 3. Parts theory
 4. On car inspection procedures and application
12. Transmissions and Axles
 1. History of the transmission
 2. Automatic Transmissions
 1. Fluid Requirements

1. On Car fluid checking
 2. Operational Theory
 3. Gears sets
 4. Clutches, Bands and Sprags
 5. Torque Converters
3. Manual Transmissions
 1. Fluid Requirements
 2. Operational Theory
 3. Clutch
 4. Gears
4. Front and Rear Axles
 1. Fluid Requirements
 2. Operational Theory
 3. Ring Gear
 4. Pinion Gear
 5. Propshafts
5. Transfer Cases
 1. Fluid Requirements
 2. Electronic and Manual
 3. Operational Theory
 4. Clutches
 5. Gears
13. Safety Restraints
 1. Seat Belts
 1. Installation Concerns
 2. Inspection and Replacement
 2. Airbags
 1. History of Airbags and current technology
 2. Parts Identification
 3. Parts Theory
 4. Inspection and Replacement
 5. Current Government Regulations
 6. Airbag deployment demonstration
14. Automotive Industry Future
 1. Environmental Concerns
 2. Oil Supply Concerns
 1. Middle East Stability
 2. How much is left?
 3. Electronic Integration
 1. Computers
 2. Steering
 3. Braking
 4. Parking
 5. Heads up Displays
 6. Navigation

7. Entertainment Systems
8. Communication Systems
9. Optical Systems
4. Alternative Fuels
 1. CNG
 2. Propane
 3. Bio-Diesel
 4. E85
 5. Hydrogen
5. Hybrids
 1. Gasoline/Electric
 2. Diesel/Electric
 3. Hydrogen/Electric

Methods of Instruction:

1. Discussion - Group discussions
2. Lecture
3. Lab - Student Hands-on laboratory activities and assignments
4. Audio-visual Activity - Audio and Visual Material PowerPoint presentations
5. Discussion
6. Mockup parts from automobiles

Typical Assignments

- A. Other:
 1. Read X chapter and answer ASE style questions
 2. Apply lecture in lab by evaluating vehicles in lab setting
 3. Evaluate and discuss Fluke 87 readings with class
 4. Repair and confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. At least two. Midterm and Comprehensive Final
- B. Quizzes
 1. Weekly
- C. Group Projects
 1. Weekly
- D. Class Participation
 1. Daily
- E. Class Work
 1. Daily
- F. Home Work
 1. Weekly
- G. Lab Activities
 1. Weekly

Student Learning Outcomes

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

- A. Upon completion of NAUT INTR, the student should be able to, recognize and apply shop safety precautions.
- B. Upon completion of NAUT INTR, the student should be able to perform and oil change with 100% accuracy.

Textbooks (Typical):

Textbook:

1. Tim Giles *Automotive Service*. 5 ed., Cengage, 2015.
2. James D Halderman *Automotive Maintenance and Light Repair*. 6 ed., Pearson, 2020.
3. James Duffy *Modern Automotive Technology*. 9 ed., Goodheart-Wilcox Publishing, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety glasses.

Equity Based Curriculum

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

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

PO: Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs.

FO: Same as above, however specialized software can be used to simulate labs online (case by case approved by NATEF). This was done Spring 20 and worked well however students become very frustrated very quickly when they are not getting their hands dirty. 90% of Spring 2020 students stated they would not return to a fully online semester for Fall 2020. Fully online should only be used in extreme situations and for a very short duration.

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

PO: California Automotive Teachers have given this recommendation to allow our students to continue on their career path.

FO: Same as above

Accessibility all materials must be accessible to students with disabilities

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

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **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, as assignments or labs are turned in
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum Once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Weekly lab sessions
- **Other:**
Frequency: PO: Student interaction, fulfillment of SLO's and measurable objectives will be done on campus in the labs, weekly. FO: Student interaction, fulfillment of SLO's and measurable objectives will be monitored through the accounting set up in the online lab software, weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: PO: At least twice per semester FO: At least once every other week.
- **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: Fully online only: Minimum weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Fully online only: once every other week
- **Other:**
Frequency: PO: Students will interact during on-campus weekly labs

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Fully online only: weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: PO and FO: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: PO: At least once per week FO: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: FO: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: PO: Weekly, in on-campus labs FO: Weekly recorded by student and completed using online software.
- **Other:**
Frequency: Both PO and FO: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612342

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

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 Deactivation: NAUT LABB - Automotive Lab Advanced

Course Deactivation: NAUT LABB - Automotive Lab Advanced (Launched - Implemented 08-29-2025)

compared with

NAUT LABB - Automotive Lab Advanced (Active - Implemented 08-15-2021)

Admin Outline for Noncredit Automotive Technology LABB Automotive Lab Advanced

Effective: Fall

~~2021~~ 2026

Catalog Description:

NAUT LABB - Automotive Lab Advanced 108 Hours

Automotive Lab Advanced is an open laboratory class for advanced automotive students. This class is for students desiring to expand their hands-on experience using their own vehicle. Instructor will provide technical and supervisory support to guide students in completion of their self initiated projects. Students are expected to help others in class and be able to work without guidance. Service information via computer service manuals will be available for students to use for vehicle information and research. Class is recommended for second year students only.

Prerequisite: AUTO LABA with a minimum grade of C, or NAUT LABA with a minimum grade of C AUTO INTR with a minimum grade of C, or NAUT INTR with a minimum grade of C, or AUTO INTL with a minimum grade of C and AUTO INTZ with a minimum grade of C

Course Grading: Pass/No Pass

Total Lecture Hours	0
Total Lab Hours	108
Total Inside of Class Hours	108
Total Outside of Class Hours	0
Total Noncredit Hours	108

Justification for course proposal

No longer run

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Apply and maintain a safe work environment
 - 1. Practice proper vehicle lifting techniques
 - 2. Practice correct tool usage
 - 3. Analyze and categorize hazardous waste disposal
- B. Demonstrate a good example of professionalism in the work place
 - 1. Use proper judgement when working with peers
 - 2. Evaluate and apply instructions while working under a shop foreman (Instructor/lead student)
 - 3. Judge when to ask for help or guidance
- C. Revise hands-on experience to further their career in the automotive field
- D. Construct and adapt critical thinking skills to diagnose and repair vehicles
- E. Measure and create time and labor estimates using Alldata and Shopkey.

Course Content:

Methods of Instruction:

- 1. Observation
- 2. Lab - Safety Presentation and Laboratory assignment, Collaborative lab projects and exercises, Individual lab projects and exercises, Individual Learning Contract

Typical Assignments

- A. Other:
 - 1. Collaborative Learning
 - 1. Safety Test
 - 2. Perform Safety Test
 - 3. Overview of Safety test with correct answers and explanation of answers.
 - 4. Laboratory tour and assignment, showing exits, evacuation plan, fire extinguishers, MSDS location, and location of shop equipment.
 - 2. Individual Learning Contract
 - 1. What does the student wish to accomplish?
 - 2. Are the units taken sufficient to complete the project(s)?

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Safety at begining of semester Comprehensive Final
- B. Group Projects

- 1. Weekly
- C. Class Participation
 - 1. daily
- D. Lab Activities
 - 1. daily

Student Learning Outcomes

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

- A. Upon completion of NAUT LABB, the student should be able to apply all safety precautions.
- B. Upon completion of NAUT LABB, the student should be able to complete hands on lab sessions with no instructor supervision necessary.

Textbooks (Typical):

Textbook:

- 1. Tim Giles *Automotive Service: Inspection and Maintenance*. 6 ed., Cengage, 2020.
- 2. James Duffy *Modern Automotive Technology*. 9 ed., Goodheart-Wilcox, 2017.
- 3. *Auto Heating and Air Conditioning*. 4 ed., Goodheart-Wilcox, 2015.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Safety Glasses.

Equity Based Curriculum

Requisite Skills

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

- A. AUTO LABA
 - 1. Apply and Maintain a Safe work environment
 - 2. Practice proper vehicle lifting techniques
 - 3. Practice correct tool usage
 - 4. Analyze and categorize hazardous waste disposal
 - 5. Demonstrate a good example of professionalism in the work place
 - 6. Use proper judgement when working with peers
 - 7. Evaluate and apply instructions while working under a shop foreman (Instructor/head student)
 - 8. Judge when to ask for help or guidance
 - 9. Revise hands-on experience to further their career in the automotive field
 - 10. Construct and adapt critical thinking skills to diagnose and repair vehicles
 - 11. Measure and create time and labor estimates using Alldata and Shopkey.
- B. NAUT LABA
 - 1. Apply and Maintain a Safe work environment
 - 2. Practice proper vehicle lifting techniques
 - 3. Practice correct tool usage
 - 4. Analyze and categorize hazardous waste disposal

5. Demonstrate a good example of professionalism in the work place
6. Use proper judgement when working with peers
7. Evaluate and apply instructions while working under a shop foreman (Instructor/head student)
8. Judge when to ask for help or guidance
9. Revise hands-on experience to further their career in the automotive field
10. Construct and adapt critical thinking skills to diagnose and repair vehicles
11. Measure and create time and labor estimates using Alldata and Shopkey.

C. AUTO INTR

1. Utilize and apply hazardous waste handling;
2. Identify and describe uses of automotive related tools;
3. Apply Ohm's law, read basic schematics, test automotive electrical systems;
4. Identify emissions components, understand 5 gas theory;
5. Restraints system identification, know safety concerns of each system and inspection of restraint systems;

D. NAUT INTR

1. Utilize and apply hazardous waste handling;
2. Identify and describe uses of automotive related tools;
3. Apply Ohm's law, read basic schematics, test automotive electrical systems;
4. Identify emissions components, understand 5 gas theory;
5. Restraints system identification, know safety concerns of each system and inspection of restraint systems;

E. AUTO INTL

1. Utilize and apply hazardous waste handling;
2. Identify and describe uses of automotive related tools;
3. Apply Ohm's law, read basic schematics, test automotive electrical systems;
4. Identify emissions components, understand 5 gas theory;
5. Restraints system identification, know safety concerns of each system and inspection of restraint systems;

F. AUTO INTZ

1. Identify and describe uses of automotive related tools;
2. Apply Ohm's law, read basic schematics, test automotive electrical systems;
3. Identify emissions components, understand 5 gas theory;
4. Restraints system identification, know safety concerns of each system and inspection of restraint systems;

DE Proposal

Delivery Methods

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

Rationale for DE

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

PO: Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs.

FO: Same as above, however specialized software can be used to simulate labs online (case by case approved by NATEF). This was done Spring 20 and worked well, however students become very frustrated very quickly when they are not getting their hands dirty. 90% of Spring 2020 students stated they would not return to a fully online semester for Fall 2020. Fully online should only be used in extreme situations and for a very short duration.

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

PO: California Automotive Teachers have given this recommendation to allow our students to continue on their career path.

FO: Same as above.

Accessibility all materials must be accessible to students with disabilities

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

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **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, as assignments or labs are turned in.

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

Frequency: Minimum Once per week.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Minimum once per week.

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Weekly lab sessions.

- **Other:**

Frequency: PO: Student interaction, fulfillment of SLO's and measurable objectives will be done on campus in the labs, weekly. FO: Student interaction, fulfillment of SLO's and measurable objectives will be

monitored through the accounting set up in the online lab software, weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: PO: At least twice per semester. FO: At least once every other week.
- **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: Fully online only: Minimum weekly.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Fully online only: once every other week.
- **Other:**
Frequency: PO: Students will interact during on-campus weekly labs.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Fully online only: weekly.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 2 per semester (safety test and comprehensive final).
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: FO: At least once per week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: FO: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: PO: Weekly, in on-campus labs. FO: Weekly recorded by student and completed using online software.
- **Other:**
Frequency: Homework. Both PO and FO: assigned weekly.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612345

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

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 Deactivation: NAUT LABC - Automotive Lab Specialized Bench Work

Course Deactivation: NAUT LABC - Automotive Lab Specialized Bench Work (Launched - Implemented 08-29-2025)

compared with

NAUT LABC - Automotive Lab Specialized Bench Work (Active - Implemented 06-01-2022)

Admin Outline for Noncredit Automotive Technology LABC Automotive Lab Specialized Bench Work

Effective:

~~Summer~~ Fall

~~2022~~ 2026

Catalog Description:

NAUT LABC - Automotive Lab Specialized Bench Work 108 Hours

Automotive Lab Specialized Bench Work is an open laboratory class for automotive students. This class is for students desiring to expand their hands-on experience using shop equipment. This class specializes in rebuilding automotive parts. The instructor will provide technical and supervisory support to guide students in the completion of their self-initiated projects. Service information via computer service manuals will be available for students to use for vehicle information and research. Class is recommended for second year students only.

Prerequisite: AUTO INTR with a minimum grade of C, or NAUT INTR with a minimum grade of C, or AUTO INTL with a minimum grade of c and AUTO INTZ with a minimum grade of C

Course Grading: Pass/No Pass

Total Lecture Hours	0
Total Lab Hours	108
Total Inside of Class Hours	108
Total Outside of Class Hours	0
Total Noncredit Hours	108

Justification for course proposal

No longer run

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Apply and maintain a safe work environment
 - 1. Practice proper vehicle lifting techniques
 - 2. Practice correct tool usage
 - 3. Analyze and categorize hazardous waste disposal
- B. Demonstrate a good example of professionalism in the work place
 - 1. Use proper judgement when working with peers
 - 2. Judge when to ask for help or guidance
- C. Revise hands-on experience to further their career in the automotive field
- D. Construct and adapt critical thinking skills to diagnose and repair vehicles
- E. Measure and create time and labor estimates using Alldata and Shopkey.
- F. Evaluate bench rebuilds.

Course Content:

- 1. Shop safety and Handling of hazardous waste materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Professional environment
 - 1. Safety glasses (Clear lenses) worn in all Laboratory areas
 - 2. No loose clothing (Coveralls strongly recommended)
 - 3. Long hair secured
 - 4. No open toe shoes (safety shoes recommended)
 - 5. Work areas maintained; clean free of debris and spills
 - 6. Working with and next to other students in a shop environment
- 3. Hands-on experience
 - 1. Using hand tools and diagnostic equipment to repair vehicles for example
 - 1. Proper mounting of bench work
 - 2. Follow service information for tear down
 - 3. Follow service information for measurement
 - 4. Follow service information for qualifying
 - 5. Follow service information for rebuild
- 4. Critical Thinking
 - 1. Reading measurement instruments and interpreting
 - 2. Reading shop manual information and applying technical reading to repairing vehicles
- 5. Follow unit repair guides
- 6. Bench qualify repairs

7. Compare cost analysis
8. Receiving guidance from other students
9. Using Alldata to find and apply time and labor guides for estimates

Methods of Instruction:

1. Observation
2. Lab - Safety Presentation and Laboratory assignment, Collaborative lab projects and exercises, Individual lab projects and exercises, Individual Learning Contract

Typical Assignments

- A. Other:
 1. Collaborative Learning
 1. Safety Test
 2. Perform Safety Test
 3. Overview of Safety test with correct answers and explanation of answers.
 4. Laboratory tour and assignment, showing exits, evacuation plan, fire extinguishers, MSDS location, and location of shop equipment.
 2. Individual Learning Contract
 1. What does the student wish to accomplish?
 1. List Bench rebuild activities
 2. Are the units taken sufficient to complete the project(s)?

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Safety at beginning of semester Comprehensive Final
- B. Group Projects
 1. Weekly
- C. Class Participation
 1. daily
- D. Lab Activities
 1. daily

Student Learning Outcomes

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

- A. Upon completion of AUTO LABB, the student should be able to apply all safety precautions.
- B. Upon completion of AUTO LABB, the student should be able to complete hands on lab sessions with no instructor supervision necessary.

Textbooks (Typical):

Textbook:

1. Tim Giles *Automotive Service: Inspection and Maintenance*. 6 ed., Cengage, 2020.
2. James Duffy *Modern Automotive Technology*. 10 ed., Goodheart-Wilcox, 2021.

Software:

1. Alldata. Alldata, (Current/e).
2. Shopkey. Shopkey, (Current/e).

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction
Address
Industry-Standard evaluations will be used for lab work.

Requisite Skills

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

- A. AUTO INTR
 1. Utilize and apply hazardous waste handling;
 2. Identify and describe uses of automotive related tools;
- B. NAUT INTR
 1. Utilize and apply hazardous waste handling;
 2. Identify and describe uses of automotive related tools;
- C. AUTO INTL
 1. Utilize and apply hazardous waste handling;
 2. Identify and describe uses of automotive related tools;
- D. AUTO INTZ
 1. Identify and describe uses of automotive related tools;

Codes and Dates

Course CB Codes

CB00: State ID

CCC000629252

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

J - Workforce Preparation Enhanced Funding

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

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



Course Deactivation: NAUT LABD - Automotive Lab Specialized Electronic Work

Course Deactivation: NAUT LABD - Automotive Lab Specialized Electronic Work (Launched - Implemented 08-29-2025)

compared with

NAUT LABD - Automotive Lab Specialized Electronic Work (Active - Implemented 06-01-2022)

Admin Outline for Noncredit Automotive Technology LABD Automotive Lab Specialized Electronic Work

Effective:

~~Summer~~ Fall

~~2022~~ 2026

Catalog Description:

NAUT LABD - Automotive Lab Specialized Electronic Work

108 Hours

Automotive Lab Specialized Electronic Work is an open laboratory class for automotive students. This class is for students desiring to expand their hands-on experience using shop equipment. This class specializes in electronics work. This includes accessories, EV, hybrid, and aftermarket electrical. The instructor will provide technical and supervisory support to guide students in the completion of their self-initiated projects. Service information via computer service manuals will be available for students to use for vehicle information and research.

Prerequisite: AUTO INTR with a minimum grade of C, or NAUT INTR with a minimum grade of C, or AUTO INTL with a minimum grade of c and AUTO INTZ with a minimum grade of C

Course Grading: Pass/No Pass

Total Lecture Hours	0
Total Lab Hours	108
Total Inside of Class Hours	108
Total Outside of Class Hours	0
Total Noncredit Hours	108

Justification for course proposal

No long.

Discipline:

Automotive Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Apply and maintain a safe work environment
 - 1. Practice proper vehicle lifting techniques
 - 2. Practice correct tool usage
 - 3. Analyze and categorize hazardous waste disposal
 - 4. Use proper judgement when working with peers
 - 5. Judge when to ask for help or guidance
- B. Demonstrate a good example of professionalism in the work place
- C. Revise hands-on experience to further their career in the automotive field
- D. Construct and adapt critical thinking skills to diagnose and repair vehicles
- E. Measure and create time and labor estimates using Alldata and Shopkey.
- F. Evaluate electrical hazards.
- G. Use ohms law to calculate volts, amps, ohms or watts.
- H. Judge best practices when installing aftermarket accessories.

Course Content:

Methods of Instruction:

- 1. Observation
- 2. Lab - Safety Presentation and Laboratory assignment, Collaborative lab projects and exercises, Individual lab projects and exercises, Individual Learning Contract

Typical Assignments

- A. Other:
 - 1. Collaborative Learning
 - 1. Safety Test
 - 2. Perform Safety Test
 - 3. Overview of Safety test with correct answers and explanation of answers.
 - 4. Laboratory tour and assignment, showing exits, evacuation plan, fire extinguishers, MSDS location, and location of shop equipment.
 - 2. Individual Learning Contract
 - 1. What does the student wish to accomplish?
 - 1. List electrical activities
 - 2. Highlight high safety activities
 - 2. Are the units taken sufficient to complete the project(s)?

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Safety at beginning of semester Comprehensive Final
- B. Group Projects
 - 1. Weekly
- C. Class Participation
 - 1. daily
- D. Lab Activities
 - 1. daily

Student Learning Outcomes

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

- A. Upon completion of AUTO LABB, the student should be able to apply all safety precautions.
- B. Upon completion of AUTO LABB, the student should be able to complete hands on lab sessions with no instructor supervision necessary.

Textbooks (Typical):

Textbook:

- 1. Tim Giles *Automotive Service: Inspection and Maintenance*. 6 ed., Cengage, 2020.
- 2. James Duffy *Modern Automotive Technology*. 10 ed., Goodheart-Wilcox, 2021.

Software:

- 1. Alldata. Alldata, (Current/e).
- 2. Shopkey. Shopkey, (Current/e).

Other Materials Required of Students

Other Materials Required of Students:

- 1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction
 - Address**
Industry-Standard evaluations will be used for lab work.

Requisite Skills

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

- A. AUTO INTR
 - 1. Utilize and apply hazardous waste handling;
 - 2. Identify and describe uses of automotive related tools;
- B. NAUT INTR
 - 1. Utilize and apply hazardous waste handling;
 - 2. Identify and describe uses of automotive related tools;

C. AUTO INTL

1. Utilize and apply hazardous waste handling;
2. Identify and describe uses of automotive related tools;

D. AUTO INTZ

1. Identify and describe uses of automotive related tools;

Codes and Dates

Course CB Codes

CB00: State ID

CCC000629253

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

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 Deactivation: TUTOR 17A - Tutoring Theory and Practice I

Course Deactivation: TUTOR 17A - Tutoring Theory and Practice I (Launched - Implemented 08-28-2025)

compared with

TUTOR 17A - Tutoring Theory and Practice I (Active - Implemented 08-15-2021)

Admin Outline for Tutoring 17A Tutoring Theory and Practice I

Effective: Fall

~~2021~~ 2026

Catalog Description:

TUTOR 17A - Tutoring Theory and Practice I

0.50 Units

Training for college tutors to acquire specific skills and techniques for tutoring in academic and vocational subject areas, and basic skills. The course will provide a conceptual framework of tutoring to guide students in leading effective tutoring sessions.

0.5 Units Lecture

Course Grading: Optional

Lecture Hours	9
Inside of Class Hours	9
Outside of Class Hours	18

Justification for course proposal

The TUTOR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Describe policies and procedures using tutoring scheduling software.
- B. Explain how to start a tutoring session.
- C. Describe strategies to promote learning.
- D. Explain how to end a tutoring session.
- E. Describe their tutoring best practices related to the beginning, middle, and end of a tutoring session.

Course Content:

- 1. Policies and Procedures
 - 1. Drop-in and Scheduled Tutoring Procedures
 - 2. In-person vs Online Tutoring
 - 3. Scheduling Software
 - 4. Online Tutoring Software
- 2. Beginning a Tutoring Session
 - 1. Names
 - 2. I Statements
 - 3. Activate Prior Knowledge
 - 4. Process vs Outcome Goals
- 3. Strategies for Learning
 - 1. Active Learning
 - 2. Growth Mindset Praise
 - 3. Check for Understanding
- 4. Ending a Tutoring Session
 - 1. Summary
 - 2. Feedback
- 5. Observation and Evaluation
 - 1. Peer Observation
 - 2. Self Evaluation

Methods of Instruction:

- 1. Discussion - Small-Group Problem Solving and Individual Conferences
- 2. Demonstration - Modeling Tutoring Best Practices
- 3. Classroom Activity - Role Play
- 4. Lecture
- 5. Reading
- 6. Media Presentations
- 7. Internet Research

Typical Assignments

- A. Other:
 - 1. Implement tutoring strategies during role-play tutoring scenarios.
 - 2. Participate in group discussion about policies and procedures.

