

Las Positas College
Curriculum Committee Meeting
08/31/2026
5.0 First Reading Packet

5.1. New Courses

- BIO 29D Independent Study, Dissection
- NBUS 217 AI Fluency for Your Work and Business
- NBUS 218 Applying AI Across Your Work and Business
- POLI 27 Introduction to Gender, Sexuality, and Politics



Admin Outline for Biological Sciences 29D
Independent Study, Dissection
Effective: Fall 2027

Catalog Description:

BIO 29D - Independent Study, Dissection
0.50 - 2.00 Units

Supervised study in the area of anatomy, learning the art of dissection. Using surgical tools, the student will learn dissection techniques to expose specific anatomical structures. Every student must maintain a clean and safe environment in the cadaver room. All students will lead demonstrations about the cadaver to students in Human Anatomy classes. Any student interested in registering should contact a full-time anatomy instructor.
0.5 - 2 Units Lab

Total Lab