3. Create an online biography using an online tutoring platform.
4. Write a summary of tutoring best practices based on a reading assignment.
5. Create an audio recording demonstrating tutoring best practices.
6. List multiple ways of implementing tutoring strategy using an online discussion board.
7. Research active learning strategies
8. Analyze video demonstrating tutoring strategies.
9. Write a report from observations of a tutoring session given by a mentor tutor.
10. Write a self evaluation of the implementation of key components of a tutoring session.

Methods of Evaluating Student Progress

- A. Quizzes
 1. once per semester
- B. Papers
 1. once per semester
- C. Class Participation
 1. weekly
- D. Class Work
 1. weekly
- E. Home Work
 1. weekly
- F. Class Performance
 1. weekly

Student Learning Outcomes

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

- A. Upon completion of TUTOR 17A, the student should be able to describe essential components of the beginning, middle, and end of a tutoring session.
- B. Upon completion of TUTOR 17A, the student should be able to evaluate their implementation of key components of a tutoring session.

Textbooks (Typical):

Textbook:

1. *Put the Pencil Down*. First ed., North Carolina State University, 2010.
2. Lipsky, *A Training Guide for College Tutor and Peer Educators*., Prentice Hall, 2011.
3. *Handbook for Training Peer Tutors and Mentors*., Cengage Learning, 2012.
4. *The Profession and Practice of Learning Assistance and Development Education*. 1st ed., National Center for Developmental Education, 2014.
5. Dave Lochtie, Emily McIntosh, Andrew Stork, Ben Walker *Effective Personal Tutoring in Higher Education*. 1 ed., Critical Publishing, 2018.
6. Carol Dweck *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential*. 6 ed., Robinson, 2017.

Other Materials Required of Students

Equity Based Curriculum

Requisite Skills

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601365

CB03: TOP Code

089900 - Other Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Deactivation: TUTOR 17B - Tutoring Theory and Practice II

Course Deactivation: TUTOR 17B - Tutoring Theory and Practice II (Launched - Implemented 08-28-2025)

compared with

TUTOR 17B - Tutoring Theory and Practice II (Active - Implemented 08-15-2021)

Admin Outline for Tutoring 17B Tutoring Theory and Practice II

Effective: Fall

~~2021~~ 2026

Catalog Description:

TUTOR 17B - Tutoring Theory and Practice II 0.50 Units

Intermediate training class for college tutors. Tutors will acquire specific skills and techniques for tutoring in academic subjects, vocational subjects and basic skills. Required course for second semester tutors participating in the Las Positas College Tutorial Program.

0.5 Units Lecture

Prerequisite: TUTOR 17A with a minimum grade of C

Course Grading: Optional

Lecture Hours	9
Inside of Class Hours	9
Outside of Class Hours	18

Justification for course proposal

The TUTOR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Describe how to use active listening strategies to become aware of their students' learning processes.
- B. Use Bloom's taxonomy to encourage diffuse thinking and teach metacognitive learning strategies.
- C. Describe their tutoring best practices.

Course Content:

- 1. Active Listening
 - 1. Asset vs Deficit Model
 - 2. Tone of Voice
 - 3. Open-ended questions
 - 4. Labels
 - 5. Pausing
 - 6. Summarizing
- 2. Metacognitive Learning Strategies
 - 1. Bloom's Taxonomy
 - 2. Diffuse Thinking
 - 3. Think Aloud
 - 4. Diagramming
 - 5. Annotating
- 3. Observation and Evaluation
 - 1. Peer Observation
 - 2. Self Evaluation

Methods of Instruction:

- 1. Discussion - Small-Group Problem Solving and Individual Conferences
- 2. Demonstration - Modeling Tutoring Best Practices
- 3. Classroom Activity - Role Play
- 4. Lecture
- 5. Audio-visual Activity
- 6. Written Exercises

Typical Assignments

- A. Other:
 - 1. Implement metacognitive tutoring strategies during role-play tutoring scenarios.
 - 2. Write a summary of tutoring best practices based on reading assignment.
 - 3. Create an audio recording demonstrating tutoring best practice.
 - 4. List multiple ways of implementing tutoring strategy using Bloom's taxonomy on an online discussion board.
 - 5. Research metacognitive learning strategies.
 - 6. Analyze a video demonstrating tutoring strategies.

7. Write a report from observations of a tutoring session given by a mentor tutor.
8. Create a one-page summative diagram of tutoring best practices.
9. Write a self evaluation of the implementation of active learning and metacognitive learning strategies.

Methods of Evaluating Student Progress

- A. Papers
 1. once per semester
- B. Quizzes
 1. once per semester
- C. Class Participation
 1. weekly
- D. Class Work
 1. weekly
- E. Home Work
 1. weekly
- F. Class Performance
 1. weekly

Student Learning Outcomes

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

- A. Upon completion of TUTOR 17B, the student should be able to explicitly teach metacognitive learning strategies.
- B. Upon completion of TUTOR 17B, the student should be able to perform a self-evaluation of their use of tutoring techniques during a tutoring session.
- C. Upon completion of TUTOR 17B, the student should be able to use active listening strategies to become aware of students' learning processes.

Textbooks (Typical):

Textbook:

1. Carol Dweck *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential*. 6 ed., Robinson, 2017.
2. Jeanne L. Higbee *The Profession and Practice of Learning Assistance and Developmental Education*. First ed., National Center for Developmental Education, 2014.
3. Karen Agee *Handbook for Training Peer Tutors and Mentors.*, Cengage Learning, 2012.
4. Marcia Toms *Put the Pencil Down: Essentials of Tutoring.*, North Carolina State University, 2010.
5. Dave Lochtie, Emily McIntosh, Andrew Stork, Ben Walker *Effective Personal Tutoring in Higher Education*. 1 ed., Critical Publishing, 2018.

Other Materials Required of Students

Equity Based Curriculum

Requisite Skills

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

A. TUTOR 17A

1. Describe policies and procedures using tutoring scheduling software.
2. Explain how to start a tutoring session.
3. Describe strategies to promote learning.
4. Explain how to end a tutoring session.
5. Describe their tutoring best practices related to the beginning, middle, and end of a tutoring session.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601366

CB03: TOP Code

089900 - Other Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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 Deactivation: TUTOR 17C - Tutoring Theory and Practice III

Course Deactivation: TUTOR 17C - Tutoring Theory and Practice III (Launched - Implemented 08-28-2025)

compared with

TUTOR 17C - Tutoring Theory and Practice III (Active - Implemented 08-15-2021)

Admin Outline for Tutoring 17C Tutoring Theory and Practice III

Effective: Fall

~~2021~~ 2026

Catalog Description:

TUTOR 17C - Tutoring Theory and Practice III 0.50 Units

Advanced training for college tutors to obtain skills and techniques in academic and vocational subject areas and basic skills remediation. Emphasis upon leading group tutoring sessions and mentoring new tutors. Required course for third semester tutors participating in the Las Positas College Tutorial Program.

0.5 Units Lecture

Prerequisite: TUTOR 17B with a minimum grade of C

Course Grading: Optional

Lecture Hours	9
Inside of Class Hours	9
Outside of Class Hours	18

Justification for course proposal

The TUTOR 17 A/B/C tutor training courses are being replaced by free non-credit versions (NTUT 201, 202, 203) to better align with Labor Code 450, which prohibits employers from compelling employees to purchase anything of value from the employer.

Discipline:

Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Describe characteristics of various learning theories.
- B. Describe strategies that may be used to overcome barriers to a student's education.
- C. Choose strategies to teach hidden curriculum topics.
- D. Critique their use of tutoring strategies.

Course Content:

- 1. Learning Theories
 - 1. Hidden Curriculum
 - 2. Acculturation vs Assimilation
 - 3. Stereotype Threat
 - 4. Self Reliance
 - 5. Mazlo's Hierarchy
- 2. Scaffolding and Socratic Method
 - 1. Scaffolding
 - 2. Socratic Method
 - 3. "Aha" Moment
- 3. Hidden Curriculum
 - 1. Spaced Retrieval Practice
 - 2. Note Taking
 - 3. Time Management
 - 4. Working Memory
 - 5. Resource Navigation
- 4. Observation and Evaluation
 - 1. Peer Observation
 - 2. Self Evaluation

Methods of Instruction:

- 1. Classroom Activity - Role Play
- 2. Lecture
- 3. Student Presentations
- 4. Discussion - Small-Group Problem Solving and Individual Conferences
- 5. Written Exercises
- 6. Demonstration - Modeling Tutoring Best Practices

Typical Assignments

- A. Other:
 - 1. Implement scaffolding and Socratic method during role-play scenarios.
 - 2. Write a summary of tutoring best practices based on reading assignment.
 - 3. List multiple ways of implementing tutoring strategies.

4. Research learning theories and hidden curriculum.
5. Analyze a video demonstrating tutoring strategies.
6. Write a report from observations of a tutoring session given by a mentor tutor.
7. Write a self evaluation of the implementation of various tutoring strategies.

Methods of Evaluating Student Progress

- A. Quizzes
 1. once per semester
- B. Papers
 1. once per semester
- C. Class Participation
 1. weekly
- D. Class Work
 1. weekly
- E. Home Work
 1. weekly
- F. Class Performance
 1. weekly

Student Learning Outcomes

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

- A. Upon completion of TUTOR 17C, the student should be able to explain how learning theories impact their approach to tutoring.
- B. Upon completion of TUTOR 17C, the student should be able to perform a self-evaluation of their use of tutoring techniques during a tutoring session.
- C. Upon completion of TUTOR 17C, the student should be able to use scaffolding and Socratic Method to teach hidden curriculum topics.

Textbooks (Typical):

Textbook:

1. Carol Dweck *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential* . 6 ed., Robinson, 2017.
2. Hodges, Russ *Handbook for Training Peer Tutors and Mentors*. Third ed., Cengage Learning, 2012.
3. Jeanne L Higbee *The Profession and Practice of Learning Assistance and Developmental Education*. First ed., National Center for Developmental Education, 2014.
4. Dave Lochtie, Emily McIntosh, Andrew Stork, Ben Walker *Effective Personal Tutoring in Higher Education*. 1 ed., Critical Publishing, 2018.

Other Materials Required of Students

Equity Based Curriculum

Requisite Skills

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

A. TUTOR 17B

1. Describe how to use active listening strategies to become aware of their students' learning processes.
2. Use Bloom's taxonomy to encourage diffuse thinking and teach metacognitive learning strategies.
3. Describe their tutoring best practices.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601367

CB03: TOP Code

089900 - Other Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

5.4. New Programs

- Tutoring Theory and Practice, NCL

New Program: Tutoring Theory and Practice - Certificate of Completion

1. Statement of Program Goals and Objectives

The certificate of completion for "Tutoring Theory and Practice" is a short-term vocational program designed to prepare tutors at Las Positas College. Tutors will learn pedagogically sound tutoring strategies to support student success and the college's equity goals. The following include some, but not all, strategies tutors will learn: customer service skills such as reassurance and growth mindset language; sequential asset-based checks for understanding; direct instruction using annotation, dual coding, and the "talk aloud" strategy; strategy list making for problem-solving and mistake avoidance; and active listening to promote metacognitive and emotional awareness.

2. Catalog Description

The Tutoring Theory and Practice Certificate of Completion provides a noncredit pathway for students who are currently employed as tutors or are interested in becoming tutors at the Las Positas College Tutoring Center. Students will learn tutoring strategies during in-person, highly interactive training sessions as well as online modules.

3. Program Requirements

Course	Title	Hours	Term
<i>Required Core: (27 Hours)</i>			
NTUT 201	Tutoring Theory and Practice I	9.0	1st
NTUT 202	Tutoring Theory and Practice II	9.0	1st
NTUT 203	Tutoring Theory and Practice III	9.0	2nd

Total: 27.0

4. Master Planning

This certificate of completion supports the Las Positas College's Educational Master Plan educational excellence goal to "ensure excellence in student learning through quality academic programs and support services." More specifically, it supports the A6 strategy to "develop and institutionalize a comprehensive system of tutoring and other learning support services."

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

The Tutoring Theory and Practice Certificate of Completion provides a noncredit pathway for students who are currently employed as tutors or are interested in becoming tutors at the Las Positas College Tutoring Center. Students will learn tutoring strategies during in-person, highly interactive training sessions as well as online modules.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester Units: 0.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NTUT 201	Tutoring Theory and Practice I ➡	0.0	Major/Required	Spring, Fall
NTUT 202	Tutoring Theory and Practice II	0.0	Major/Required	Fall

➡ Gateway Course

Term 2 - Spring Semester Units: 0.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NTUT 203	Tutoring Theory and Practice III ➡	0.0	Major/Required	Spring

➡ Gateway Course

Total: 0.0

5.5. Program Modifications

- Art: Emphasis in Painting, AA
- Art History, AA-T
- Business Administration, AA
- Business Administration 2.0, AS-T
- Business Entrepreneurship, AA
- Commercial Music: Music Technology Fundamentals, CA
- Computational Biology, CA
- Computer Information Technologist, AS
- Economics, AA-T
- Engineering Technology, AS
- Engineering Technology, CA
- Fitness Trainer, CA
- Global Studies, AA-T
- History, AA-T
- Jazz Studies, CA
- Journalism, AA-T
- Marketing, AA
- Music, AA
- Music, AA-T
- Nutrition and Dietetics, AS-T
- Physical Therapy Aide, CA
- Political Science, AA-T
- Social Work and Human Services, AA-T
- Studio Arts, AA-T



Technical Program Revision: Art: Emphasis in Painting - Associate of Arts Degree

Technical Program Revision: Art: Emphasis in Painting - Associate of Arts Degree (Launched - Implemented 09-02-2025)

compared with

Art: Emphasis in Painting - Associate of Arts Degree (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2020~~ 2026

Next Program Review (Month/Year) October ~~2020~~ 2027

Origination Date ~~01~~ 09 / ~~09~~ 02 /2025

Program Requirements

Program Requirements

1. Group Title Required Core: (27 units)

1. Course ARHS 1 - Introduction to Art History

Term 1

2. Discipline ~~ARHS~~ ARTH - Art History

Course ~~ARHS~~ ARTH 4 C1100 - ~~Western~~ Survey of Art ~~History~~ from ~~--Ancient~~ Prehistory to the Medieval Era (Approved)

3. Discipline ~~ARHS~~ ARTH - Art History

Course ~~ARHS~~ ARTH 5 C1200 - ~~Western~~ Survey of Art ~~History~~ from - the Renaissance to Contemporary (Approved)

Course Detail Units and Hours:

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

Requisites:

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

Term 4

4. Course ARTS 2A - Introduction to Drawing

Term 1

5. Course ARTS 3A - Figure and Composition I (Approved)

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

[Requisites:](#)

[Recommended Course Preparation:](#) [ARTS 2A with a minimum grade of C](#) .

6. Course ARTS 7A - Introduction to Watercolor Painting [.\(Approved\)](#)

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

[Requisites:](#)

[Recommended Course Preparation:](#) [ARTS 2A with a minimum grade of C](#) .

Term [4](#)

7. Course ARTS 12A - Oil/Acrylic Painting: Beginning I [.\(Approved\)](#)

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

[Requisites:](#)

[Recommended Course Preparation:](#) [ARTS 2A with a minimum grade of C](#) .

Term [5](#)

8. Course ARTS 23 - 2-D Design [.\(Draft\)](#)

Term [1](#)

9. Course ARTS 24 - Three-Dimensional Design and Modeling

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

[Requisites:](#)

Term [4](#)

2. Group Title List A: Select Three (9 Units)

1. Course ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas
Term 2
2. Course ARHS 6 - Museum & Gallery Techniques
Term
3. ~~Course - ARTS 2B -- Drawing and Composition (Historical)~~
~~Course Detail -~~
~~Term - 2~~
4. Course ARTS 3B - Figure and Composition II
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

Prerequisite: ARTS 3A with a minimum grade of C, _ Recommended Course Preparation:
ARTS 2A with a minimum grade of C _

Term 5

5. Course ARTS 7B - Watercolor Painting
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

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

Term 5

6. ~~Min - 3.000~~
~~Max - 3.000~~
~~Discipline - ARTS--Art~~
Course ARTS 12B - Oil/Acrylic Painting: Beginning II
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

Prerequisite: ARTS 12A with a minimum grade of C.

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

Header

Footer -

Exception Identifier -

Exception -

Term 5

Program Mapper

Effective Term **Fall 2025**

Program Mapper

1. Term - Semester Term 2 - Spring Semester

Program Courses

1. Course ARHS ARTH 4 C1100 - ~~Western Survey of Art History from~~ - ~~Ancient Prehistory~~ to the Medieval Era (Approved)

2. Term - Semester Term 4 - Fall Semester

Program Courses

1. Course ARHS ARTH 5 C1200 - ~~Western Survey of Art History from~~ - the Renaissance to Contemporary (Approved)

Course Detail Units and Hours:

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

Requisites:

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

Program Learning Outcomes

Outcomes

1. Outcome _
Apply creative thinking through the production of original artworks.
2. Outcome _
Apply the principles of visual design for the communication and expression of ideas.
3. Outcome
Apply the principles of visual design for the communication and expression of ideas.
4. Outcome
Create works of art that synthesize quality technical execution with content and concept.
Course Student Learning Outcome Mappings
Course Outcome _
5. Outcome _

Create works of art that synthesize quality technical execution with content and concept.

Course Student Learning Outcome Mappings

Course Outcome _

6. **Outcome**

Demonstrate technical proficiency in use of art media, tools, processes and technology.

Course Student Learning Outcome Mappings

Course Outcome _

7. **Outcome** _

Demonstrate technical proficiency in use of art media, tools, processes and technology.

Course Student Learning Outcome Mappings

Course Outcome _

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ 2025-09-02

Effective Term ~~Fall 2020~~ Fall 2026

Next Program Review (Month/Year) ~~October 2020~~ October 2027



Technical Program Revision: Art History - Associate in Arts Degree for Transfer

Technical Program Revision: Art History - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Art History - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Next Program Review (Month/Year) October ~~2026~~ 2027

Origination Date ~~01~~ 09 / ~~09~~ 02 /2025

Program Requirements

Program Requirements

1. Group Title Required Core: (9 Units)

1. Group Title

1. Discipline ~~ARHS~~ ARTH - Art History

Course ~~ARHS~~ ARTH ~~4~~ C1100 - ~~Western~~ Survey of Art from Prehistory to the Medieval Era (Approved)

Course Detail - Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

2. Discipline - ARTH - Art History

Course - ARTH C1200 - ~~Ancient~~ Survey of Art from the Renaissance to ~~Medieval~~ Contemporary (~~Historical~~ Approved)

Course Detail - Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

2. Group Title -

1. Course - ARHS 2 - Art of the Ancient Americas

Course Detail - Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: ENG 1A with a minimum grade of C -

2. Course - ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: - Eligib

3. **Discipline** - ~~ARHS -- Art History~~

Course ARHS ~~5 8~~ - ~~Western~~ Asian Art History ~~-- Renaissance to Contemporary~~

Course Detail Units and Hours:

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

Requisites:

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

3. **Group Title** -

1. **Course** - ~~ARHS 2 -- Art of the Ancient Americas (Historical)~~

Course Detail -

2. **Course** - ~~ARHS 3 -- Arts of Africa, Oceania, and Indigenous North Americas (Historical)~~

Course Detail -

3. **Course** - ~~ARHS 8 -- Asian Art History (Historical)~~

Course Detail -

2. **Group Title** List A: Select One (3 Units)

1. **Course** ARHS 2 - Art of the Ancient Americas ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
----------------------	-----------

Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

2. Course ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

3. Discipline ~~ARHS~~ ARTH - Art History

Course ~~ARHS~~ ARTH ~~4~~ C1100 - ~~Western~~ Survey of Art ~~History from~~ ~~–Ancient~~ Prehistory to the Medieval Era (~~Historical~~ Approved)

Course Detail Units and Hours:

Requisites:

4. Discipline ~~ARHS~~ ARTH - Art History

Course ~~ARHS~~ ARTH ~~5~~ C1200 - ~~Western~~ Survey of Art ~~History from~~ - the Renaissance to Contemporary

~~Course Detail~~ -

5. ~~Course~~ - ~~ARHS-8~~ - ~~Asian Art History~~ (~~Historical~~)

~~Course Detail~~ -

3. ~~Group Title~~ - ~~List B: Select One (3 Units)~~

1. ~~Course~~ - ~~ARTS-2B~~ - ~~Drawing and Composition (Historical)~~

2. ~~Course~~ - ~~ARTS-3A~~ - ~~Figure and Composition I~~

3. ~~Course~~ - ~~ARTS-7A~~ - ~~Introduction to Watercolor Painting~~

4. ~~Course~~ - ~~ARTS-12A~~ - ~~Oil/Acrylic Painting: Beginning I~~

5. ~~Course~~ - ~~ARTS-23~~ - ~~2-D Design~~

6. ~~Discipline~~ - ~~ARTS~~ - ~~Art~~

~~Course~~ - ~~ARTS-24~~ - ~~Three-Dimensional Design and Modeling~~

~~Course Detail~~ -

7. ~~Course~~ - ~~PHTO-50~~ - ~~Introduction to Photography (Historical)~~

~~Course Detail~~ -

8. ~~Min~~ - ~~3.000~~

~~Max~~ - ~~3.000~~

~~Discipline~~ - ~~PHTO~~ - ~~Photography~~

~~Course~~ - ~~PHTO-60~~ - ~~Intermediate Black and White Photography (Historical)~~

~~Course Detail~~ -

~~Other~~ -

~~Header~~ -

~~Footer~~ -

~~Exception Identifier~~ -

Exception -

Term -

4. **Group Title - List C: Select One (3 Units)**

1. **Course - ARHS 6 - Museum & Gallery Techniques (Historical)**

Course Detail -

2. **Course - ARHS 7 - Modern Art History (Historical)**

Course Detail -

5. **Group Title - Total Units for the Major**

1. **Min -**

Max -

Discipline -

Course -

Group Title -

Course Detail -

Other -

Non-Course Requirement -

Header -

Footer -

Exception Identifier -

Exception -

Term -

Program Mapper

Program Mapper

1. **Term - Semester - Term 1 - Fall Semester**

Program Courses

1. **Course - ARHS 4 - Western Art History - Ancient to Medieval (Historical [Approved](#))**

Course Detail Units and Hours:

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

Requisites:

~~Recommended Course Preparation:~~ - Eligib -

2. **Term - Semester - Term 4 - Spring Semester**

Program Courses

1. **Course ARHS ~~5~~ [8](#) - ~~Western~~ [Asian](#) Art History ~~- Renaissance to Contemporary~~**

Course Detail Units and Hours:

Lecture Hours	54
----------------------	----

Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Group Title _ List B: Select One (3 Units)

1. Course _ ARTS 3A - Figure and Composition I
2. Course _ ARTS 7A - Introduction to Watercolor Painting
3. Course _ ARTS 12A - Oil/Acrylic Painting: Beginning I
4. Course _ ARTS 23 - 2-D Design
5. Course _ ARTS 24 - Three-Dimensional Design and Modeling
6. Discipline _ PHTO - Photography

Course _ PHTO 50 - Introduction to Photography

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

7. Course _ PHTO 60 - Intermediate Black and White Photography

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

Enrollment Recommended Limitation Course Preparation : Eligibility PHTO for 50 college-level with composition a as minimum determined grade by of college assessment or other appropriate method. C

Group Title _ List C: Select One (3 Units)

1. Course _ ARHS 6 - Museum & Gallery Techniques

Course Detail _ Units and Hours:

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

Requisites:

2. [Course](#) _ [ARHS 7 - Modern Art History](#)
[Course Detail](#) _ [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

Program Mapper

[Program Mapper](#)

1. [Term - Semester](#) _ [Term 1 - Fall Semester](#)
[Program Courses](#)

1. [Course](#) _ [ARTH C1100 - Survey of Art from Prehistory to the Medieval Era \(Approved\)](#)
[Course Detail](#) _ [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

2. [Term - Semester](#) _ [Term 4 - Spring Semester](#)
[Program Courses](#)

1. [Course](#) _ [ARTH C1200 - Survey of Art from the Renaissance to Contemporary \(Approved\)](#)
[Course Detail](#) _ [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

CTE Documentation

Attached File

Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.

[ArtHistory--rev-form.docx](#) [pdf](#)

[Art History - Unit AA-T Calculations.pdf](#)

[25-26 Art History BCT.pdf](#)

Transfer Documentation

Attached File

[ArtHistory--rev-form.](#) ~~docx~~ [pdf](#)

[Art History - Unit - AA-T](#) [Calculations.pdf](#)

~~25-26~~ [Art History BCT](#) [.pdf](#)

Apprenticeship Documentation

Attached File

[ArtHistory--rev-form.](#) ~~docx~~ [pdf](#)

[Art History - Unit - AA-T](#) [Calculations.pdf](#)

~~25-26~~ [Art History BCT](#) [.pdf](#)

Attachments

Attached File

[ArtHistory--rev-form.pdf](#)

[Art History Unit Calculations.pdf](#)

[_ Art History BCT.pdf](#)

Codes and Dates

Approval Dates

Implementation Date ~~2025-08-15~~ [2025-09-04](#)

Effective Term ~~Fall 2025~~ [Fall 2026](#)

Next Program Review (Month/Year) ~~October 2026~~ [October 2027](#)



Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer

Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Business Administration 2.0 - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date ~~08 09 / 19 02 / 2024~~ 2025

Narrative

This program has been recommended by the BACCC ~~No~~

Explain

Program Requirements

Program Requirements

1. Group Title Required Core: (28-29 Units)

1. Course BUSN 18 - Business Law ~~(Historical)~~

~~Course Detail - Units and Hours:~~

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

~~Requisites:~~

~~Recommended Course Preparation:- BUSN 40 with a minimum grade of C, -ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~

2. Course - BUSN 40 - Introduction to Business ~~(Historical)~~

~~Course Detail - Units and Hours:~~

Lecture Hours	54
--------------------------	---------------

Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method: -

3. **Course** - ECON 1 - Principles of Microeconomics

Course Detail - Units and Hours:

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

Requisites:

Enrollment Limitation: Elementary Algebra or a higher level of mathematics.; -Intermediate Algebra or a higher level of mathematics.;

4. **Course** - ECON 2 - Principles of Macroeconomics

Course Detail - Units and Hours:

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

Requisites:

Enrollment Limitation: Elementary Algebra or a higher level of mathematics.; -Intermediate Algebra or a higher level of mathematics.;

5. **Group Title** -

1. **Course** - MATH 1 - Calculus I (Historical)

Program Mapper

Program Mapper

1. **Term - Semester** - Term 2 - Spring Semester

Program Courses

1. **Course** - ECON 1 - Principles of Microeconomics
- Course Detail** - Units and Hours:

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

Requisites:

Enrollment Limitation: Elementary Algebra or a higher level of mathematics,
Intermediate Algebra or a higher level of mathematics..

2. ~~Term - Semester~~ - Term 3 -- Summer Semester

Program Courses

1. ~~Course~~ - ECON 2 -- Principles of Macroeconomics

~~Course Detail~~ - Units and Hours:

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

Requisites:

Enrollment Limitation: Elementary Algebra or a higher level of mathematics,
Intermediate Algebra or a higher level of mathematics..

3. ~~Term - Semester~~ - Term 5 -- Spring Semester

Program Courses

1. ~~Course~~ - BUSN 18 -- Business Law (Historical)

~~Course Detail~~ Units and Hours:

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

Requisites:

Recommended Course Preparation: BUSN 40 with a minimum grade of C, ~~ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~ ENGL C1000 with a minimum grade of C

2. Course - BUSN 40 - Introduction to Business

Course Detail - Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method -

3. Course - ECON C2001 - Principles of Microeconomics (Approved)

Course Detail - Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Outside of Class Hours 108

Requisites:

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. _

4. Course _ ECON C2002 - Principles of Macroeconomics (Approved)

Course Detail _ Units and Hours:

Lecture Hours	<u>54</u>
Inside of Class Hours	<u>54</u>
Outside of Class Hours	<u>108</u>

Requisites:

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. _

5. Group Title _

1. Course _ MATH 1 - Calculus I

Program Mapper

Program Mapper

1. Term - Semester _ Term 2 - Spring Semester

Program Courses

1. Course _ ECON C2001 - Principles of Microeconomics (Approved)

Course Detail _ Units and Hours:

Lecture Hours	<u>54</u>
Inside of Class Hours	<u>54</u>
Outside of Class Hours	<u>108</u>

Requisites:

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. _

2. Term - Semester _ Term 3 - Summer Semester

Program Courses

1. Course _ ECON C2002 - Principles of Macroeconomics (Approved)

Course Detail _ Units and Hours:

Lecture Hours	<u>54</u>
Inside of Class Hours	<u>54</u>
Outside of Class Hours	<u>108</u>

Requisites:

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.

3. **Term - Semester** Term 5 - Spring Semester

Program Courses

1. **Course** BUSN 18 - Business Law

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: BUSN 40 with a minimum grade of C, ENGL C1000 with a minimum grade of C

Program Learning Outcomes

Outcomes

1. **Outcome**

~~Upon completion of this program, students are able to compare~~ **Compare** and contrast ethical standards and best practices of social responsibility to business situations.

2. **Outcome**

~~Upon completion of this program, students are able to demonstrate~~ **Demonstrate** knowledge of business operations, the business organization, business environments, and business procedures.

3. **Outcome**

~~Upon completion of this program, students are able to explain~~ **Explain** the functions of all business operations and identify the resources needed in each area.

4. **Outcome**

~~Upon completion of this program, students are able to list~~ **List** and explain the factors of production, the external business environments and apply their influence in specific business problems.

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ 2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026



Technical Program Revision: Business Administration - Associate of Arts Degree

Technical Program Revision: Business Administration - Associate of Arts Degree (Launched - Implemented 09-02-2025)

compared with

Business Administration - Associate of Arts Degree (Active - Implemented 03-05-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date 09/ ~~17~~ 02 / ~~2024~~ 2025

Program Requirements

Program Requirements

1. Group Title Required Core: (22 Units)

1. Course BUSN 18 - Business Law ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: BUSN 40 with a minimum grade of C, ~~ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~ ENGL C1000 with a minimum grade of C

2. Course BUSN 40 - Introduction to Business ~~(Historical)~~

~~Course Detail - Units and Hours:~~

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

~~Requisites:~~

~~**Enrollment Limitation:** Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method. -~~

3. ~~Course - BUSN 52 - Business Communications (Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: ~~ENG 1A~~ Eligibility with for a college-level minimum composition grade as determined by college assessment or other appropriate method _

4. Course _ BUSN 52 - Business Communications
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of C, Class or Hours</u>	<u>54</u>
<u>Outside ENG of 1AEX Class Hours</u>	<u>108</u>

Requisites:

_ **Recommended Course Preparation:** ENGL C1000 with a minimum grade of C

5. Course BUSN 56 - Introduction to Management
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method _

6. Course _ MKTG 50 - Introduction to Marketing
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method. _

2. Group Title _ List C: Select One (~~Historical~~ 3-4 Units)

1. Course _ BUSN 20 - International Business
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
----------------------	-----------

Inside of Class Hours	<u>54</u>
------------------------------	-----------

Outside of Class Hours	<u>108</u>
-------------------------------	------------

Requisites:

Recommended Course Preparation: ENGL C1000 with a minimum grade of C, BUSN 40 with a minimum grade of C

3. **Group Title** _ List D: Select One (3 Units)

1. **Course** _ ECON C2001 - Principles of Microeconomics (Approved)

Course Detail Units and Hours:

Lecture Hours	<u>54</u>
----------------------	-----------

Inside of Class Hours	<u>54</u>
------------------------------	-----------

Outside of Class Hours	<u>108</u>
-------------------------------	------------

Requisites:

Enrollment Limitation Prerequisite : Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) Placement as determined by the college 's multiple measures assessment process or other completion appropriate of method a course taught at or above the level of elementary algebra .

2. **Course** ~~MKTG~~ ECON 50 C2002 - Introduction Principles to of Marketing Macroeconomics (Historical Approved)

Course Detail Units and Hours:

Lecture Hours	<u>54</u>
----------------------	-----------

Inside of Class Hours	<u>54</u>
------------------------------	-----------

Outside of Class Hours	<u>108</u>
-------------------------------	------------

Requisites:

Enrollment Limitation Prerequisite : Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. _

Program Mapper

Program Mapper

1. **Term - Semester** _ Term 1 - Fall Semester

Program Courses

1. **Course** _ BUSN 52 - Business Communications

Course Detail _ Units and Hours:

Lecture Hours	<u>54</u>
----------------------	-----------

Inside of Class Hours	<u>54</u>
------------------------------	-----------

Outside of Class Hours	<u>108</u>
-------------------------------	------------

Requisites:

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

2. Course BUSN 40 - Introduction to Business

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for college-level composition (~~ENG~~ as ~~1A~~; determined ~~ENG~~ by ~~1AEX~~; college assessment or ~~ESL~~ other ~~1A~~) appropriate method

2. Term - Semester Term 2 - Spring Semester

Program Courses

1. Course BUSN 56 - Introduction to Management

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method

3. Term - Semester Term 4 - Spring Semester

Program Courses

1. Course MKTG 50 - Introduction to Marketing

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Group Title - ~~List C: Select One (3-4 Units)~~

1. Course BUSN ~~20~~ 18 - ~~International~~ Business (~~Historical~~) Law

Course Detail Units and Hours:

Lecture Hours	54
----------------------	----

Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: BUSN 40 with a minimum grade of C, ~~ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~

Group Title - List D: Select One (3 Units)

1. **Course** - ~~ECON 1--Principles of Microeconomics~~

Course Detail - ~~Units and Hours:~~

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

Requisites:

Enrollment Limitation: ~~Elementary Algebra or a higher level of mathematics,; Intermediate Algebra or a higher level of mathematics.;~~

2. **Course** - ~~ECON 2--Principles of Macroeconomics~~

Course Detail - ~~Units and Hours:~~

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

Requisites:

Enrollment Limitation: ~~Elementary Algebra or a higher level of mathematics,; Intermediate Algebra or a higher level of mathematics.;~~

Program Mapper

Program Mapper

1. **Term--Semester** - ~~Term 1--Fall Semester~~

Program Courses

1. **Course** - ~~BUSN 52--Business Communications (Historical)~~

Course Detail - ~~Units and Hours:~~

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

Requisites:

Recommended Course Preparation:- ENG-1A with a minimum grade of C, or ENG-1AEX with a minimum grade of C -

2. **Course** - BUSN-40 --Introduction to Business (Historical)

Course Detail - Units and Hours:

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

Requisites:

Enrollment Limitation:- Eligibility for college-level composition (ENG-1A, ENG-1AEX, or ESL-1A) as determined by college assessment or other appropriate method: -

2. **Term--Semester** - Term-2 -- Spring Semester

Program Courses

1. **Course** - BUSN-56 --Introduction to Management (Historical)

Course Detail - Units and Hours:

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

Requisites:

Enrollment Limitation:- Eligibility for college-level composition (ENG-1A, ENG-1AEX, or ESL-1A) as determined by college assessment or other appropriate method: -

3. **Term--Semester** - Term-4 -- Spring Semester

Program Courses

1. **Course** - MKTG-50 --Introduction to Marketing (Historical)

Course Detail - Units and Hours:

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

Requisites:

Enrollment Limitation:- Eligibility for college-level composition (ENG-1A, ENG-1AEX, or ESL-1A) as determined by college assessment or other appropriate method: -

2. **Course** - BUSN-18 -- Business Law (Historical)

Course Detail - Units and Hours:

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

Requisites:

Recommended Course Preparation: ~~BUSN 40 with a minimum grade of C, -ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~ ENGL C1000 with a minimum grade of C

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-03-05~~ 2025-09-02

Effective Term ~~Fall 2025~~ Fall 2026



Technical Program Revision: Business Entrepreneurship - Associate of Arts Degree

Technical Program Revision: Business Entrepreneurship - Associate of Arts Degree (Launched - Implemented 09-02-2025)

compared with

Business Entrepreneurship - Associate of Arts Degree (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date 09/ ~~17~~ 02 / ~~2024~~ 2025

Program Requirements

Program Requirements

1. Group Title Required Core: (18 Units)

1. Course BUSN 18 - Business Law ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: BUSN 40 with a minimum grade of C, ~~ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~ ENGL C1000 with a minimum grade of C

2. Course BUSN 40 - Introduction to Business ~~(Historical)~~

~~Course Detail - Units and Hours:~~

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

Requisites:

~~**Enrollment Limitation:** Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method. -~~

3. ~~Course - BUSN 45 - Entrepreneurship (Historical)~~

4. **Course** - BUSN 56 -- Introduction to Management (Historical)
Course Detail - Units and Hours:

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

Requisites:

Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method: -

5. **Course** - MKTG 50 -- Introduction to Marketing (Historical)
Course Detail - Units and Hours:

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

Requisites:

Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method: -

2. **Group Title** - List A: Select One Course from Each Area (12-13 Units)

1. **Course** - BUSN 52 -- Business Communications (Historical)
Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: ENG 1A Eligibility with for a college-level minimum composition grade as of determined C, by college assessment or ENG other 1AEX appropriate with a minimum grade of C method

2. **Course** ECON BUSN 45 - Principles Entrepreneurship
3. **Course** of BUSN Microeconomics 56 - Introduction to Management

Course Detail Units and Hours:

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

Requisites:

Enrollment Recommended Limitation Course Preparation: Elementary Algebra Eligibility for college-level composition as determined by college assessment or a other higher appropriate level method _

4. **Course** _ MKTG 50 - Introduction to Marketing

Course Detail _ Units and Hours:

Lecture Hours	<u>54</u>
Inside of mathematics Class Hours	<u>54</u>
Outside of Class Hours	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method . ; ~~Intermediate Algebra or a higher level of mathematics.:~~

Program Mapper

Program-Mapper

1. ~~Term~~ Group ~~-Semester~~ Title ~~Term~~ List ~~1~~ A: Select One Course from Each Area (12 - 13 ~~Fall~~
Semester Units)

~~Program Courses~~

1. ~~Course~~ BUSN ~~40~~ 52 - ~~Introduction to~~ Business Communications
Course Detail _ Units and Hours:

Lecture Hours	<u>54</u>
Inside of Class Hours	<u>54</u>
Outside of Class Hours	<u>108</u>

Requisites:

Recommended Course Preparation: ENGL C1000 with a minimum grade of C _

2. Course _ ECON C2001 - Principles of Microeconomics (~~Historical~~ Approved)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation **Prerequisite** : Eligibility for college-level composition (ENG-1A, ENG-1AEX, or ESL-1A) Placement as determined by the college's multiple measures assessment process or other completion appropriate of method a course taught at or above the level of elementary algebra .

Program Mapper

Program Mapper

1. Term - Semester Term ~~2~~ 1 - ~~Spring~~ Fall Semester

Program Courses

1. Course ~~MKTG~~ BUSN ~~50~~ 40 - Introduction to ~~Marketing (Historical)~~ Business

Course Detail Units and Hours:

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

Requisites:

Enrollment Recommended Limitation Course Preparation : _ Eligibility for college-level composition (~~ENG as 1A; determined ENG by 1AEX; college assessment~~ or ~~EST other 1A)~~ appropriate method _

2. Term - Semester _ Term 2 - Spring Semester

Program Courses

1. Course _ MKTG 50 - Introduction to Marketing

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method.

3. Term - Semester Term 3 - Fall Semester

Program Courses

1. Course BUSN 18 - Business Law ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: BUSN 40 with a minimum grade of C, ~~ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~ ENGL C1000 with a minimum grade of C

2. Course BUSN ~~56~~ 58 - ~~Introduction~~ Small ~~to~~ Business Management ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Enrollment Recommended Limitation Course Preparation : Eligibility for college-level composition (ENG BUSN 1A; ENG with 1AEX; a or minimum ESL grade 1A) of as determined by college assessment or other appropriate method: C

4. Term - Semester Term 4 - Spring Semester

Program Courses

1. Course BUSN 45 - Entrepreneurship ~~(Historical)~~

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ _
2025-09-02

Effective Term ~~Fall 2025~~ Fall 2026



Technical Program Revision: Commercial Music: Music Technology Fundamentals -
Certificate of Achievement (12 to fewer than 16 units)

Technical Program Revision: Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units) (Launched - Implemented 09-04-2025)

compared with

Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units) (Active - Implemented 02-06-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date ~~10 09 / 26 04 / 2024~~ 2025

Program Requirements

Program Requirements

1. Group Title Required Core: (7 Units)

1. Course MUS 21A - Beginning Piano ~~-(Historical)~~

Course Detail Units and Hours:

Lecture Hours

Lab Hours 54

Inside of Class Hours 54

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C

2. Course MUS 35 - Introduction to Music Technology ~~-(Historical)~~

Course Detail Units and Hours:

Lecture Hours 54

Inside of Class Hours 54

Outside of Class Hours 108

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C MUS 21A with a minimum grade of C

2. Group Title List A: Select One (1-2 Units)

1. Course MUS 11 - Commercial Music Combo

[Course Detail](#) _ [Units and Hours:](#)

Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

Recommended Course Preparation: [MUS 6 with a minimum grade of C.](#) _

2. [Course](#) _ [MUS 14 - Jazz Workshop](#)

[Course Detail](#) _ [Units and Hours:](#)

Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

3. [Course](#) _ [MUS 17 - Jazz Combo](#) (~~Historical~~ [Launched](#))

[Course Detail](#) [Units and Hours:](#)

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

Recommended Course Preparation: MUS ~~18A~~ [6](#) with a minimum grade of C, ~~MUS 6 with a minimum grade of C~~ [MUS 18A with a minimum grade of C,](#) **Enrollment Limitation:** [Audition Required.](#)

4. Course MUS ~~14~~ [41](#) - ~~Jazz~~ [Instrumental](#) ~~Workshop~~ [Chamber](#) (~~Historical~~) [Music](#)

[Course Detail](#) [Units and Hours:](#)

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

5. Course MUS ~~17A~~ [44](#) - ~~Jazz~~ [Concert](#) ~~Combo-1 (Historical)~~ [Choir](#)

[Course Detail](#) [Units and Hours:](#)

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

Recommended Course Preparation: MUS-18A with a minimum grade of C, ~~MUS-6 with a minimum grade of C,~~ **Enrollment Limitation:** : -

6. **Course** - MUS-17B ~~Jazz Combo 2~~

Course Detail - Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Prerequisite: MUS-17A with a minimum grade of C, - **Enrollment Limitation:** : -

7. **Course** - MUS-41 ~~Instrumental Chamber Music (Historical)~~

Course Detail - Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

8. **Min** - 1.000

Max - 1.000

Course - MUS-44 ~~Concert Choir (Historical)~~

Course Detail - Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Enrollment Limitation: Required Audition by ~~C-ID~~ required .

9. Min - 2.000

Max - 2.000

Course MUS 45 - Chamber Choir ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours	9
Lab Hours	81
Inside of Class Hours	90
Outside of Class Hours	18

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** Required Audition by ~~C-ID~~ required .

10. **Min** - 2.000

Max - 2.000

Course MUS 46 - Vocal Jazz Ensemble ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours	9
Lab Hours	81
Inside of Class Hours	90
Outside of Class Hours	18

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** ~~Required~~ Audition ~~by C-ID~~ required.

11. Min 1.000

Max 1.000

~~Discipline - MUS~~ - Music

Course MUS 48 - Improvisation Lab

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C **Enrollment Limitation:** Performing ensembles require auditions per C-ID. .

~~Other -~~

~~Header -~~

~~Footer -~~

~~Exception Identifier -~~

~~Exception -~~

~~Term - 2~~

3. Group Title List B: Select One (2-4 Units)

1. Course MUS 8A - Music Theory and Musicianship 1 ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours	63 <u>54</u>
Lab Hours	27 <u>54</u>
Inside of Class Hours	90 <u>108</u>
Outside of Class Hours	126 <u>108</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C ; ~~MUS 21A with a minimum grade of C~~

Program Mapper

Program Mapper

1. Term - Semester Term 1 - Fall Semester

Program Courses

1. Group Title

1. Course MUS 8A - Music Theory and Musicianship 1 ~~-(Historical)~~

Course Detail Units and Hours:

Lecture Hours	63 <u>54</u>
Lab Hours	27 <u>54</u>
Inside of Class Hours	90 <u>108</u>
Outside of Class Hours	126 <u>108</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C ; ~~; -MUS-21A with a minimum grade of C~~

2. Course MUS 35 - Introduction to Music Technology ~~-(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C ; MUS 21A with a minimum grade of C

3. Course MUS 21A - Beginning Piano ~~-(Historical)~~

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C

Program Learning Outcomes

Outcomes

1. Outcome

~~Upon completion of this program, students are able to demonstrate~~ Demonstrate advanced techniques using a Digital Audio Workstation program with MIDI and live audio capability.

2. Outcome

~~Upon completion of this program, students are able to present~~ Present completed audio projects using recorded live audio with appropriate editing, mixing, and mastering techniques.

3. Outcome

~~Upon completion of this program, students are able to present~~ Present completed audio projects using recorded live audio with appropriate editing, mixing, and mastering techniques.

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2024-11-05~~ 2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026



Program Modification: Computational Biology - Certificate of Achievement (16 to fewer than 30 units)

Program Modification: Computational Biology - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-09-2025)

compared with

Computational Biology - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Next Program Review (Month/Year) October ~~2027~~ 2028

Origination Date 09/ ~~17~~ 04 / ~~2024~~ 2025

Narrative

Statement of Program Goals and Objectives

The Computational Biology Certificate of Achievement is designed to train students entering, or continuing, in careers that require the interpretation and analysis of large amounts of biological data. — The objective is to acquire skills in computer science, biology and statistics that can be applied to bioinformatics.

Program Requirements

Program Requirements

1. Min ~~21~~ 26 .000

Max ~~21~~ 26 .000

Group Title Required Core: (~~21~~ 26 Units)

1. Course _ BIO 1R - Organismal Biology (Launched)

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>108</u>
<u>Inside of Class Hours</u>	<u>162</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

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

Term - 2

2. **Min** - 5.000

Max - 5.000

Course BIO 1C - Cell and Molecular Biology (~~Historical~~ **Launched**)

Course Detail Units and Hours:

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

Requisites:

Prerequisite: BIO 1R with a minimum grade of C, or BIO 1A with a minimum grade of C, or BIO 1B with a minimum grade of C CHEM 1A with a minimum grade of C, Eligible for college-level mathematics courses with Intermediate Algebra as a prerequisite, **Enrollment Recommended Limitation Course Preparation :** Intermediate Algebra or a higher level of mathematics.; - **Prerequisite:** CHEM 1A with a minimum grade of C; - **Enrollment Limitation:** Eligibility Eligible for college-level composition ~~(ENG 1A, ENG 1AEX, or ESL 1A)~~ as determined by college assessment or other appropriate method : .

Term 3

3. **Min** 4.000

Max 4.000

Discipline - BIO - Biological Sciences

Course BIO 2A - Bioinformatics

Course Detail Units and Hours:

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

Requisites:

Prerequisite: BIO 30 with a minimum grade of C, or BIO 1C with a minimum grade of C, or CS 7 with a minimum grade of C, or CS 1 with a minimum grade of C

Term 4

4. **Min** 5.000

Max 5.000

Discipline CHEM - Chemistry

Course CHEM 1A - General College Chemistry I

Course Detail Units and Hours:

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

Requisites:

Prerequisite: CHEM 31 with a minimum grade of C The CHEM 31 prerequisite can be fulfilled by demonstrating the appropriate skill level in the Chemistry Placement Process. , **Enrollment**

Limitation: Intermediate Algebra or a higher level of mathematics..

Term - 4

5. Min 3.000

Max 3.000

Discipline CS - Computer Science

Course CS 7 - Introduction to Computer Programming Concepts

Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:

6. Min 4.000

Max 4.000

Discipline STAT - Statistics

Course STAT C1000 - Introduction to Statistics

Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:

Prerequisite: 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.

2. **Min** - 5.000

Max - 5.000

Group Title - List A: Select One (5 Units)

Other

Header

Footer ~~Although BIO 30 can be taken as a pre-req for BIO 2A, BIO 1C is required for the Computational Biology degree or certificate.~~

Exception Identifier

Exception

Term 1

Program Mapper

1. **Min**

- 5.000

Max - 5.000

Discipline **Term - Semester** BIO **Term 2** - Biological **Spring** **Sciences** **Semester**

Program Courses

1. Course BIO **1A 1R** - **General** **Organismal** **Botany** **Biology (Launched)**

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation **Prerequisite** : Eligible for college-level mathematics courses with

Intermediate Algebra **or as** a **higher-level-of-mathematics: prerequisite** , **Recommended**

Course Preparation: BIO 30 with a minimum grade of C

Other -

Header -

Footer -

Exception Identifier -

Exception -

Term - 2

2. **Min** - 5.000

Max - 5.000

Discipline - BIO -- Biological Sciences

Course - BIO 1B -- General Zoology

Course Detail - Units and Hours:

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

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of

mathematics, - **Recommended Course Preparation:** BIO 30 with a minimum grade of C -

Other -

Header -

Footer -

Exception Identifier -

Exception -

Term - 2

Program Mapper

Program Mapper

- 1. ~~Term - Semester~~ - Term 2 - Spring Semester
~~Program Courses~~

- 1. ~~Group Title~~ -
~~Category~~ -

- 1. ~~Min~~ - 5.000
~~Max~~ - 5.000
~~Course~~ - BIO-1A--General Botany
~~Course Detail~~ - Units and Hours:

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

~~Requisites:~~

~~Enrollment Limitation:~~ Intermediate Algebra or a higher level of mathematics.; - ~~Recommended Course Preparation:~~ BIO-30 with a minimum grade of C -

~~Exception Identifier~~ -

~~Exception~~ -

~~Footer~~ -

Category Major/Required

~~Semester(s) Offered~~

~~Spring~~ - No

~~Summer~~ - No

~~Fall~~ - No

~~Rotating~~ - No

- 2. ~~Min~~ - 5.000

~~Max~~ - 5.000

~~Course~~ - BIO-1B--General Zoology

~~Course Detail~~ - Units and Hours:

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

~~Requisites:~~

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics, - **Recommended Course Preparation:** BIO 30 with a minimum grade of C -
Exception Identifier -
Exception -
Footer -
Category - Major/Required
Semester(s) Offered
Spring - No
Summer - No
Fall - No
Rotating - No

2. **Term - Semester** Term 3 - Fall Semester
Program Courses

1. **Course** BIO 1C - Cell and Molecular Biology (~~Historical~~ Launched)

Course Detail Units and Hours:

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

Requisites:

Prerequisite: BIO 1R with a minimum grade of C, or BIO 1A with a minimum grade of C, or BIO 1B with a minimum grade of C CHEM 1A with a minimum grade of C, Eligible for college-level mathematics courses with Intermediate Algebra as a prerequisite.

Enrollment Recommended Limitation Course Preparation : Intermediate Algebra or a higher level of mathematics, - **Prerequisite:** CHEM 1A with a minimum grade of C, - **Enrollment Limitation:** Eligibility Eligible for college-level composition ~~(ENG 1A, ENG 1AEX, or ESL 1A)~~ as determined by college assessment or other appropriate method .

Program Learning Outcomes

Outcomes

1. **Outcome**

~~Explain the use of computational techniques to solve biological problems.~~

2. **Outcome** -

~~Upon completion of this program, students are able to demonstrate~~ Demonstrate an understanding of the fundamental concepts in molecular biology, including DNA, genes, proteins and genomes.

3. **Outcome**

~~Upon completion of this program, students are able to explain~~ Explain the use of computational techniques to solve biological problems.

4. **Outcome**

~~Upon~~ Explain ~~completion the use~~ of ~~this~~ computational ~~program, students are-~~
~~able~~ techniques to ~~use~~ solve biological problems.

5. Outcome _

Use online resources such as NCBI (National Center for Biotechnology Information) and bioinformatics applications to research and analyze biological data.

Codes and Dates

Approval Dates

-
-

Implementation Date ~~-2025-08-15~~ 2025-09-09

Effective Term ~~-Fall-2025~~ Fall 2026

Next Program Review (Month/Year) ~~-October-2027~~ October 2028



Technical Program Revision: Computer Information Technologist - Associate of Science Degree

Technical Program Revision: Computer Information Technologist - Associate of Science Degree (Launched - Implemented 09-04-2025)

compared with

Computer Information Technologist - Associate of Science Degree (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2021~~ 2026

Origination Date ~~01 09~~ / ~~15 04~~ /2025

Narrative

Catalog Description

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. -

_ The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. -

_ Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.

Master Planning

In conjunction with our local national labs and industry partners, the Computer Studies disciplines are

- _ working to develop a new degree program that will provide students with a breadth of coursework and
- _ practical hands-on experience needed by entry level IT professionals. This program also incorporates
- _ many of the courses in the Information and Communication Technologies Intersegmental Model
- _ Curricula ~~currently under development~~ **developed** through the C-ID process. This program fulfills the campus' mission of "providing educational opportunities and support for completion of students' transfer,
- _ degree, basic skills, career-technical, and retraining goals" (emphasis added).

Place of Program in Curriculum/Similar Programs

The program will be housed under the Computer Information Systems discipline. Students will be drawn

- _ from all three Computer Studies disciplines (Computer Information Systems, Computer Networking
- _ Technology, and Computer Science). ~~Information about this new program was sent to local districts~~

Program Requirements

Program Requirements

1. Group Title Required Core: (21 Units)

1. Group Title

1. Course CIS 43 - Professional Communications ~~-(Historical)~~

Course Detail Units and Hours:

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

Requisites:

~~ENG 1A-~~ **Recommended Course Preparation:** ENG ENGL 1A; C1000 or with ENG a 1AEX minimum grade of C ~~-ENG 1AEX:~~

Term 2

2. Course CNT 43 - Professional Communications ~~-(Historical)~~

Course Detail Units and Hours:

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

Requisites:

~~ENG 1A-~~ **Recommended Course Preparation:** ENG ENGL 1A; C1000 or with ENG a 1AEX minimum grade of C ~~-ENG 1AEX:~~

Term 2

3. Course CS 43 - Professional Communications ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Term 2

2. Course CIS 60 - Systems Analysis and Design

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>18</u>
<u>Inside of Class Hours</u>	<u>72</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

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

Term 3

3. Group Title

1. Course CIS 66 - Networking Fundamentals

Term 1

2. Course CNT 52 - Networking Fundamentals

Term 1

4. Course CIS 9002 - Introduction to Database Management

~~Course Detail -~~

~~Term -~~

5. ~~Course - CNT-69--Network Security; CompTIA Security + Certification~~

~~Term -~~

6. ~~Course - CS-7--Introduction to Computer Programming Concepts~~

~~Course Detail -~~

~~Term -~~

7. ~~Group Title -~~

1. ~~Course - CS-41--Red Hat Linux Administration I~~

~~Term -~~

2. ~~Course - CNT-7401--Red Hat Linux Administration I~~

~~Term -~~

2. ~~Group Title - List A: Select from the Following (10 Units)~~

1. ~~Course - CS-2--Computing Fundamentals II~~

~~Course Detail -~~

~~Term -~~

2. ~~Course - CS-20--Advanced Programming with Data Structures/C++~~

~~Course Detail -~~

~~Term -~~

3. ~~Course - CNT-51--CompTIA's A+ Certification Computer Technician~~

~~Term -~~

4. ~~Course - CNT-55--MCSA I Windows Server Installation, Storage, and Compute (Historical)~~

~~Course Detail -~~

~~Term -~~

5. ~~Course - CNT-56--MCSA II Networking with Windows Server (Historical)~~

~~Course Detail -~~

~~Term -~~

6. ~~Non-Course Requirement - Database/Project Management Electives~~

7. ~~Course - CIS-62--Project Management~~

~~Course Detail -~~

~~Term -~~

8. ~~Min - 3.000~~

~~Max - 3.000~~

~~Discipline - CIS--Computer Information Systems~~

Course - CIS-9001--Database-Design-Methodology (Historical)

Course Detail Units and Hours:

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Requisites:

Recommended Course Preparation: CIS ~~57~~ 50 with a minimum grade of C

~~Other~~ -

~~Header~~ -

~~Footer~~ -

~~Exception Identifier~~ -

~~Exception~~ -

Term 4

3. **Group Title** - List B: Select One (4 Units)

1. Course ~~CS CNT~~ † 69 - ~~Computing~~ Network ~~Fundamentals~~ Security; ~~†~~
~~Course~~ CompTIA ~~Detail~~ Security + Certification

Term 4

2. Course CS ~~3†~~ 7 - ~~Java~~ Introduction to Computer Programming Concepts
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>45</u>
<u>Lab Hours</u>	<u>27</u>
<u>Inside of Class Hours</u>	<u>72</u>
<u>Outside of Class Hours</u>	<u>90</u>

Requisites:

Term 1

4. **Group Title** - List C: Select One (3 Units)

1. ~~Course~~ - ~~CS-47--Capstone-Project~~
~~Course Detail~~ -
~~Term~~ -
2. ~~Course~~ - ~~WRKX-94--Occupational-Work-Experience/Internship~~
~~Term~~ -
3. ~~Course~~ - ~~WRKX-95--General-Work-Experience~~
~~Term~~ -

Program Mapper

1. ~~Term--Semester~~ - ~~Term-2--Spring-Semester~~

~~Program Courses~~

1. Group Title

1. Course ~~CIS CS 43 41~~ - Professional ~~Red~~ Communications ~~Hat Linux~~
Administration I
Term _ 3
2. Course _ CNT 7401 - Red Hat Linux Administration I
Term _ 3

Group Title _ List A: Select from the Following . (~~Historical~~ 10 Units)

1. Course _ CS 2 - Computing Fundamentals II

Course Detail Units and Hours:

Lecture Hours	54
<u>Lab Hours</u>	<u>54</u>
Inside of Class Hours	54 <u>108</u>
Outside of Class Hours	108

Requisites:

~~ENG 1A- Recommended Course Preparation~~ Prerequisite : ~~ENG CS 1A, 1~~ or with
~~ENG a 1AEX~~ minimum grade of C -~~ENG 1AEX~~:

Term _ 3

2. Course ~~CNT CS 43 20~~ - Professional Advanced Communications Programming
(~~Historical~~) with Data Structures/C++

Course Detail Units and Hours:

Lecture Hours	54
<u>Lab Hours</u>	<u>54</u>
Inside of Class Hours	54 <u>108</u>
Outside of Class Hours	108

Requisites:

~~ENG 1A- Recommended Course Preparation:~~ ~~ENG CS 1A~~ 2 with a minimum grade of C .
Term _ 3

3. Course _ CNT 51 - CompTIA's A+ Certification Computer Technician
Term _ 3

4. Course _ CNT 55 - Windows Server Installation , or Storage, ENG and 1AEX Compute -~~ENG 1AEX~~:

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>45</u>
<u>Lab Hours</u>	<u>27</u>
<u>Inside of Class Hours</u>	<u>72</u>

<u>Outside of Class Hours</u>	<u>90</u>
--------------------------------------	------------------

Requisites:

Term _ 3

5. Course _ CNT 56 - Networking with Windows Server

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>45</u>
<u>Lab Hours</u>	<u>27</u>
<u>Inside of Class Hours</u>	<u>72</u>
<u>Outside of Class Hours</u>	<u>90</u>

Requisites:

Recommended Course Preparation: CNT 55 with a minimum grade of C _

Term _ 4

6. Non Course Requirment _ Database/Project Management Elective

7. Course _ CIS 62 - Project Management

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>18</u>
<u>Inside of Class Hours</u>	<u>72</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: CIS 60 with a minimum grade of C _

Term _ 4

Group Title _ List B: Select One (4 Units)

1. Course _ CS 1 - Computing Fundamentals I

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: MATH 107 with a minimum grade of C, CS 7 with a minimum grade of C

Term _ 4

2. Course CS 31 - Java Programming

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: CS 1 with a minimum grade of C, CS 7 with a minimum grade of C

Term _ 2

Group Title _ List C: Select One (3 Units)

1. Course _ CS 47 - Capstone Project
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>18</u>
<u>Lab Hours</u>	<u>108</u>
<u>Inside of Class Hours</u>	<u>126</u>
<u>Outside of Class Hours</u>	<u>36</u>

Requisites:

Recommended Course Preparation: CS 1 with a minimum grade of C, or CS 31 with a minimum grade of C, CNT 52 with a minimum grade of C, CIS 43 with a minimum grade of C, or CNT 43 with a minimum grade of C, or CS 43 with a minimum grade of C, CIS 60 with a minimum grade of C, CIS 62 with a minimum grade of C, CS 45 with a minimum grade of C

Term _ 4

2. Course _ WRKX 94 - Occupational Work Experience/Internship
Term _ 4
3. Course _ WRKX 95 - General Work Experience
Term _ 4

Program Mapper

Program Mapper

1. Term - Semester _ Term 2 - Spring Semester
Program Courses

1. Group Title _

1. Course _ CIS 43 - Professional Communications ~~-(Historical)~~
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: [ENG ENGL 1A C1000](#) with a minimum grade of C _

2. [Course](#) _ [CNT 43 - Professional Communications](#)
[Course Detail](#) _ [Units and Hours:](#)

Lecture 1AEX Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: [ENGL C1000](#) with a minimum grade of C _

3. [Course](#) _ [CS 43 - Professional Communications](#)
[Course Detail](#) _ [Units and Hours:](#)

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

Requisites:

Recommended Course Preparation: [ENGL C1000](#) with a minimum grade of C

Program Learning Outcomes

Outcomes

1. **Outcome**
Demonstrate [a strong foundation of knowledge in computer programming, database design and administration, and computer networking.](#)
2. **Outcome** _
[Demonstrate](#) clear, compelling, analytical, and concise writing to professionally describe their programming, database, and networking project and skills.
[Course Student Learning Outcome Mappings](#)
[Course Outcome](#) _
3. **Outcome** _
[Demonstrate clear, compelling, analytical, and concise writing to professionally describe their programming, database, and networking project and skills.](#)
[Course Student Learning Outcome Mappings](#)
[Course Outcome](#) _

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ 2025-09-04

Effective Term ~~Fall 2021~~ Fall 2026

Catalog Description

~~The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.~~

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.



Technical Program Revision: Economics - Associate in Arts Degree for Transfer

Technical Program Revision: Economics - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Economics - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date ~~10 09 / 19 03 / 2024~~ 2025

Program Requirements

Program Requirements

1. Group Title Required Core: (14-15 Units)

1. Course ECON ~~1~~ C2001 - Principles of Microeconomics (Approved)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation **Prerequisite** : Elementary Algebra Placement as determined by the college's multiple measures assessment process or completion of a higher course taught at or above the level of mathematics elementary algebra .; ~~Intermediate Algebra or a higher level of mathematics.~~

2. Course ECON ~~2~~ C2002 - Principles of Macroeconomics (Approved)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation **Prerequisite** : Elementary Algebra Placement as determined by the

college's multiple measures assessment process or completion of a higher course taught at or above the level of mathematics elementary algebra . ; ~~Intermediate Algebra or a higher level of mathematics.~~

3. Group Title

1. Course MATH 1 - Calculus I ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Requisites:

Prerequisite: MATH 30 with a minimum grade of C and MATH 39 with a minimum grade of C , or MATH 21 with a minimum grade of C, or MATH 22 with a minimum grade of C
~~MATH 39 with a minimum grade of C~~

2. Group Title List A: Select One (3-5 Units)

1. Course MATH 2 - Calculus II ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Requisites:

Prerequisite: MATH 1 with a minimum grade of C

Program Mapper

Program Mapper

1. Term - Semester Term 1 - Fall Semester

Program Courses

1. Course ECON + C2001 - Principles of Microeconomics (Approved)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation Prerequisite : Elementary Algebra Placement as determined by the college's multiple measures assessment process or completion of a higher course taught at or above the level of mathematics elementary algebra . ; ~~Intermediate Algebra or a higher level of mathematics.~~

2. Term - Semester Term 2 - Spring Semester

Program Courses

1. Course ECON ~~2~~ C2002 - Principles of Macroeconomics (Approved)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation **Prerequisite** : Elementary Algebra Placement as determined by the college's multiple measures assessment process or completion of a higher course taught at or above the level of mathematics elementary algebra . ; ~~Intermediate Algebra or a higher level of mathematics.~~

2. Group Title

1. Course MATH 1 - Calculus I ~~(Historical)~~

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ _
2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026



Technical Program Revision: Engineering Technology - Associate of Science Degree

Technical Program Revision: Engineering Technology - Associate of Science Degree (Launched - Implemented 09-04-2025)

compared with

Engineering Technology - Associate of Science Degree (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date ~~11 09 / 05 04 / 2024~~ 2025

Program Requirements

Program Requirements

1. Min ~~21~~ 29.000

Max ~~21~~ 29.000

Group Title Required Core: (~~21~~ 29 Units)

1. Course ENGR 1 - Introduction to Engineering ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>36</u>
<u>Inside of Class Hours</u>	<u>36</u>
<u>Outside of Class Hours</u>	<u>72</u>

Requisites:

Recommended Course Preparation: Eligibility for ENGL C1000 _

Term 1

2. Course ENGR 23 - Engineering Graphics ~~-(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: MATH 39 with a minimum grade of C, _ENGL C1000 with a minimum grade of C.

Term 2

3. **Course** ENGR 37 - Applied Statics and Materials

Course Detail Units and Hours:

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

Requisites:

Prerequisite: MATH 39 with a minimum grade of C _

Term 5

4. **Min** _ 4.000

Max _ 4.000

Discipline _ MATH - Mathematics

Course _ MATH 21 - Precalculus

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>72</u>
<u>Lab Hours</u>	<u>18</u>
<u>Inside of Class Hours</u>	<u>90</u>
<u>Outside of Class Hours</u>	<u>144</u>

Requisites:

Prerequisite: MATH 39 with a minimum grade of C _

Term _ 2

5. **Min** _ 4.000

Max _ 4.000

Discipline _ MATH - Mathematics

Course _ MATH 39 - Trigonometry

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>72</u>
<u>Lab Hours</u>	<u>18</u>
<u>Inside of Class Hours</u>	<u>90</u>
<u>Outside of Class Hours</u>	<u>144</u>

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics.. _

Term _ 1

6. **Min** 3.000

Max 3.000

Discipline PHYS - Physics
Course PHYS 10 - Descriptive Physics
Course Detail [Units and Hours:](#)

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

[Requisites:](#)

[Enrollment Limitation:](#) [Intermediate Algebra or a higher level of mathematics.](#) _

Term [4](#)

7. Min 1.000

Max 1.000

Discipline PHYS - Physics

Course PHYS 10L - Descriptive Physics Laboratory

Course Detail [Units and Hours:](#)

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

[Enrollment Limitation:](#) [Intermediate Algebra or a higher level of mathematics.](#) _ [Prerequisite:](#) [PHYS 10 with a minimum grade of C](#) _

Term [4](#)

8. Min 4.000

Max 4.000

~~Discipline - WLDT - Welding Technology~~

Course WLDT 10 - Machining for the Metal Trades

Course Detail [Units and Hours:](#)

Lecture Hours	36
Lab Hours	108
Inside of Class Hours	144
Outside of Class Hours	72

[Requisites:](#)

Term [2](#)

9. Min 3.000

Max 3.000

Group Title _

[Other](#) _

[Header](#) _

[Footer](#) _

Exception Identifier _

Exception

Term

1. Min 3.000

Max 3.000

Discipline WLDT - Welding Technology

Course WLDT 61 - Welding Ferrous Metals

Course Detail Units and Hours:

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

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Term 1

2. Min 3.000

Max 3.000

Discipline WLDT - Welding Technology

Course WLDT 62 - Welding Nonferrous Metals

Course Detail Units and Hours:

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

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Term 1

10. Min 2.000

Max 2.000

Discipline _ WLDT - Welding Technology

Course WLDT 62AL - GTAW Skills Laboratory

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	108
Inside of Class Hours	108

Requisites:

~~Term -~~

2. ~~Group Title - List A: Select One (4 Units)~~

1. ~~Min -~~

~~Max -~~

~~Non-Course Requirement - Option 1~~

~~Term -~~

2. ~~Discipline - ENGR--Engineering~~

~~Course - ENGR 50--Introduction to Electronic Systems and Measurements~~

3. ~~Min -~~

~~Max -~~

~~Other -~~

~~Non-Course Requirement -~~

~~Header -~~

~~Footer -~~

~~Exception Identifier -~~

~~Exception -~~

~~Term -~~

4. ~~Min -~~

~~Max -~~

~~Other -~~

~~Non-Course Requirement - Option 2~~

~~Header -~~

~~Footer -~~

~~Exception Identifier -~~

~~Exception -~~

~~Term -~~

5. ~~Min - 4.000~~

~~Max - 4.000~~

~~Group Title -~~

~~Other~~

~~Header~~

~~Footer~~

~~Exception Identifier~~

~~Exception~~

~~Term - 1~~

3. Group Title - List A: Select One (4 Units)

1. Min - 4.000

Max - 4.000

Discipline - ENGR - Engineering

Course - ENGR 50 - Introduction to Electronic Systems and Measurements

Course Detail - Units and Hours:

Lecture Hours	<u>36</u>
Lab Hours	<u>108</u>
Inside of Class Hours	<u>144</u>
Outside of Class Hours	<u>72</u>

Requisites:

Prerequisite: MATH 39 with a minimum grade of C

Term 4

2. **Group Title**

1. Min 2.000

Max 2.000

Discipline WLDT - Welding Technology

Course WLDT 63 - Welding Layout and Fitting

Course Detail Units and Hours:

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

Requisites:

Prerequisite: WLDT 61AL with a minimum grade of C, or WLDT 61BL with a minimum grade of C, or WLDT 62AL with a minimum grade of C, or WLDT 62BL with a minimum grade of C **Recommended Course Preparation:** WLDT 55 with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Term 4

2. Min 2.000

Max 2.000

Discipline WLDT - Welding Technology

Course WLDT 79 - Manufacturing Processes

~~Course Detail~~ -

~~Other~~ -

~~Header~~ -

~~Footer~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Term~~ -

4. **Group Title** - List B: Select One (3 Units)

1. **Course** - WRKX 94—Occupational Work Experience/Internship

Term -

2. **Course** - WRKX-95--General Work Experience
Term -

5. **Min** - 6.000

Max - 8.000

Group Title - List C: Select One Option (6-8 Units)

1. **Min** -

Max -

Non-Course Requirement - Option 1

2. **Min** - 8.000

Max - 8.000

Group Title -

Other -

Header -

Footer -

Exception Identifier -

Exception -

Term -

1. **Min** - 4.000

Max - 4.000

Discipline - MATH--Mathematics

Course - MATH-39--Trigonometry

Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18 36
Inside of Class Hours	90 36
Outside of Class Hours	144 72

Requisites:

Enrollment Limitation:- Intermediate Algebra or a higher level of mathematics.: -

Other -

Header -

Footer -

Exception Identifier -

Exception -

Term -

2. **Min** - 4.000

Max - 4.000

Discipline - MATH--Mathematics

Course - MATH-21--Precalculus

Course Detail - Units and Hours:

Lecture Hours	72
Lab Hours	18

Inside of Class Hours	90
Outside of Class Hours	144

Requisites:

Prerequisite: MATH 39 with a minimum grade of C -

Other -

Header -

Footer -

Exception Identifier -

Exception -

Term -

3. **Min** -

Max -

Other -

Non-Course Requirment -

Header -

Footer -

Exception Identifier -

Exception -

Term -

4. **Min** -

Max -

Other -

Non-Course Requirment - Option 2

Header -

Footer -

Exception Identifier -

Exception -

Term -

5. **Min** - 6.000

Max - 6.000

Discipline - MATH--Mathematics

Course - MATH 22--Precalculus & Trigonometry

Course Detail - Units and Hours:

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics. -

Other -

Header -

Footer -

- Exception-Identifier -
Exception -
Term -
6. Min -
Max -
Other -
Non-Course-Requrment -
Header -
Footer -
Exception-Identifier -
Exception -
Term -
7. Min -
Max -
Other -
Non-Course-Requrment - Option-3
Header -
Footer -
Exception-Identifier -
Exception -
Term -
8. Min - 8.000
Max - 8.000
Group-Title -
Other -
Header -
Footer -
Exception-Identifier -
Exception -
Term -
1. Min - 4.000
Max - 4.000
Discipline - MATH--Mathematics
Course - MATH-30--College Algebra for STEM
Course-Detail - Units and Hours:

Lecture-Hours	72
Lab-Hours	18
Inside-of-Class-Hours	90
Outside-of-Class-Hours	144

Requisites:

Enrollment Limitation:- Intermediate Algebra or a higher level of mathematics.: -
Other -

~~Header -~~

~~Footer -~~

~~Exception Identifier -~~

~~Exception -~~

~~Term -~~

2. ~~Min - 4.000~~

~~Max - 4.000~~

~~Discipline - MATH--Mathematics~~

~~Course - MATH 39--Trigonometry~~

~~Course Detail - Units and Hours:~~

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Term 4

6. **Group Title** _ List B: Select One (3 Units)

1. **Course** _ WRKX 94 - Occupational Work Experience/Internship

Term _ 3

2. **Course** _ WRKX 95 - General Work Experience

Term _ 3

7. **Min** 0.000

Max 0.000

Group Title Total Units for the Major

~~**Footer** -~~

1. **Min** ~~34~~ 36 .000

Max 36.000

Non Course Requirement

8. **Min** ~~26~~ 24 .000

Max 24.000

Group Title Additional General Education and Elective Units

~~**Other** -~~

~~**Header** -~~

Footer The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Exception Identifier -

Exception -

Term -

1. Min 24.000

Max ~~26~~ 24.000

Other -

Non Course Requirement -

Header -

Footer -

Exception Identifier -

Exception -

Term

Program Mapper

Program Mapper

1. Term - Semester Term 1 - Fall Semester

Program Courses

1. Course ENGR 1 - Introduction to Engineering ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: - Eligib Eligibility with for a ENGL minimum grade of ~~C~~ C1000

2. Term - Semester Term 2 - Spring Semester

Program Courses

1. Course ENGR 23 - Engineering Graphics ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: MATH 39 with a minimum grade of C, ~~ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~ ENGL C1000 with a minimum grade of C.

3. Term - Semester Term 3 - Summer Semester

Program Courses

1. Min ~~3~~ 1.000

Non-Course Requirement

List B Course

Program Learning Outcomes

Outcomes

1. Outcome

~~Upon completion of this program, students are able to apply~~ Apply fundamental principles from mathematics, science and engineering to solve an engineering technology related problem.

2. Outcome

~~Upon completion of this program, students are able to set~~ Set up appropriate laboratory equipment, collect and analyze data, draw conclusions and clearly communicate results.

3. Outcome

~~Upon completion of this program, students are able to use~~ Use a variety of technological tools to solve engineering technology related problems.

Codes and Dates

Approval Dates

-
-

Program Originator ~~-Decker, Jennifer~~ Kutil, Craig

Implementation Date ~~-2025-08-15~~ 2025-09-04

Effective Term ~~-Fall 2025~~ Fall 2026



Technical Program Revision: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 09-04-2025)

compared with

Engineering Technology - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date ~~11 09 / 05 04 / 2024~~ 2025

Program Requirements

Program Requirements

1. Min ~~21~~ 29 .000

Max ~~21~~ 29 .000

Group Title Required Core: (~~21~~ 29 Units)

1. Course ENGR 1 - Introduction to Engineering ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>36</u>
<u>Inside of Class Hours</u>	<u>36</u>
<u>Outside of Class Hours</u>	<u>72</u>

Requisites:

Recommended Course Preparation: Eligibility for ENGL C1000

Term 1

2. Course ENGR 23 - Engineering Graphics ~~-(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: MATH 39 with a minimum grade of C, ENGL C1000 with a minimum grade of C.

Term 2

3. Course ENGR 37 - Applied Statics and Materials

Course Detail Units and Hours:

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

Requisites:

Prerequisite: MATH 39 with a minimum grade of C

Term

4. **Min** - 3.000

Max - 3.000

Discipline - ~~PHYS~~ Physics

Course - ~~PHYS-10~~ Descriptive Physics

Course Detail -

Term -

5. **Min** - 1.000

Max - 1.000

Course - ~~PHYS-10L~~ Descriptive Physics Laboratory

Course Detail -

Term - 5

6. Min 4.000

Max 4.000

Discipline ~~WLDT~~ MATH - ~~Welding Technology~~ Mathematics

Course MATH 21 - Precalculus

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>72</u>
<u>Lab Hours</u>	<u>18</u>
<u>Inside of Class Hours</u>	<u>90</u>
<u>Outside of Class Hours</u>	<u>144</u>

Requisites:

Prerequisite: MATH 39 with a minimum grade of C

Term 2

7. Min 3.000

Max 3.000

Course PHYS 10 - Descriptive Physics

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics.. _

Term _ 4

8. Min _ 1.000

Max _ 1.000

Discipline _ PHYS - Physics

Course _ PHYS 10L - Descriptive Physics Laboratory

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics., _ **Prerequisite:** PHYS 10 with a minimum grade of C _

Term _ 4

9. Min _ 4.000

Max _ 4.000

Discipline _ MATH - Mathematics

Course _ MATH 39 - Trigonometry

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>72</u>
<u>Lab Hours</u>	<u>18</u>
<u>Inside of Class Hours</u>	<u>90</u>
<u>Outside of Class Hours</u>	<u>144</u>

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics.. _

Term _ 1

10. Min _ 4.000

Max _ 4.000

Course WLDT 10 - Machining for the Metal Trades

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>36</u>
<u>Lab Hours</u>	<u>108</u>

<u>Inside of Class Hours</u>	<u>144</u>
<u>Outside of Class Hours</u>	<u>72</u>

Requisites:

Term 2

11. Min 3.000

Max 3.000

Group Title _

Other _

Header _

Footer _

Exception Identifier _

Exception

Term

1. Min 3.000

Max 3.000

Discipline WLDT - Welding Technology

Course WLDT 61 - Welding Ferrous Metals

Course Detail Units and Hours:

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

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Term 1

2. Min 3.000

Max 3.000

Discipline WLDT - Welding Technology

Course WLDT 62 - Welding Nonferrous Metals

Course Detail Units and Hours:

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

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Term 1

12. Min 2.000

Max 2.000

Discipline - WLDT - Welding Technology

Course WLDT 62AL - GTAW Skills Laboratory

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	108
Inside of Class Hours	108

Requisites:

Term -

2. **Group Title** - List A: Select One Group (4 Units)

1. **Min** -

Max -

Non Course Requirement - Group 1

Term -

2. **Discipline** - ENGR--Engineering

Course - ENGR 50 - Introduction to Electronic Systems and Measurements

3. **Min** -

Max -

Other -

Non Course Requirement

Header

Footer

Exception Identifier

Exception

Term 1

3. **Group Title** - List A: Select One (4 Units)

1. Min 4.000

Max 4.000

Other Discipline ENGR - Engineering

Non Course Requirement **Group** ENGR 2 50 - Introduction to Electronic Systems and Measurements

Header Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>36</u>
<u>Lab Hours</u>	<u>108</u>
<u>Inside of Class Hours</u>	<u>144</u>
<u>Outside of Class Hours</u>	<u>72</u>

Requisites:

Prerequisite: MATH 39 with a minimum grade of C

Footer

Exception Identifier -

Exception -

Term 4

2. **Group Title** .

1. Min 2.000

Max 2.000

Discipline WLDT - Welding Technology

Course WLDT 63 - Welding Layout and Fitting

Course Detail Units and Hours:

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

Requisites:

Prerequisite: WLDT 61AL with a minimum grade of C, or WLDT 61BL with a minimum grade of C, or WLDT 62AL with a minimum grade of C, or WLDT 62BL with a minimum grade of C **Recommended Course Preparation:** WLDT 55 with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Term 4

2. Min 2.000

Max 2.000

Discipline WLDT - Welding Technology

Course WLDT 79 - Manufacturing Processes

Course Detail -

Other -

Header -

Footer -

Exception Identifier -

Exception -

Term -

3. **Group Title - List B: Select One (3 Units)**

1. **Course - WRKX-94 -- Occupational Work Experience/Internship**

Term -

2. **Course - WRKX-95 -- General Work Experience**

Term -

4. **Min** - 6.000
Max - 8.000
Group Title - List C: Select One (6-8 Units)
Other -
Header -
Footer -
Exception Identifier -
Exception -
Term -

1. **Min** -
Max -
Other -
Non-Course Requirement - Option 1
Header -
Footer -
Exception Identifier -
Exception -
Term -

2. **Min** - 8.000
Max - 8.000
Group Title -
Other -
Header -
Footer -
Exception Identifier -
Exception -
Term -

1. **Min** - 4.000
Max - 4.000
Discipline - MATH--Mathematics
Course - MATH 39--Trigonometry
Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18 <u>36</u>
Inside of Class Hours	90 <u>36</u>
Outside of Class Hours	144 <u>72</u>

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics.. -

Other

Header

Footer

Exception Identifier

Exception

Term

2. **Min** - 4.000
Max - 4.000
Discipline - MATH--Mathematics
Course - MATH 21--Precalculus
Course Detail - Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:

Prerequisite: MATH 39 with a minimum grade of C -

Other -

Header -

Footer -

Exception Identifier -

Exception -

Term -

3. **Min** -
Max -
Other -
Non-Course Requirment -
Header -
Footer -
Exception Identifier -
Exception -
Term -
4. **Min** -
Max -
Other -
Non-Course Requirment - Option 2
Header -
Footer -
Exception Identifier -
Exception -
Term -
5. **Min** - 6.000
Max - 6.000
Discipline - MATH--Mathematics
Course - MATH 22--Precalculus & Trigonometry

Course Detail - Units and Hours:

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Requisites:

Enrollment Limitation:- Intermediate Algebra or a higher level of mathematics: -

Other -

Header -

Footer -

Exception Identifier -

Exception -

Term -

6. Min -

Max -

Other -

Non-Course Requirement -

Header -

Footer -

Exception Identifier -

Exception -

Term -

7. Min -

Max -

Other -

Non-Course Requirement - Option 3

Header -

Footer -

Exception Identifier -

Exception -

Term -

8. Min - 8.000

Max - 8.000

Group Title List B: Select One (3 Units)

1. **Other** Course

Header WRKX

Footer 94

Exception - Identifier Occupational

Exception Work Experience/Internship

Term 3

2. Min - 4.000

Max - 4.000

Discipline - MATH--Mathematics

Course MATH WRKX 30 95 - College General Algebra Work for STEM

Course Detail - Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:

Enrollment Limitation:- Intermediate Algebra or a higher level of mathematics.. -

Other -

Header -

Footer -

Exception Identifier -

Exception - Experience

Term 3

Min - 4.000

Max - 4.000

Discipline - MATH--Mathematics

Course - MATH 39--Trigonometry

Course Detail - Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:

Enrollment Limitation:- Intermediate Algebra or a higher level of mathematics.. -

Other -

Header -

Footer -

Exception Identifier -

Exception -

Term -

Program Mapper

Program Mapper

1. Term - Semester Term 1 - Fall Semester

Program Courses

1. Course ENGR 1 - Introduction to Engineering ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: - ~~Eligib~~ Eligibility with for a ENGL minimum ~~grade of C~~ C1000

2. Term - Semester Term 2 - Spring Semester

Program Courses

1. Course ENGR 23 - Engineering Graphics ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: MATH 39 with a minimum grade of C, ~~ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~ ENGL C1000 with a minimum grade of C.

3. Term - Semester Term 3 - Summer Semester

Program Courses

1. Min ~~3~~ 1.000

Non-Course Requirement

List B Course

Program Learning Outcomes

Outcomes

1. Outcome

~~Upon completion of this program, students are able to apply~~ Apply fundamental principles from mathematics, science and engineering to solve an engineering technology-related problem.

2. Outcome

~~Upon completion of this program, students are able to set~~ Set up appropriate laboratory equipment, collect and analyze data, draw conclusions, and clearly communicate results.

3. Outcome

~~Upon completion of this program, students are able to use~~ Use a variety of technological tools to solve engineering technology problems.

CTE Documentation

Gainful Employment ~~Yes~~ No

Apprenticeship Documentation

Gainful Employment ~~Yes~~ No

Attachments

Attached File

~~LMI~~

~~BACCC Program Endorsement Application~~

~~BACCC Endorsement Confirmation~~

~~BACCC~~

~~Minutes~~

~~LMI-2020~~

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ 2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026



Technical Program Revision: Fitness Trainer - Certificate of Achievement (16 to fewer than 30 units)

Technical Program Revision: Fitness Trainer - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-04-2025)

compared with

Fitness Trainer - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-22-2024)

Cover

Does program also prepare students for transfer? [No](#)

Proposal Information

Effective Term Fall ~~2024~~ [2026](#)

Next Program Review (Month/Year) October ~~2026~~ [2027](#)

Origination Date ~~10 09 / 18 04 / 2023~~ [2025](#)

The Curriculum Committee has permission to correct any misspelling or punctuation issues. [Yes](#)

Narrative

This program has been recommended by the BACCC [Yes](#)

Program Requirements

Program Requirements

1. **Group Title Required Core: (14 Units)**

1. **Course BIO 50 - Anatomy and Physiology**

Course Detail [Units and Hours:](#)

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

[Requisites:](#)

Term [2](#)

2. **Course HEA 1 - Introduction to Personal Health**

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Term 1

3. Course KIN 6 - Personal Trainer ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>27</u>
<u>Inside of Class Hours</u>	<u>81</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Term 2

4. Course KIN 30 - Introduction to Kinesiology

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Term 1

5. Course EMS 70 - CPR for ~~Health-Care~~ Healthcare Providers ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>9</u>
<u>Inside of Class Hours</u>	<u>9</u>
<u>Outside of Class Hours</u>	<u>18</u>

Requisites:

Term 1

2. Group Title List A: Select Two (2 Units)

1. Course KIN AF1 - Aerobic Fitness 1

Term

2. ~~Course - KIN-AF2--Aerobic-Fitness-2-(Historical)~~

~~Course-Detail -~~

~~Term -~~

3. ~~Course - KIN-BX1--Box-Aerobics- 1 -(Historical)~~

~~Course-Detail -~~

~~Term -~~

4. **Course** - KIN-BX2--Box Aerobics 2 (Historical)
Course Detail -
Term -
5. **Course** - KIN-CT1--Circuit Training 1 (Historical)
Course Detail -
Term -
6. **Course** - KIN-CYCL1--Cycling 1 (Historical)
Course Detail -
Term -
7. **Course** - KIN-CYCL2--Cycling 2 (Historical)
Course Detail -
Term -
8. **Course** KIN DA1 - Dance Aerobics 1 ~~(Historical)~~
Course Detail Units and Hours:

<u>Lecture Hours</u>	
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Term 1

9. **Course** - KIN-FC--Fitness Center (Historical)
Course Detail -
Term -
10. **Course** - KIN-FD--Fitness Development (Historical)
Course Detail -
Term -
11. **Min** - 1.000
Max - 1.000
Discipline - KIN--Kinesiology

Course KIN GBW1 - Guts and Butts Workout 1

Course Detail

Other Units

Header and

Footer Hours:

<u>Lecture Hours</u>	
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Term 2

12. **Min** - 1.000
Max - 1.000
Discipline - KIN--Kinesiology

Course KIN PL1 - Pilates 1

Course Detail

~~Other~~ [Units](#)

~~Header~~ [and](#)

~~Footer~~ [Hours:](#)

<u>Lecture Hours</u>	
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

[Requisites:](#)

Term 1

13. ~~Min~~ - 1.000

~~Max~~ - 1.000

~~Discipline~~ - KIN--Kinesiology

Course KIN PL2 - Pilates 2

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

[Requisites:](#)

[Recommended Course Preparation:](#) [KIN PL1 with a minimum grade of C](#)

~~Other~~

~~Header~~ -

~~Footer~~ -

~~Exception Identifier~~ -

~~Exception~~ -

Term 2

14. ~~Min~~ - 1.000

~~Max~~ - 1.000

~~Discipline~~ - KIN--Kinesiology

~~Course~~ - KIN-SD1--Salsa Dance Aerobics 1 (Historical)

~~Course Detail~~ -

~~Other~~ -

~~Header~~ -

~~Footer~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Term~~ -

15. ~~Min~~ - 1.000

~~Max~~ - 1.000

~~Discipline~~ - KIN--Kinesiology

Course KIN WT1 - Weight Training 1

Course Detail

Other [Units](#)

Header [and](#)

Footer [Hours:](#)

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

Term [1](#)

16. **Min** - 1.000

Max - 1.000

Discipline - ~~KIN~~—Kinesiology

Course KIN WT2 - Weight Training 2

Course Detail [Units and Hours:](#)

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

[Recommended Course Preparation:](#) [KIN WT1 with a minimum grade of C](#)

Other

Header -

Footer -

Exception Identifier -

Exception -

Term [2](#)

17. **Min** - 1.000

Max - 1.000

Discipline - ~~KIN~~—Kinesiology

Course KIN WTW1 - Women's Weight Training 1

Course Detail

Other [Units](#)

Header [and](#)

Footer [Hours:](#)

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

Term [1](#)

18. **Min** - 1.000
Max - 1.000
Discipline - ~~KIN~~—Kinesiology
Course KIN WTW2 - Women's Weight Training 2
Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

[Requisites:](#)

[Recommended Course Preparation:](#) [KIN WTW1 with a minimum grade of C](#)

~~Other~~

Header -

Footer -

Exception Identifier -

Exception -

Term 2

19. **Min** - 1.000
Max - 1.000
Discipline - ~~KIN~~—Kinesiology
Course KIN ZUM1 - Zumba Fitness Workout 1 ~~(Historical)~~
Course Detail
~~Other~~ [Units](#)
Header [and](#)
Footer [Hours:](#)

<u>Lecture Hours</u>	
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

[Requisites:](#)

Term 1

Program Mapper

Program Mapper

1. **Min** ~~14~~ 7.000 500
Max ~~14~~ 7.000 500
Term - Semester [Term 1 - Fall Semester](#)
[Program Courses](#)
1. **Min** _ 3.000
Max _ 3.000
Course _ KIN 30 - Introduction to Kinesiology

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Category _ Major/Required

2. Course _ HEA 1 - Introduction to Personal Health

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Category _ Major/Required

3. Min _ 0.500

Max _ 0.500

Course _ EMS 70 - CPR for Healthcare Providers

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>9</u>
<u>Inside of Class Hours</u>	<u>9</u>
<u>Outside of Class Hours</u>	<u>18</u>

Requisites:

Category _ Major/Required

4. Min _ 1.000

Max _ 1.000

Non-Course Requirement _

List A Course

Category _ Major/Required

2. Min _ 8.500

Max _ 8.500

Term - Semester _ Term 2 - Spring Semester

Program Courses

1. Min 4.000

Max 4.000

Course BIO 50 - Anatomy and Physiology

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
-----------------------------	-----------

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Category

2. **Course** - HEA 1 - Introduction to Personal Health

Course Detail -

Category - Major/Required

3. **Min** 3.500

Max 3.500

Course KIN 6 - Personal Trainer ~~(Historical)~~

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>27</u>
<u>Inside of Class Hours</u>	<u>81</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Category

4. **Min** - 3.000

Max - 3.000

Course - KIN 30 - Introduction to Kinesiology

Category -

5. **Min** - 0.500

Max - 0.500

Course - EMS 70 - CPR for Health Care Providers (Historical)

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

3. **Min** - 2.000

Max - 2.000

Term--Semester -

Program Courses

1. **Min** - 1.000

Max - 1.000

~~Course - KIN-AF1--Aerobic-Fitness-1 (Historical)~~

~~Course-Detail -~~

~~Category -~~

2. ~~Min - 1.000~~

~~Max - 1.000~~

~~Course - KIN-AF2--Aerobic-Fitness-2 (Historical)~~

~~Course-Detail -~~

~~Category - Major/Required~~

3. ~~Course - KIN-BX1- Non - Box-Aerobics-1 (Historical)~~

4. ~~Min - 1.000~~

~~Max - 1.000~~

~~Course - KIN-BX2--Box-Aerobics-2 (Historical)~~

~~Course Detail -~~

~~Exception-Identifier -~~

~~Exception Requirement~~

~~Footer List~~

~~Category A~~

~~Semester(s)-Offered~~

~~Spring - No~~

~~Summer - No~~

~~Fall - No~~

~~Rotating - No~~

5. ~~Min - 1.000~~

~~Max - 1.000~~

~~Course - KIN-CT1--Circuit-Training-1 (Historical)~~

~~Course-Detail -~~

~~Exception-Identifier -~~

~~Exception -~~

~~Footer -~~

~~Category -~~

~~Semester(s)-Offered~~

~~Spring - No~~

~~Summer - No~~

~~Fall - No~~

~~Rotating - No~~

6. ~~Min - 1.000~~

~~Max - 1.000~~

~~Course - KIN-CYCL1--Cycling-1 (Historical)~~

~~Course-Detail -~~

~~Exception-Identifier -~~

~~Exception -~~

~~Footer -~~

~~Category -~~

~~Semester(s)-Offered~~

~~Spring - No~~

- Summer - No
Fall - No
Rotating - No
7. Min - 1.000
Max - 1.000
Course - KIN-CYCL2--Cycling-2 (Historical)
Course-Detail -
Exception-Identifier -
Exception -
Footer -
Category -
Semester(s)-Offered
Spring - No
Summer - No
Fall - No
Rotating - No
8. Min - 1.000
Max - 1.000
Course - KIN-DA1--Dance-Aerobics-1 (Historical)
Course-Detail -
Exception-Identifier -
Exception -
Footer -
Category -
Semester(s)-Offered
Spring - No
Summer - No
Fall - No
Rotating - No
9. Min - 1.000
Max - 1.000
Course - KIN-FC--Fitness-Center (Historical)
Course-Detail -
Exception-Identifier -
Exception -
Footer -
Category -
Semester(s)-Offered
Spring - No
Summer - No
Fall - No
Rotating - No
10. Min - 1.000
Max - 1.000
Course - KIN-FD--Fitness-Development (Historical)

~~Course-Detail -~~

~~Exception-Identifier -~~

~~Exception -~~

~~Footer -~~

~~Category -~~

~~Semester(s)-Offered~~

~~Spring - No~~

~~Summer - No~~

~~Fall - No~~

~~Rotating - No~~

11. ~~Min - 1.000~~

~~Max - 1.000~~

~~Course - KIN-GBW1--Guts-and-Butts-Workout-1~~

~~Course-Detail -~~

~~Exception-Identifier -~~

~~Exception -~~

~~Footer -~~

~~Category -~~

~~Semester(s)-Offered~~

~~Spring - No~~

~~Summer - No~~

~~Fall - No~~

~~Rotating - No~~

12. ~~Min - 1.000~~

~~Max - 1.000~~

~~Course - KIN-PL1--Pilates-1~~

~~Course-Detail -~~

~~Exception-Identifier -~~

~~Exception -~~

~~Footer -~~

~~Category -~~

~~Semester(s)-Offered~~

~~Spring - No~~

~~Summer - No~~

~~Fall - No~~

~~Rotating - No~~

13. ~~Min - 1.000~~

~~Max - 1.000~~

~~Course - KIN-PL2--Pilates-2~~

~~Course-Detail -~~

~~Exception-Identifier -~~

~~Exception -~~

~~Footer -~~

~~Category -~~

~~Semester(s)-Offered~~

- Spring - No
Summer - No
Fall - No
Rotating - No
14. Min - 1.000
Max - 1.000
Course - KIN-SD1--Salsa Dance Aerobics 1 (Historical)
Course-Detail -
Exception-Identifier -
Exception -
Footer -
Category -
Semester(s)-Offered
Spring - No
Summer - No
Fall - No
Rotating - No
15. Min - 1.000
Max - 1.000
Course - KIN-WT1--Weight Training 1
Course-Detail -
Exception-Identifier -
Exception -
Footer -
Category -
Semester(s)-Offered
Spring - No
Summer - No
Fall - No
Rotating - No
16. Min - 1.000
Max - 1.000
Course - KIN-WT2--Weight Training 2
Course-Detail -
Exception-Identifier -
Exception -
Footer -
Category -
Semester(s)-Offered
Spring - No
Summer - No
Fall - No
Rotating - No
17. Min - 1.000
Max - 1.000

Course - KIN-WTW1--Women's Weight Training-1

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

18. **Min** - 1.000

Max - 1.000

Course - KIN-WTW2--Women's Weight Training-2

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

19. **Min** - 1.000

Max - 1.000

Course - KIN-ZUM1--Zumba Fitness Workout 1 (Historical)

Course Detail -

Exception Identifier -

Exception -

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

Program Learning Outcomes

Outcomes

1. **Outcome**

Develop and administer a safe and effective periodized exercise program designed for a client.

2. **Outcome** _

Estimate heart rate, maximum heart rate and, target heart rate, and perform cpr with aed and rescue breathing.

3. **Outcome** _

Estimate heart rate, maximum heart rate and, target heart rate, and perform CPR with AED and rescue breathing.

4. **Outcome**

Identify modifiable and non-modifiable risk factors for personal health, locate health information related to behavior change processes, evaluate the credibility of those sources, and integrate and apply scientific research into individual behavior change processes for clients.

Course Student Learning Outcome Mappings

Course Outcome _

5. **Outcome** _

Identify modifiable and non-modifiable risk factors for personal health, locate health information related to behavior change processes, evaluate the credibility of those sources, and integrate and apply scientific research into individual behavior change processes for clients.

Course Student Learning Outcome Mappings

Course Outcome _

6. **Outcome**

Work in the field of personal trainers and as a group fitness instructor, and also identify a number of career options in the kinesiology field.

Course Student Learning Outcome Mappings

Course Outcome _

7. **Outcome** _

Work in the field of personal trainers and as a group fitness instructor, and also identify a number of career options in the kinesiology field.

Course Student Learning Outcome Mappings

Course Outcome _

CTE Documentation

I have reviewed this tab and have completed the requirements for this proposal. Yes

Codes and Dates

Approval Dates

Implementation Date ~~2024-08-22~~ 2025-09-04

Effective Term ~~Fall 2024~~ Fall 2026

Next Program Review (Month/Year) ~~October 2026~~ October 2027



Technical Program Revision: Global Studies - Associate in Arts Degree for Transfer

Technical Program Revision: Global Studies - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Global Studies - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2024~~ 2026

Origination Date ~~01~~ 09 / ~~09~~ 03 /2025

Program Requirements

Program Requirements

1. Group Title List A: Select Five Courses from at least Four of the Following Areas (15-19 units)
 1. Course ECON ~~2~~ C2002 - Principles of Macroeconomics
~~Course Detail~~ -

Program Mapper

Program Mapper

1. ~~Term - Semester~~ - Term 2 - Spring Semester
~~Program Courses~~

1. ~~Course~~ - ECON ~~2~~ - Principles of Macroeconomics (Approved)

Course Detail Units and Hours:

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

Requisites:

~~Enrollment Limitation~~ Prerequisite : Elementary ~~Algebra~~ Placement as determined by the college's multiple measures assessment process or completion of a higher course taught at or above the level of ~~mathematics~~ elementary algebra . .

Program Mapper

Program Mapper

1. Term - Semester _ Term 2 - Spring Semester

Program Courses

1. Course _ ECON C2002 - Principles of Macroeconomics (Approved)

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.

~~Intermediate Algebra or a higher level of mathematics..~~

Program Learning Outcomes

Outcomes

1. Outcome _
Apply cross-cultural, transnational, and global awareness to analysis of conflicts and challenges involving race, gender, human rights, cultural differences, and economic development.
2. **Outcome**
Assess the benefits and costs of globalization to various classes, regions, nations, and ethnic groups across the globe
3. **Outcome**
Assess the benefits and costs of globalization to various classes, regions, nations, and ethnic groups across the globe.
4. Outcome _
Demonstrate knowledge of world's cultures, languages, art, geography, climate, social and political systems.
Course Student Learning Outcome Mappings
Course Outcome _
5. Outcome _
Demonstrate knowledge of world's cultures, languages, art, geography, climate, social and political systems.
Course Student Learning Outcome Mappings
Course Outcome _
6. **Outcome**
Use social scientific and humanist modes of analysis to relate and differentiate between cultures.
Course Student Learning Outcome Mappings

Course Outcome _

7. Outcome _

Use social scientific and humanist modes of analysis to relate and differentiate between cultures.

Course Student Learning Outcome Mappings

Course Outcome _

Codes and Dates

Approval Dates

•

•

Implementation Date ~~2025-08-15~~ _

2025-09-04

Effective Term ~~Fall 2024~~ Fall 2026



Technical Program Revision: History - Associate in Arts Degree for Transfer

Technical Program Revision: History - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

History - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2020~~ 2026

Origination Date ~~01~~ 09 / ~~09~~ 03 /2025

Program Requirements

Program Requirements

1. Group Title Required Core: (6 units)

1. Course HIST ~~7~~ C1001 - ~~US~~ United States History ~~Through to Reconstruction~~ 1877
(Approved)

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

2. Course HIST ~~8~~ C1002 - United ~~US~~ States History ~~Post-Reconstruction~~ since 1865
(Approved)

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Program Mapper

Program Mapper

1. Term - Semester Term 1 - Fall Semester

Program Courses

1. Course HIST ~~7~~ C1001 - ~~US~~ United States History ~~Through to Reconstruction~~ 1877
(Approved).

2. Term - Semester Term 2 - Spring Semester

Program Courses

1. Course HIST ~~8~~ C1002 - United ~~US~~ States History ~~Post-Reconstruction~~ since 1865
(Approved).

Program Learning Outcomes

Outcomes

1. Outcome _
Analyze and assess various types of historical sources.
2. Outcome
Analyze and interpret historical sources and to compose an argument that uses them, as appropriate, for support.
3. Outcome
Compose an argument using historical evidence.
4. Outcome _
Explain major developments in united states and world history.
Course Student Learning Outcome Mappings
Course Outcome _
5. Outcome _
Explain major historical developments in United States and World History.
Course Student Learning Outcome Mappings
Course Outcome _
6. Outcome
Explain united states and world history from multiple viewpoints, perspectives, and experiences.
Course Student Learning Outcome Mappings
Course Outcome _

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ _
2025-09-04

Effective Term ~~Fall 2020~~ Fall 2026



Technical Program Revision: Jazz Studies - Certificate of Achievement (16 to fewer than 30 units)

Technical Program Revision: Jazz Studies - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-04-2025)

compared with

Jazz Studies - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2021)

Cover

Program Information

CIP Code [50.0901 - Music, General](#)

Does program also prepare students for transfer? [Yes](#)

Proposal Information

Effective Term Fall ~~2021~~ [2026](#)

Origination Date ~~08 09 / 11 04 / 2020~~ [2025](#)

The Curriculum Committee has permission to correct any misspelling or punctuation issues. [Yes](#)

Program Requirements

Program Requirements

1. Group Title Required Core: (18 Units)

1. Course MUS 4 - Jazz in American Culture

Course Detail [Units and Hours:](#)

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

[Requisites:](#)

Term [1](#)

2. Course MUS 8A - Music Theory and Musicianship 1 ~~(Historical)~~

Course Detail [Units and Hours:](#)

Lecture Hours	54
Lab Hours	54
Inside of Class Hours	108

Outside of Class Hours 108

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C. _

Term 1

3. Course MUS 8B - Music Theory and Musicianship 2

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: MUS 8A with a minimum grade of C. _ **Recommended Course Preparation:**
MUS 21A with a minimum grade of C _

Term 2

4. Course MUS 18A - Jazz/Pop Piano 1 ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Recommended Course Preparation: MUS 21A with a minimum grade of C _

Term 1

5. Course MUS 37 - Music Business

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Term 2

6. Course MUS 38 - Applied Lessons ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition

medium., **Corequisite:** Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48).

Term 1

7. Course MUS 48 - Improvisation Lab

Course Detail [Units and Hours:](#)

Lecture Hours	
Lab Hours	<u>54</u>
Inside of Class Hours	<u>54</u>

[Requisites:](#)

Recommended Course Preparation: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C **Enrollment Limitation:** Performing ensembles require auditions per C-ID.

Term 2

2. Group Title List A: Select Two (2-3 Units)

1. Course MUS 11 - Commercial Music Combo ~~-(Historical)~~

Course Detail [Units and Hours:](#)

Lab Hours	<u>54</u>
Inside of Class Hours	<u>54</u>

[Requisites:](#)

Recommended Course Preparation: MUS 6 with a minimum grade of C.

Term 1

2. Course MUS 14 - Jazz Workshop ~~-(Historical)~~

Course Detail [Units and Hours:](#)

Lab Hours	<u>54</u>
Inside of Class Hours	<u>54</u>

[Requisites:](#)

Term 1

3. Course MUS 15 - Jazz Ensemble ~~-(Historical)~~

Course Detail [Units and Hours:](#)

Lecture Hours	
Lab Hours	<u>54</u>
Inside of Class Hours	<u>54</u>

[Requisites:](#)

Term 2

4. Course MUS ~~17A~~ 17 - Jazz Combo ~~1~~ (~~Historical~~ Launched)

Course Detail [Units and Hours:](#)

Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

[Recommended Course Preparation:](#) [MUS 6 with a minimum grade of C,](#) [MUS 18A with a minimum grade of C,](#) **[Enrollment Limitation:](#)** [Audition Required.](#) -

Term

5. ~~Min~~ - ~~1.000~~

~~Max~~ - ~~1.000~~

~~Course~~ - ~~MUS-17B--Jazz-Combo-2~~

~~Course Detail~~ -

~~Term~~ -

6. Min 2.000

Max 2.000

~~Discipline~~ - ~~MUS--Music~~

Course MUS 46 - Vocal Jazz Ensemble ~~(Historical)~~

Course Detail [Units and Hours:](#)

Lecture Hours	9
Lab Hours	81
Inside of Class Hours	90
Outside of Class Hours	18

[Requisites:](#)

[Recommended Course Preparation:](#) [MUS 6 with a minimum grade of C,](#)

~~Other~~ [MUS 44 with a minimum grade of C,](#) **[Enrollment Limitation:](#)** [Audition required.](#)

~~Header~~

~~Footer~~ -

~~Exception Identifier~~ -

~~Exception~~ -

Term [2](#)

Program Mapper

Program Mapper

1. Min ~~18~~ [10](#).000

Max ~~18~~ [10](#).000

Term - Semester [Term 1 - Fall Semester](#)

Program Courses

1. [Min](#) - [1.000](#)

[Max](#) - [1.000](#)

[Non-Course Requirement](#) _

[List A Course](#)

[Category](#) _ [Major/Required](#)

2. **Min** 3.000

Max 3.000

Course MUS 4 - Jazz in American Culture

[Course Detail](#) _ [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

Category [Major/Required](#)

3. **Min** - 4.000

Max - 4.000

Course MUS 8A - Music Theory and Musicianship 1 ~~-(Historical)~~

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

Recommended Course Preparation: [MUS 6 with a minimum grade of C.](#) _

Category [Major/Required](#)

4. **Course** _ [MUS 18A - Jazz/Pop Piano 1](#)

Course Detail _ [Units and Hours:](#)

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

[Requisites:](#)

Recommended Course Preparation: [MUS 21A with a minimum grade of C.](#) _

Category _ [Major/Required](#)

5. **Min** _ 1.000

Max _ 1.000

Course _ [MUS 38 - Applied Lessons](#)

Course Detail _ [Units and Hours:](#)

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:** Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48). _

Category _ Major/Required

2. **Min** _ 10.000

Max _ 10.000

Term - Semester _ Term 2 - Spring Semester

Program Courses

1. **Min** _ 4.000

Max _ 4.000

Course MUS 8B - Music Theory and Musicianship 2

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: MUS 8A with a minimum grade of C., **Recommended Course Preparation:** MUS 21A with a minimum grade of C _

Category

2. **Course** - ~~MUS 18A -- Jazz~~ Major / ~~Pop Piano 1 (Historical)~~

Course Detail -

Category - Required

3. **Min** 3.000

Max 3.000

Course MUS 37 - Music Business

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Category Major/Required

4. **Min** - 2.000

Max - 2.000

Course MUS 38 - Applied Lessons ~~(Historical)~~

Course Detail

Exception Units _ Identifier and _ *

Exception Hours:

Lab Hours	<u>54</u>
Inside of Applied Class Lessons	<u>54</u>
Footer Hours	<u>54</u>

Requisites:

Enrollment

Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:** Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48).

Category

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No Major/Required

5. **Min** - 1.000

Max - 1.000

Course MUS 48 - Improvisation Lab

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	<u>54</u>
Inside of Class Hours	<u>54</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C

Exception Identifier **Enrollment Limitation:** Performing ensembles require auditions per C-ID.,

Exception

Footer -

Category -

Semester(s) Offered

Spring - No

Summer - No

Fall - No

Rotating - No

3. **Min** - 2.000

Max - 3.000

Term - Semester -

Program Courses

1. **Min** - 1.000
Max - 1.000
Course - MUS-11--Commercial Music Combo (Historical)
Course Detail -
Category
2. **Min** - 1.000
Max - 1.000
Course - MUS-14--Jazz Workshop (Historical)
Course Detail -
Category - Major/Required
3. **Course** - MUS-15- Non - Jazz Ensemble (Historical)
Course Detail -
Category -
4. **Course** - MUS-17A--Jazz Combo 1 (Historical)
Course Detail -
Category -
5. **Course** - MUS-17B--Jazz Combo 2
Category -
6. **Min** - 2.000
Max - 2.000
Course - MUS-46--Vocal Jazz Ensemble (Historical)
Course Detail -
Exception Identifier -
Exception Requirement
Footer List
A Course
Category
Semester(s) Offered
Spring - No
Summer - No
Fall - No
Rotating - No Major/Required

Program Learning Outcomes

Outcomes

1. Outcome _
Analyze and interpret harmonic, melodic, and formal elements of solos by jazz improvisation masters.
Course Student Learning Outcome Mappings
Course Outcome _
2. Outcome _

Perform, arrange, and compose jazz literature.

Course Student Learning Outcome Mappings

Course Outcome _

3. Outcome _

Rehearse and practice effectively.

Course Student Learning Outcome Mappings

Course Outcome _

Codes and Dates

Approval Dates

-
-

Program Originator ~~-Marschak, Daniel~~ Kutil, Craig

Implementation Date ~~-2021-08-15~~ 2025-09-04

Effective Term ~~-Fall 2021~~ Fall 2026

CIP Code - 50.0901 - Music, General.



Technical Program Revision: Journalism - Associate in Arts Degree for Transfer

Technical Program Revision: Journalism - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Journalism - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date ~~10 09 / 19 03 / 2024~~ 2025

Program Requirements

Program Requirements

1. **Group Title Required Core: (9 units)**

1. **Course JAMS 1 - Introduction to Mass Communications** ~~-(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: - ~~Eligib~~ Eligibility for ENGL C1000.

2. **Course JAMS 11 - Introduction to Reporting and Newswriting** ~~-(Historical)~~

~~Course Detail~~ -

3. ~~Course - JAMS-21A--Express-College-Newspaper-A (Historical)~~

~~Course Detail~~ -

2. ~~Group Title - List A: Select One (3 Units)~~

1. ~~Course - JAMS-3--Introduction-to-Public-Relations (Historical)~~

~~Course Detail~~ -

2. ~~Course - JAMS-21B--Express-College-Newspaper-B (Historical)~~

~~Course Detail~~ -

3. ~~Group Title - List B: Select Two (6-8 Units)~~

1. ~~Course - CMST-4--Introduction-to-Communication-Studies (Historical)~~

~~Course Detail~~ -

2. ~~Course - CMST 46--Argumentation and Debate (Historical)~~

~~Course Detail -~~

3. ~~Group Title -~~

1. ~~Course - ECON 1--Principles of Microeconomics~~

~~Course Detail -~~

2. ~~Course - ECON 2--Principles of Macroeconomics~~

~~Course Detail - Units and Hours:~~

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

~~Requisites:~~

~~**Enrollment Limitation:-** Elementary Algebra or a higher level of mathematics.,
Intermediate Algebra or a higher level of mathematics..~~

4. ~~Course - HIST 7--US History Through Reconstruction~~

~~Course Detail -~~

5. ~~Course - HIST 8--US History Post-Reconstruction~~

~~Course Detail -~~

6. ~~Group Title -~~

1. ~~Course - PHIL 6--Introduction to Logic (Historical)~~

~~Course Detail -~~

2. ~~Course - PHIL 8--Logic and Argumentation (Historical)~~

~~Course Detail -~~

Program Mapper

Program Mapper

1. ~~Term--Semester - Term 1--Fall Semester~~

~~Program Courses~~

1. ~~Course - JAMS 1--Introduction to Mass Communications (Historical)~~

~~Course Detail Units and Hours:~~

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

~~Requisites:~~

~~**Recommended Course Preparation:** - Eligib Eligibility for ENGL C1000.~~

2. ~~Term--Semester - Term 2--Spring Semester~~

~~Program Courses~~

1. **Course** - JAMS-11--Introduction to Reporting and Newswriting (Historical)
Course Detail - Units and Hours:

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

Requisites:

Recommended Course Preparation: -Eligib -

3. **Term--Semester** - Term 3--Fall Semester
Program Courses

1. **Course** JAMS 21A - Express College Newspaper A ~~(Historical)~~
Course Detail Units and Hours:

Lecture Hours	18
Lab Hours	108
Inside of Class Hours	126
Outside of Class Hours	36

Requisites:

Recommended Course Preparation: Eligibility for ENGL C1000. _

Group Title _ List A: Select One (3 Units)

1. **Course** _ JAMS 3 - ~~Eligib~~ Introduction to Public Relations (Launched)
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for ENGL C1000. _

2. **Course** _ JAMS 21B - Express College Newspaper B
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>18</u>
<u>Lab Hours</u>	<u>108</u>
<u>Inside of Class Hours</u>	<u>126</u>
<u>Outside of Class Hours</u>	<u>36</u>

Requisites:

Prerequisite: JAMS 21A with a minimum grade of C. _ **Recommended Course Preparation:**
Eligibility for ENGL C1000. _

Group Title _ List B: Select Two (6-8 Units)

1. [Course](#) _ [CMST 4 - Introduction to Communication Studies](#)
[Course Detail](#) _ [Units and Hours:](#)

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

[Requisites:](#)

2. [Course](#) _ [CMST 46 - Argumentation and Debate](#)
[Course Detail](#) _ [Units and Hours:](#)

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

[Requisites:](#)

3. [Group Title](#) _
 1. [Course](#) _ [ECON C2001 - Principles of Microeconomics \(Approved\)](#)
[Course Detail](#) _ [Units and Hours:](#)

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

[Requisites:](#)

[Prerequisite:](#) [Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.](#) _

2. [Course](#) _ [ECON C2002 - Principles of Macroeconomics \(Approved\)](#)
[Course Detail](#) _ [Units and Hours:](#)

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

[Requisites:](#)

[Prerequisite:](#) [Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.](#) _

4. [Course](#) _ [HIST C1001 - United States History to 1877 \(Approved\)](#)
[Course Detail](#) _ [Units and Hours:](#)

Lecture Hours	54
Inside of Class Hours	54

Outside of Class Hours 108

Requisites:

5. **Course** HIST C1002 - United States History since 1865 (Approved)
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

6. **Group Title**
1. **Course** PHIL 6 - Introduction to Logic
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

2. **Course** PHIL 8 - Logic and Argumentation
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>72</u>
<u>Inside of Class Hours</u>	<u>72</u>
<u>Outside of Class Hours</u>	<u>144</u>

Requisites:

Prerequisite: ENGL C1000 with a minimum grade of C.

Program Mapper

Program Mapper

1. **Term - Semester** Term 1 - Fall Semester
Program Courses

1. **Course** JAMS 1 - Introduction to Mass Communications
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for ENGL C1000.

2. Term - Semester Term 2 - Spring Semester

Program Courses

1. Course JAMS 11 - Introduction to Reporting and Newswriting
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for ENGL C1000.

3. Term - Semester Term 3 - Fall Semester

Program Courses

1. Course JAMS 21A - Express College Newspaper A
Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>18</u>
<u>Lab Hours</u>	<u>108</u>
<u>Inside of Class Hours</u>	<u>126</u>
<u>Outside of Class Hours</u>	<u>36</u>

Requisites:

Recommended Course Preparation: Eligibility for ENGL C1000.

Program Learning Outcomes

Outcomes

1. **Outcome**
~~Upon completion of this program, students are able to develop~~ **Develop** a broad understanding of the principles, roles, techniques, and effects of media in society.
2. **Outcome**
~~Upon completion of this program, students are able to prepare~~ **Prepare** for careers in media and related fields.
3. **Outcome**
~~Upon completion of this program, students~~ have a broad college-level understanding of the principles, roles, techniques, and effects of media in society.

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-02-28~~ _
2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026



Technical Program Revision: Marketing - Associate of Arts Degree

Technical Program Revision: Marketing - Associate of Arts Degree (Launched - Implemented 09-04-2025)

compared with

Marketing - Associate of Arts Degree (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Next Program Review (Month/Year) October ~~2024~~ 2027

Origination Date 09/ ~~20~~ 03 / ~~2024~~ 2025

Program Requirements

Program Requirements

1. Group Title Required Core: (18 Units)

1. Course BUSN 18 - Business Law ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: BUSN 40 with a minimum grade of C, ~~ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~ ENGL C1000 with a minimum grade of C

2. Course BUSN 40 - Introduction to Business ~~(Historical)~~

~~Course Detail - Units and Hours:~~

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

Requisites:

~~**Enrollment Limitation:** Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method. -~~

3. **Course** - MKTG-50--Introduction to Marketing (Historical)

Course Detail - Units and Hours:

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

Requisites:

Enrollment Limitation: Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) as determined by college assessment or other appropriate method: -

2. **Group Title** - List B: Select One (3 Units)

1. **Course** - BUSN-52--Business Communications (Historical)

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: ENG 1A Eligibility with for a college-level minimum composition grade as of determined C, by college assessment or ENG other 1AEX appropriate with a minimum grade of C method

3. **Group Title** - List C: Select One (3 Units)

1. **Course** ~~ECON~~ MKTG 1 50 - ~~Principles~~ Introduction of to Microeconomics Marketing

Course Detail Units and Hours:

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

Requisites:

Enrollment Recommended Limitation Course Preparation : Elementary Algebra Eligibility for college-level composition as determined by college assessment or a other higher appropriate level of mathematics method . ; -Intermediate Algebra or a higher level of mathematics.:

4. **Group Title** - List B: Select One (3 Units)

1. **Course** ~~ECON~~ BUSN 2 52 - ~~Principles~~ Business of Macroeconomics Communications

Course Detail Units and Hours:

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

Requisites:

Enrollment Recommended Limitation Course Preparation : Elementary ENGL

Algebra C1000 or with a higher minimum level grade of mathematics.; C -Intermediate Algebra or a higher level of mathematics.:

5. Group Title List ~~D~~ C : Select One (3 Units)

1. Course ~~BUSN~~ ECON 45 C2001 - Entrepreneurship Principles of Microeconomics (Historical)

6. **Group-Title** - List E: Select from Below (3-Units)

1. **Course** - ~~BUSN~~ 56 -- Introduction to Management (Historical Approved)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation Prerequisite : Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) Placement as determined by the college 's multiple measures assessment process or ~~other~~ completion appropriate of ~~method~~ a course taught at or above the level of elementary algebra .

2. **Course** ~~WRKX~~ ECON 94 C2002 - Occupational Principles Work of Experience/Internship Macroeconomics (Historical)

Course Detail - Units and Hours:

Work-Experience Hours	54 -- 432
------------------------------	----------------------

Requisites:

3. **Course** - ~~WRKX~~ 95 -- General Work-Experience (Historical)

Course Detail - Units and Hours:

Work-Experience Hours	54 -- 324
------------------------------	----------------------

Requisites:

Program Mapper

Program Mapper

1. ~~Term~~ -- ~~Semester~~ - ~~Term 1~~ -- Fall Semester

Program Courses

1. **Course** - ~~BUSN~~ 40 -- Introduction to Business (Historical Approved)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation Prerequisite : Eligibility for college-level composition (ENG 1A, ENG 1AEX, or ESL 1A) Placement as determined by the college 's multiple measures assessment process or other completion appropriate of method a course taught at or above the level of elementary algebra .

2. **Term Group -Semester Title Term List 2 D: - Select Spring One Semester (3 Units)**
Program Courses

1. Course **MKTG BUSN 50 45 - Entrepreneurship**

Group Title _ List E: Select from Below (3 Units)

1. **Course** _ **BUSN 56** - Introduction to **Marketing (Historical) Management**

Course Detail Units and Hours:

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

Requisites:

Enrollment Recommended Limitation Course Preparation : _ Eligibility for college-level composition (~~ENG as 1A~~; determined ENG by 1AEX; college assessment or ~~ESL other 1A~~) appropriate method _

2. **Course** _ **WRKX 94 - Occupational Work Experience/Internship**
Course Detail _ Units and Hours:

Work Experience Hours	54 - 540
------------------------------	----------

Requisites:

3. **Course** _ **WRKX 95 - General Work Experience**
Course Detail _ Units and Hours:

Work Experience Hours	54 - 540
------------------------------	----------

Requisites:

Program Mapper

Program Mapper

1. **Term - Semester** _ **Term 1 - Fall Semester**
Program Courses

1. **Course** _ **BUSN 40 - Introduction to Business**
Course Detail _ Units and Hours:

Lecture Hours	54
----------------------	----

Inside of Class Hours	54
Outside of Class Hours	108

Requisites:

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method

2. Term - Semester Term 2 - Spring Semester

Program Courses

1. Course MKTG 50 - Introduction to Marketing

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method.

3. Term - Semester Term 4 - Spring Semester

Program Courses

1. Course BUSN 18 - Business Law ~~-(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: BUSN 40 with a minimum grade of C, ~~ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C~~ ENGL C1000 with a minimum grade of C

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ 2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026

Next Program Review (Month/Year) ~~October 2024~~ October 2027



Technical Program Revision: Music - Associate of Arts Degree

Technical Program Revision: Music - Associate of Arts Degree (Launched - Implemented 09-04-2025)

compared with

Music - Associate of Arts Degree (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Next Program Review (Month/Year) October ~~2023~~ 2027

Origination Date ~~10 09 / 20 04 / 2024~~ 2025

Narrative

Enrollment and Completer Projections

5 per year

Place of Program in Curriculum/Similar Programs

This program will remain part of the Music department family of programs.

Program Requirements

Program Requirements

1. Group Title Required Core: (22 units)

1. Course MUS 8A - Music Theory and Musicianship 1 ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C.

Term 1

2. Course MUS 8B - Music Theory and Musicianship 2

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: MUS 8A with a minimum grade of C. **Recommended Course Preparation:** MUS 21A with a minimum grade of C.

Term 2

3. Course MUS 10A - Music Theory and Musicianship 3

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: MUS 8B with a minimum grade of C.

Term 3

4. Course MUS 10B - Music Theory and Musicianship 4 ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: MUS 10A with a minimum grade of C.

Term 4

5. Group Title

1. Course MUS 21A - Beginning Piano ~~-(Historical)~~

Course Detail Units and Hours:

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C.

Term 1

2. Course MUS 18A - Jazz/Pop Piano 1 ~~-(Historical)~~

Course Detail [Units and Hours:](#)

Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

[Recommended Course Preparation:](#) [MUS 21A with a minimum grade of C](#) _

Term [1](#)

6. Group Title

1. Course MUS 21B - Intermediate Piano ~~-(Historical)~~

Course Detail [Units and Hours:](#)

Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

[Prerequisite:](#) [MUS 21A with a minimum grade of C](#) _

Term [2](#)

2. Course MUS 18B - Jazz/Pop Piano 2 ~~-(Historical)~~

Course Detail [Units and Hours:](#)

Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

[Prerequisite:](#) [MUS 18A with a minimum grade of C](#) _

Term [2](#)

7. Course MUS 38 - Applied Lessons ~~-(Historical)~~

Course Detail [Units and Hours:](#)

Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

[Enrollment Limitation:](#) [Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium.](#) _ **[Corequisite:](#)** [Concurrent enrollment in one music theory class \(MUS 8A, MUS 8B, MUS 10A or MUS 10B\) and one performing ensemble \(MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48\).](#) _

Term [1](#)

2. Group Title List A: Select from Below (4 Units)

1. Course MUS 1 - Introduction to Music

Course Detail [Units and Hours:](#)

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

[Requisites:](#)

Term [2](#)

2. Course MUS 3 - World Music

Course Detail [Units and Hours:](#)

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

[Requisites:](#)

Term [3](#)

3. Course MUS 4 - Jazz in American Culture

~~Course Detail -~~

~~Term -~~

4. ~~Course - MUS 5 - American Cultures in Music~~

~~Course Detail -~~

~~Term -~~

5. ~~Course - MUS 13 - History of Rock & Roll~~

~~Course Detail -~~

~~Term -~~

6. ~~Course - MUS 18A - Jazz/Pop Piano 1 (Historical)~~

~~Course Detail -~~

~~Term -~~

7. ~~Course - MUS 18B - Jazz/Pop Piano 2 (Historical)~~

~~Course Detail -~~

~~Term -~~

8. ~~Course - MUS 19 - Studies in Music Composition (Historical)~~

~~Course Detail -~~

~~Term -~~

9. ~~Course - MUS 22A - Scoring for Film and Multimedia 1 (Historical)~~

~~Course Detail -~~

~~Term -~~

10. ~~Course - MUS 23A - Elementary Voice~~

~~Course Detail -~~

~~Term -~~

11. ~~Course - MUS 23B - Intermediate Voice~~

~~Course Detail -~~

~~Term -~~

12. ~~Course - MUS 31 - Study of Piano (Historical)~~

Course Detail -

Term -

13. **Course** - ~~MUS-34--Music in Film (Historical)~~

Course Detail -

Term -

14. **Course** - ~~MUS-35--Introduction to Music Technology (Historical)~~

Course Detail -

Term -

15. **Course** - ~~MUS-36--Intermediate Music Technology~~

Course Detail -

Term -

16. **Course** - ~~MUS-37--Music Business~~

Course Detail -

Term -

3. **Group Title** - List B: Select from Below (4 Units)

1. **Course** - ~~MUS-11--Commercial Music Combo (Historical)~~

Course Detail -

Term -

2. **Course** - ~~MUS-14--Jazz Workshop (Historical)~~

Course Detail -

Term -

3. **Course** - ~~MUS-15--Jazz Ensemble (Historical)~~

Course Detail -

Term -

4. **Course** - ~~MUS-16--Philharmonic Orchestra~~

Course Detail -

Term -

5. **Course** - ~~MUS-17A--Jazz Combo 1 (Historical)~~

Course Detail -

Term -

6. **Course** - ~~MUS-17B--Jazz Combo 2~~

Course Detail -

Term -

7. **Course** - ~~MUS-41--Instrumental Chamber Music (Historical)~~

Course Detail -

Term -

8. **Min** - 1.000

Max - 1.000

Course - ~~MUS-44--Concert Choir (Historical)~~

Course Detail -

Term -

9. **Course** - ~~MUS-45--Chamber Choir (Historical)~~

Course Detail -

Term -

10. **Min** - 2.000

- Max - 2.000
 Course - MUS 46 - Vocal Jazz Ensemble (Historical)
 Course Detail -
 Term -
 11. Min - 1.000
 Max - 1.000
 Discipline - MUS - Music
 Course - MUS 48 - Improvisation Lab
 Course Detail -
 Other -
 Header -
 Footer -
 Exception Identifier -
 Exception -
 Term -

Program Mapper

Program Mapper

1. ~~Term - Semester~~ - Term 1 - Fall Semester

Program Courses

1. ~~Course - MUS 8A - Music Theory and Musicianship 1 (Historical~~ [Launched](#))

Course Detail [Units and Hours](#):

Lecture Hours	63
Lab Hours	27 54
Inside of Class Hours	90 54
Outside of Class Hours	126 108

[Requisites:](#)

[Term](#) - [3](#)

2. [Course](#) - [MUS 5 - American Cultures in Music](#)

[Course Detail](#) - [Units and Hours](#):

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

[Requisites:](#)

[Term](#) - [3](#)

3. [Course](#) - [MUS 13 - History of Rock & Roll](#)

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Term _ 4

4. Course _ MUS 18A - Jazz/Pop Piano 1

Course Detail _ Units and Hours:

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Recommended Course Preparation: MUS 6 21A with a minimum grade of C ; ~~MUS-21A~~
~~with a minimum grade of C~~

Term _ 2

5. Course MUS ~~21A~~ 18B - ~~Beginning~~ Jazz/Pop Piano 2

Course Detail _ Units and Hours:

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Prerequisite: MUS 18A with a minimum grade of C _

Term _ 4

6. Course _ MUS 19 - Music Composition

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C. _

Term _ 4

7. Course _ MUS 22A - Scoring for Film and Multimedia 1

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C, or MUS 35 with a minimum grade of C (~~Historical~~ May be taken concurrently.) _

Term _ 4

8. Course _ MUS 23A - Elementary Voice

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Recommended Course Preparation: MUS 6

Term _ 2

9. ~~Course~~ MUS ~~38~~ -- ~~Applied Lessons (Historical)~~

~~Course Detail~~ - Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

~~**Corequisite:** MUS 8A, or MUS 8B, or MUS 10A, or MUS 10B and MUS 12, or MUS 14, or MUS 15, or MUS 16, or MUS 44, or MUS 45, or MUS 46A, or MUS 46B, or MUS 48~~ -

2. ~~Term~~ -- ~~Semester~~ - ~~Term 2~~ -- ~~Spring Semester~~

~~Program Courses~~

1. ~~Course~~ - MUS-21B 23B - Intermediate ~~Piano (Historical)~~ Voice

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Prerequisite: MUS ~~21A~~ 23A with a minimum grade of C, _ **Recommended Course**

Preparation: MUS 8A with a minimum grade of C

Term _ 4

2. ~~Course~~ MUS ~~38~~ 31 - ~~Applied~~ Study ~~Lessons of~~ (Historical) Piano

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Corequisite Prerequisite : MUS ~~8A~~ 21B with a minimum grade of C _

Term _ 4

3. Course _ MUS 34 - Music in Film

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Term _ 4

4. Course _ MUS 35 - Introduction to Music Technology

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C , or MUS ~~8B; 8A~~
~~or with MUS a 10A; minimum or grade MUS of 10B~~ C MUS 21A with a minimum
grade of C and

Term ~~MUS 12, or MUS 14, or MUS 15, or MUS 16, or MUS 44, or MUS 45, or MUS 46A, or~~
~~MUS 46B, or MUS 48~~ - 4

5. Course _ MUS 36 - Intermediate Music Technology

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: MUS 35 with a minimum grade of C _

Term _ 4

6. Course _ MUS 37 - Music Business

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Term _ 4

~~Program Courses~~

1. Group Title List B: Select from Below (4 Units)

1. Course MUS ~~4~~ 11 - ~~Jazz Commercial in Music American Culture Combo~~
Course Detail - Units and Hours:

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C. -
Term - 1

2. Course MUS ~~38~~ 14 - ~~Applied Jazz Lessons Workshop~~
Course (Historical) Detail - Units and Hours:

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Term - 1

3. Course - MUS 15 - Jazz Ensemble
Course Detail - Units and Hours:

<u>Lecture Hours</u>	
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Term - 2

4. Course - MUS 16 - Philharmonic Orchestra
Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Corequisite Enrollment Limitation : ~~MUS Rationale 8A; is or that MUS this~~
~~8B; is or required MUS by 10A; the or MUS-10B C-ID and MUS that 12 the~~
~~instructor needs to be able to control who enters the ensemble because of~~
~~instrumentation needs in the orchestra. For example , or 10 MUS flutes 14; would~~
~~or be MUS too 15; many or for a standard orchestra. Those who do not~~
~~successfully audition into MUS 16 ; or should enroll in a non-auditioned ensemble~~
~~such as MUS 44 ; or MUS 45; or MUS 46A; or MUS 46B; or MUS 48 ..~~

Term _ 2

~~Term - Semester - Term 4 - Spring Semester~~

~~Program Courses~~

1. ~~Course MUS 38 17 - Applied Jazz Lessons Combo (Historical Launched)~~
~~Course Detail _ Units and Hours:~~

Lab Hours	54
Inside of Class Hours	54

~~Requisites:~~

~~**Recommended Course Preparation:** MUS 6 with a minimum grade of C, MUS 18A with a minimum grade of C, **Enrollment Limitation:** Audition Required. _~~

~~Term _ 2~~

2. ~~Course _ MUS 41 - Instrumental Chamber Music~~
~~Course Detail _ Units and Hours:~~

Lab Hours	54
Inside of Class Hours	54

~~Requisites:~~

~~Term _ 3~~

3. ~~Course _ MUS 44 - Concert Choir~~
~~Course Detail _ Units and Hours:~~

Lab Hours	54
Inside of Class Hours	54

~~Requisites:~~

~~**Enrollment Limitation:** Audition required. _~~

~~Term _ 3~~

4. ~~Min _ 2.000~~
~~Max _ 2.000~~
~~Course _ MUS 45 - Chamber Choir~~
~~Course Detail _ Units and Hours:~~

Lecture Hours	9
Lab Hours	81
Inside of Class Hours	90
Outside of Class Hours	18

~~Requisites:~~

~~**Recommended Course Preparation:** MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** Audition required. _~~

Term _ 3

5. Course _ MUS 46 - Vocal Jazz Ensemble

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>9</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>90</u>
<u>Outside of Class Hours</u>	<u>18</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** Audition required. _

Term _ 4

6. Min _ 1,000

Max _ 1,000

Course _ MUS 48 - Improvisation Lab

Course Detail Units and Hours:

<u>Lecture Hours</u>	
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Corequisite **Recommended Course Preparation** : MUS 8A 6 with a minimum grade of C ,
or MUS 8A with a minimum grade of C _ **Enrollment Limitation:** Performing ensembles
require auditions per C-ID. _

Term _ 4

Program Mapper

Program Mapper

1. Term - Semester _ Term 1 - Fall Semester

Program Courses

1. Course _ MUS 8A - Music Theory and Musicianship 1

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C.

2. **Course** MUS 21A - Beginning Piano
Course Detail Units and Hours:

Lab Hours	<u>54</u>
Inside of Class Hours	<u>54</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C.

3. **Course** MUS 38 - Applied Lessons
Course Detail Units and Hours:

Lab Hours	<u>54</u>
Inside of Class Hours	<u>54</u>

Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium. **Corequisite:**

Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, ~~or~~ MUS 10A ; or MUS 10B -) and one performing ensemble (MUS ~~12~~ 11, ~~or~~ ~~MUS 14~~, ~~or~~ MUS 15, ~~or~~ MUS 16, ~~or~~ MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48).

2. **Term - Semester** Term 2 - Spring Semester
Program Courses

1. **Course** MUS 21B - Intermediate Piano
Course Detail Units and Hours:

Lab Hours	<u>54</u>
Inside of Class Hours	<u>54</u>

Requisites:

Prerequisite: MUS 21A with a minimum grade of C.

2. **Course** MUS 38 - Applied Lessons
Course Detail Units and Hours:

Lab Hours	<u>54</u>
Inside of Class Hours	<u>54</u>

Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium. **Corequisite:**

Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, ~~or MUS 46A, or MUS 46B~~, 46 or MUS 48).

3. Term - Semester _ Term 3 - Fall Semester
Program Courses

1. Group Title _

1. Course _ MUS 4 - Jazz in American Culture (Launched)

2. Course _ MUS 38 - Applied Lessons
Course Detail _ Units and Hours:

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:**

Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48).

4. Term - Semester _ Term 4 - Spring Semester
Program Courses

1. Course _ MUS 38 - Applied Lessons
Course Detail _ Units and Hours:

<u>Lab Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>

Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:**

Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48).

Program Learning Outcomes

Outcomes

1. **Outcome**

~~Upon completion of this program, students are able to adhere~~ Adhere to recognized standards of professionalism in a rehearsal setting.

2. **Outcome**

~~Upon completion of this program, students are able to apply~~ Apply theoretical and analytical tools to musical compositions and performance practices.

3. **Outcome**

~~Upon completion of this program, students are able to develop~~ Develop a general overview of music history and stylistic developments to inform performance and analysis.

4. **Outcome**

~~Upon completion of this program, students are able to play~~ Play or sing on pitch in a section and ensemble as directed by a conductor.

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ 2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026

Next Program Review (Month/Year) ~~October 2023~~ October 2027



Technical Program Revision: Music - Associate in Arts Degree for Transfer

Technical Program Revision: Music - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Music - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2023~~ 2026

Origination Date ~~01~~ 09 / ~~09~~ 04 /2025

Program Requirements

Program Requirements

1. **Group Title** Applied Music: Must take Four Semesters (4 Units)

1. **Course** MUS 38 - Applied Lessons

Course Detail _ Units and Hours:

<u>Lab Hours</u>	<u>54</u>
-------------------------	-----------

<u>Inside of Class Hours</u>	<u>54</u>
-------------------------------------	-----------

Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., _ **Corequisite:** Concurrent enrollment in one music theory class (~~Historical~~ MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48). _

2. **Group Title** _ Large Ensemble: Select Four (4-8 Units)

1. **Course** _ MUS 11 - Commercial Music Combo

Course Detail _ Units and Hours:

<u>Lab Hours</u>	<u>54</u>
-------------------------	-----------

<u>Inside of Class Hours</u>	<u>54</u>
-------------------------------------	-----------

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C. _

2. [Course](#) - [MUS 14 - Jazz Workshop](#)
[Course Detail](#) - [Units and Hours:](#)

Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

3. [Course](#) - [MUS 17 - Jazz Combo \(Launched \)](#)
[Course Detail](#) [Units and Hours:](#)

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

Corequisite [Recommended Course Preparation](#) : MUS ~~8A~~ [6](#) with a minimum grade of [C](#) ,
[MUS 18A](#) with a minimum grade of [C](#), or **Enrollment** **MUS Limitation:** **8B**, [Audition](#) or
~~MUS 10A, or MUS 10B and MUS 12, or MUS 14, or MUS 15, or MUS 16, or MUS 44, or MUS 45,~~
~~or MUS 46A, or MUS 46B, or MUS 48~~ [Required](#).

3. **Group-Title** - Large Ensemble: Select Four (4-8 Units)

1. ~~Course~~ MUS ~~11~~ [41](#) - ~~Commercial~~ [Instrumental Chamber](#) Music ~~-Combo (Historical)~~
[Course Detail](#) [Units and Hours:](#)

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

[Requisites:](#)

Recommended Course Preparation:- ~~MUS 18A with a minimum grade of C, -MUS 6 with a~~
~~minimum grade of C~~

2. ~~Course~~ - ~~MUS 14--Jazz Workshop (Historical)~~
~~Course Detail~~ -
3. ~~Course~~ - ~~MUS 17A--Jazz Combo 1 (Historical)~~
~~Course Detail~~ -
4. ~~Course~~ - ~~MUS 17B--Jazz Combo 2~~
~~Course Detail~~ -
5. ~~Course~~ - ~~MUS 41--Instrumental Chamber Music (Historical)~~
~~Course Detail~~ -
6. **Min** - 1.000
Max - 1.000

Course MUS 44 - Concert Choir

[Course Detail](#) [Units and Hours:](#)

Lab Hours	54
------------------	----

Requisites:

Enrollment Limitation: Audition required.

7. ~~Course - MUS-45--Chamber Choir~~

8. Min 2.000

Max 2.000

Course MUS ~~46~~ 45 - ~~Vocal~~ Chamber ~~Jazz Ensemble (Historical)~~ Choir

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>9</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>90</u>
<u>Outside of Class Hours</u>	<u>18</u>

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C, ~~MUS 44 with a minimum grade of C,~~ **Enrollment Limitation:** Audition required.

9. Course - MUS 46 - Vocal Jazz Ensemble

10. Min 1.000

Max 1.000

~~Discipline - MUS--Music~~

Course MUS 48 - Improvisation Lab

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Recommended Course Preparation: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C **Enrollment Limitation:** Performing ensembles require auditions per C-ID. .

~~Other -~~

~~Header -~~

~~Footer -~~

~~Exception Identifier -~~

~~Exception -~~

~~Term -~~

4. Group Title List A: (5 Units)

1. Course MUS 10B - Music Theory and Musicianship 4 ~~(Historical)~~

~~Course Detail -~~

2. ~~Course - MUS-21A--Beginning Piano (Historical)~~

~~Course Detail -~~

Program Mapper

Program Mapper

1. ~~Term – Semester~~ - Term 1 – Fall Semester

Program Courses

1. ~~Course~~ - MUS 38 – Applied Lessons (Historical)

Course Detail Units and Hours:

Lecture Hours	<u>54</u>
Lab Hours	54
Inside of Class Hours	54 <u>108</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Corequisite Prerequisite: MUS 8A, 10A or with MUS a 8B, minimum or grade MUS of 10A, or MUS 10B and MUS 12, or MUS 14, or MUS 15, or MUS 16, or MUS 44, or MUS 45, or MUS 46A, or MUS 46B, or MUS 48 C

2. ~~Term – Semester~~ - Term 2 – Spring Semester

Program Courses

1. Course MUS ~~38~~ 21A - ~~Applied~~ Beginning Lessons (Historical) Piano

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Corequisite Recommended Course Preparation: MUS 8A, 6 or with MUS a 8B, minimum or grade MUS of 10A, or MUS 10B and MUS 12, or MUS 14, or MUS 15, or MUS 16, or MUS 44, or MUS 45, or MUS 46A, or MUS 46B, or MUS 48 C

Program Mapper

Program Mapper

1. Term - Semester Term ~~3~~ 1 - Fall Semester

Program Courses

1. Course MUS 38 - Applied Lessons ~~(Historical)~~

Course Detail Units and Hours:

Lecture Hours**Lab Hours** 54**Inside of Class Hours** 54Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:** Concurrent enrollment in one music theory class (MUS 8A, ~~or~~ MUS 8B, ~~or~~ MUS 10A ; or MUS 10B -) and one performing ensemble (MUS ~~12~~ 11, ~~or~~ ~~MUS 14~~, ~~or~~ MUS 15, ~~or~~ MUS 16, ~~or~~ MUS 17A, MUS 41, MUS 44, ~~or~~ MUS 45, ~~or~~ MUS ~~46A~~, ~~or~~ ~~MUS 46B~~, 46 or MUS 48).

2. Term - Semester Term 4 2 - Spring Semester

Program Courses

1. Course MUS ~~10B~~ - ~~Music Theory and Musicianship 4 (Historical)~~
2. ~~Course~~ - MUS- 38 - Applied Lessons ~~(Historical)~~

Course Detail Units and Hours:**Lecture Lab Hours** 54**Inside of Class Hours** 54Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:** Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48). .

3. Term - Semester _ Term 3 - Fall Semester

Program Courses

1. Course _ MUS 38 - Applied Lessons
Course Detail _ Units and Hours:

Lab Hours 54**Inside of Class Hours** 54Requisites:

Enrollment Limitation: Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:** Concurrent enrollment in one music theory class (MUS 8A, ~~or~~ MUS 8B, ~~or~~ MUS 10A ; or MUS 10B -) and one performing ensemble (MUS ~~12~~ 11, ~~or~~ ~~MUS 14~~, ~~or~~ MUS 15, ~~or~~ MUS 16, ~~or~~ MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48). .

4. Term - Semester _ Term 4 - Spring Semester

Program Courses

1. [Course](#) _ [MUS 10B - Music Theory and Musicianship 4](#)

2. [Course](#) _ [MUS 38 - Applied Lessons](#)

[Course Detail](#) _ [Units and Hours:](#)

Lab Hours	54
----------------------------------	--------------------

Inside of Class Hours	54
--	--------------------

[Requisites:](#)

[Enrollment Limitation:](#) [Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium.](#), **[Corequisite:](#)** [Concurrent enrollment in one music theory class \(MUS 8A, MUS 8B, MUS 10A or MUS 10B\) and one performing ensemble \(MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, ~~MUS 46A~~, ~~or MUS 46B~~, 46 or MUS 48\).](#)

[Program Learning Outcomes](#)

[Outcomes](#)

1. [Outcome](#) _

[Adhere to recognized standards of professionalism in a rehearsal setting.](#)

[Course Student Learning Outcome Mappings](#)

[Course Outcome](#) _

2. [Outcome](#) _

[Analyze, rehearse, and perform music in a variety of genres at a high level.](#)

[Course Student Learning Outcome Mappings](#)

[Course Outcome](#) _

3. [Outcome](#) _

[Play or sing on pitch in a section and ensemble as directed by a conductor.](#)

[Course Student Learning Outcome Mappings](#)

[Course Outcome](#) _

4. [Outcome](#) _

[Utilize their knowledge of music theory and music history to analyze, interpret, and gain appreciation for musical works across a variety of genres.](#)

[Course Student Learning Outcome Mappings](#)

[Course Outcome](#) _

[Codes and Dates](#)

[Approval Dates](#)

-
-

Implementation Date ~~2025-08-15~~ _
2025-09-04

Effective Term ~~Fall 2023~~ Fall 2026



Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer

Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer
(Launched - Implemented 09-04-2025)

compared with

Nutrition and Dietetics - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall 2025 2026

Origination Date 10 09 / 19 03 / 2024 2025

Program Requirements

Program Requirements

1. Group Title Required Core: (16 Units)

1. Course NTRN 1 - Introduction to Nutrition Science ~~(Historical)~~
~~Course Detail -~~

2. ~~Group Title - List B: Select One (3-5 Units)~~

1. ~~Course - ECON 1 - Principles of Microeconomics~~
~~Course Detail -~~
2. ~~Course - ECON 2 - Principles of Macroeconomics~~

Course Detail Units and Hours:

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

Requisites:

Enrollment Recommended Limitation Course Preparation : Elementary Algebra Eligibility
for college-level composition as determined by college assessment or ~~a~~ other
higher appropriate level of mathematics method .; ~~Intermediate Algebra or a higher level of~~
~~mathematics.~~

Program Mapper

Program Mapper

1. **Term Group** - **Semester Title** **Term List** 1 B: Select One (3 - 5 Fall Semester Units)
Program Courses

1. **Course** **NTRN ECON** 1 **C2001** - **Introduction Principles to of Nutrition Science Microeconomics** (**Historical Approved**)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation Prerequisite : Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. _

2. **Course** _ **ECON C2002** - **Principles of Macroeconomics (Approved)**
Course Detail _ Units and Hours:

Lecture Hours	<u>54</u>
Inside of Class Hours	<u>54</u>
Outside of Class Hours	<u>108</u>

Requisites:

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. _

Program Mapper

Program Mapper

1. **Term - Semester** _ **Term 1 - Fall Semester**
Program Courses

1. **Course** _ **NTRN 1** - **Introduction to Nutrition Science**
Course Detail _ Units and Hours:

Lecture Hours	<u>54</u>
Inside of Class Hours	<u>54</u>
Outside of Class Hours	<u>108</u>

Requisites:

Recommended Course Preparation: _ Eligibility for college-level composition ~~(ENG 1A, ENG 1AEX, or ESL 1A)~~ as determined by college assessment or other appropriate method : .

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ _
2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026



Technical Program Revision: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units)

Technical Program Revision: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 09-04-2025)

compared with

Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date ~~11 09 / 03 04 / 2024~~ 2025

Program Requirements

Program Requirements

1. Group Title Required Core: (15 Units)

1. Course EMS 62 - Basic Medical Terminology ~~-(Historical)~~

Course Detail Units and Hours:

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

Requisites:

2. Group Title List A: Select One (1 Unit)

1. ~~Course - KIN-JDR1-Jujutsu-Danzan-Ryu-1~~

~~Course Detail - Units and Hours:~~

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

~~Requisites:~~

2. Course KIN PF - Personal Fitness

Course Detail Units and Hours:

Lecture Hours	9
Lab Hours	27
Inside of Class Hours	36
Outside of Class Hours	18

Requisites:

3. Course KIN PIC1 - Pickleball 1

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Enrollment Limitation: Participant should be in a healthy physical condition for aerobic exercise..

4. Course KIN PL1 - Pilates 1

5. ~~Course - KIN SI1 - Soccer - Indoor 1~~

6. ~~Course - KIN SO1 - Soccer - Outdoor 1~~

7. ~~Course - KIN SW1 - Swimming 1~~

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

8. Course - KIN SI1 - Soccer - Indoor 1

9. Course - KIN SO1 - Soccer - Outdoor 1

10. Course - KIN SW1 - Swimming 1

11. Course KIN SWF1 - Swimming for Fitness 1

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

Recommended Course Preparation: KIN SW2 with a minimum grade of C

12. Course KIN VB1 - Volleyball Beginning

13. ~~Course - KIN WT1 - Weight Training 1~~

14. ~~Course - KIN WTW1 - Women's Weight Training 1~~

15. ~~Min - 1.000~~

~~Max - 1.000~~

~~Discipline - KIN - Kinesiology~~

~~Course - KIN-YO1--Yoga-1~~

Course Detail Units and Hours:

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Requisites:

16. ~~Other~~ Course KIN WT1 - Weight Training 1
17. ~~Header~~ Course KIN WTW1 - Women's Weight Training 1
18. ~~Footer~~ Course
~~Exception~~ KIN ~~Identifier~~ YO1
~~Exception~~ -
~~Term~~ Yoga ~~2~~ 1

Program Mapper

Program Mapper

1. Term - Semester Term 1 - Fall Semester

Program Courses

1. Course EMS 62 - Basic Medical Terminology ~~-(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Codes and Dates

Program Originator ~~-Schenone, Anela~~ Kutil, Craig

Implementation Date ~~-2025-02-28~~ 2025-09-04

Effective Term ~~-Fall 2025~~ Fall 2026



Technical Program Revision: Political Science - Associate in Arts Degree for Transfer

Technical Program Revision: Political Science - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Political Science - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date 09/ ~~12~~ 03 / ~~2024~~ 2025

Program Requirements

Program Requirements

1. Group Title List B: Select One (3-4 Units)

1. Course HIST ~~7~~ C1001 - ~~US~~ United States History ~~Through to~~ Reconstruction 1877
(Approved).
2. Course HIST ~~8~~ C1002 - United ~~US~~ States History ~~Post-Reconstruction~~ since 1865
(Approved).

Program Mapper

Program Mapper

1. Term - Semester Term 1 - Fall Semester

Program Courses

1. Group Title

1. Course HIST ~~7~~ C1001 - ~~US~~ United States History ~~Through to~~ Reconstruction 1877
(Approved).
2. Course HIST ~~8~~ C1002 - United ~~US~~ States History ~~Post-Reconstruction~~ since 1865
(Approved).

CTE Documentation

I have reviewed this tab and have completed the requirements for this proposal. ~~Yes~~

Attachments

Attached File

[poli-sci-form.pdf](#)

[Sociology Unit Calculations.pdf](#)

[GECC 4F.pdf](#)

[GECC 4.pdf](#)

Codes and Dates

Approval Dates

-
-

Program Originator ~~Jen, Joanna~~ Kutil, Craig

Implementation Date ~~2025-08-15~~ 2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026



Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer

Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Social Work and Human Services - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Next Program Review (Month/Year) October ~~2026~~ 2027

Origination Date ~~10 09 / 20 03 / 2024~~ 2025

Program Requirements

Program Requirements

1. **Group Title Required Core: (22-23 Units)**

1. **Course PCN 5 - Introduction to Social Work and Human Services**

[Course Detail](#) _ [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

Recommended Course Preparation: [ENGL C1000 with a minimum grade of C](#) _

2. **Group Title** _

1. **Course** _ [BIO 20 - Contemporary Human Biology](#)

[Course Detail](#) _ [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

3. Group Title _

1. Course _ ECON C2001 - Principles of Microeconomics (~~Historical~~ Approved)
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. _

2. Course _ ECON C2002 - Principles of Macroeconomics (Approved)
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. _

2. Group Title _ List A: Select Two (6 Units)

1. Course _ ANTR 3 - Cultural Anthropology
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

Recommended Course Preparation: Eligibility for ENGL C1000 _

2. Course _ CMST 11 - Intercultural Communication
Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

3. Course _ PCN 13 - Cultural Identity and Diversity in Social Work and Human Services (Approved)
Course Detail _ Units and Hours:

Lecture Hours	<u>54</u>
Inside of Class Hours	<u>54</u>
Outside of Class Hours	<u>108</u>

Requisites:

4. Course - PCN 35 - Drugs, Health, and Society (Launched)

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: ~~ENG 1A Eligibility with for a ENGL minimum grade of C, or ENG 1AEX with a minimum grade of C~~ C1000.

5. ~~Group Title~~ -

1. ~~Course~~ - ~~BIO 20 -- Contemporary Human Biology (Historical)~~

~~Course Detail~~ -

6. ~~Group Title~~ -

1. ~~Course~~ - ~~ECON 1--Principles of Microeconomics~~

~~Course Detail~~ -

2. ~~Course~~ - ~~ECON 2--Principles of Macroeconomics~~

~~Course Detail~~ - Units and Hours:

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

Requisites:

Enrollment Limitation:- ~~Elementary Algebra or a higher level of mathematics, Intermediate Algebra or a higher level of mathematics..~~

3. ~~Group Title~~ - ~~List A: Select Two (6 Units)~~

1. ~~Course~~ - ~~ANTR 3 -- Cultural Anthropology (Historical)~~

~~Course Detail~~ -

2. ~~Course~~ - ~~CMST 11--Intercultural Communication (Historical)~~

~~Course Detail~~ -

3. ~~Course~~ - ~~PCN 13 -- Multicultural Issues in Contemporary America~~

~~Course Detail~~ -

4. ~~Course~~ - ~~PCN 35 -- Drugs, Health, and Society (Historical)~~

~~Course Detail~~ -

Program Mapper

1. Term - Semester Term 1 - Fall Semester

Program Courses

1. Course PCN 5 - Introduction to Social Work and Human Services ~~(Historical)~~

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: ~~ENG 1A~~ ENGL with a minimum grade of C, or ~~ENG 1AEX~~ C1000 with a minimum grade of C

2. Non-Course Requirement

~~MATH 40~~ STAT (Area 2)

2. Term - Semester Term 2 - Spring Semester

Program Courses

1. Group Title

1. Course BIO 20 - Contemporary Human Biology ~~(Historical)~~

3. Term - Semester Term 4 - Spring Semester

Program Courses

1. Group Title

1. Course ECON ~~1~~ C2001 - Principles of Microeconomics (Approved)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation Prerequisite: Elementary Algebra Placement as determined by the college's multiple measures assessment process or completion of a higher course taught at or above the level of mathematics elementary algebra . ; ~~Intermediate Algebra or a higher level of mathematics.~~

2. Course ECON ~~2~~ C2002 - Principles of Macroeconomics (Approved)

Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation Prerequisite: Elementary Algebra Placement as determined by the college's multiple measures assessment process or completion of

a ~~higher~~ course taught at or above the level of ~~mathematics~~ elementary algebra . ;
~~Intermediate Algebra or a higher level of mathematics.~~

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ 2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026

Next Program Review (Month/Year) ~~October 2026~~ October 2027



Technical Program Revision: Studio Arts - Associate in Arts Degree for Transfer

Technical Program Revision: Studio Arts - Associate in Arts Degree for Transfer (Launched - Implemented 09-04-2025)

compared with

Studio Arts - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Cover

Proposal Information

Effective Term Fall ~~2025~~ 2026

Origination Date ~~10 09 / 21 02 / 2024~~ 2025

Program Requirements

Program Requirements

1. Group Title Required Core: (12 units)

1. Discipline ~~ARHS~~ ARTH - Art History

Course ~~ARHS~~ ARTH 5 C1200 - ~~Western~~ Survey of Art ~~History from~~ - ~~the~~ Renaissance to Contemporary (Approved)

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

Requisites:

2. Course ARTS 2A - Introduction to Drawing (Approved)

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

2. Group Title List A: Select One (3 units)

1. Course ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas ~~(Historical)~~

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

2. Discipline **ARHS** **ARTH** - Art History

Course **ARHS** **ARTH** **4** **C1100** - **Western** **Survey of** Art **History** **from** **–Ancient** **Prehistory** to **the** Medieval **Era** (~~Historical~~ **Approved**)

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

3. Course ARHS 8 - Asian Art History ~~(Historical)~~

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>54</u>
<u>Inside of Class Hours</u>	<u>54</u>
<u>Outside of Class Hours</u>	<u>108</u>

[Requisites:](#)

Recommended Course Preparation: **ENG 1A** with a minimum grade of **C** _

3. Group Title List B: Select One Course from Three Curricular Areas (9 units)

1. Group Title

1. Course ARTS 26 - Color Theory ~~(Historical)~~
2. Course GDDM 51 - Color Theory ~~(Historical)~~

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

[Requisites:](#)

2. Course ARTS **2B** **3A** - **Drawing** **Figure** and Composition **I** (~~Historical~~ **Approved**)

Course Detail [Units and Hours:](#)

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

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

3. Min _

Max _

Non Course Requirement _

4. Non Course Requirement _ Painting

5. Min 3.000

Max 3.000

Discipline ARTS - Art

Course ARTS ~~3A~~ 7A - ~~Figure~~ Introduction to Watercolor Painting (Approved)

Course Detail _ Units and Composition Hours:

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

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

6. ~~Non~~ Course _ ARTS 12A - Oil/Acrylic Painting: Beginning I (Approved).

Course Detail _ Units and Hours:

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

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

7. Min

Max

Non Course Requirement Painting

8. ~~Course~~ - ARTS ~~7A~~ - Introduction to Watercolor Painting

~~Course Detail~~ -

9. ~~Min~~ - 3.000

~~Max~~ - 3.000

~~Discipline~~ - ARTS - Art

~~Course~~ - ARTS ~~12A~~ - Oil/Acrylic Painting: Beginning I

10. ~~Non Course Requirement~~ -

11. ~~Min~~ -

~~Max~~ -

Non Course Requirement Photography

12. Min 3.000

Max 3.000

Discipline PHTO - Photography

Course PHTO 50 - Introduction to Photography

Course Detail Units and Hours:

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

Requisites:

13. Min -

Max -

Non Course Requirement

14. ~~Min~~ -

~~Max~~ -

Non Course Requirement Second Semester Course

15. Min 3.000

Max 3.000

Discipline ARTS - Art

Course ARTS 12B - Oil/Acrylic Painting: Beginning II (Approved)

Course Detail Units and Hours:

<u>Lecture Hours</u>	<u>27</u>
<u>Lab Hours</u>	<u>81</u>
<u>Inside of Class Hours</u>	<u>108</u>
<u>Outside of Class Hours</u>	<u>54</u>

Requisites:

Prerequisite: ARTS 12A with a minimum grade of C.

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

~~Header~~

~~Footer~~ -

~~Exception Identifier~~ -

~~Exception~~ -

~~Term~~ -

Program Mapper

Program Mapper

1. ~~Term - Semester~~ - ~~Term 2 - Spring Semester~~

Program Courses

1. **Course** - ARTS 24 – Three-Dimensional Design and Modeling
2. **Non-Course Requirement** -
List A Course
3. **Non-Course Requirement** -
List B Course
4. **Non-Course Requirement** -
Critical Thinking and Composition (Area 1B)
5. **Non-Course Requirement** -
MATH 47 (Area 2)

2. Term - Semester Term 1 - Fall Semester

Program Courses

1. **Course** ARTS 2A - Introduction to Drawing
2. **Course** ARTS 23 - 2-D Design

Course Detail Units and Hours:

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

Requisites:

3. **Course** ARHS ARTH 5 C1200 - ~~Western Survey of Art History from~~ - the Renaissance to Contemporary (Approved)

Course Detail Units and Hours:

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

Requisites:

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

4. **Non-Course Requirement**
English Composition (Area 1A)
5. **Non-Course Requirement**
Humanities (Area 3B)

3. Term - Semester Term 2 - Spring Semester

Program Courses

1. **Course** ARTS 24 - Three-Dimensional Design and Modeling
2. **Non-Course Requirement** -
List A Course
3. **Non-Course Requirement** -
List B Course
4. **Non-Course Requirement** -

Critical Thinking and Composition (Area 1B)

5. Non-Course Requirement _

MATH 47 (Area 2)

Codes and Dates

Approval Dates

-
-

Implementation Date ~~2025-08-15~~ _

2025-09-04

Effective Term ~~Fall 2025~~ Fall 2026

5.6. Policies

- CCP 1100 Pass/No Pass Limitations
- CCP 1110 Course Substitution/Waiver Approval Process

CCP 1100 PASS/NO PASS LIMITATIONS

Associate Degrees for Transfer

A maximum of 14 units of “P” (pass) may be applied toward the Associate in Arts for Transfer or Associate in Science for Transfer degrees.

Associate Degrees

A maximum of 75% of the units required to earn an Associate of Arts or Associate of Science degree may be “P” (pass).

Certificates

100% of the units required to earn a Certificate of Achievement, Certificate of Accomplishment, Certificate of Completion, or Certificate of Competency may be “P” (pass).

Adopted: October XX, 2025

CCP 1110 COURSE SUBSTITUTION/WAIVER APPROVAL PROCESS

A course substitution or waiver request for a program requirement requires the approval of the Program Discipline Faculty Coordinator and their Division Dean. A course substitution request involving an Associate Degree for Transfer requires the approval of the Articulation Officer instead of a Division Dean.

If the two parties disagree, the Las Positas College Academic Senate will make the final determination.

Adopted: October XX, 2025

DRAFT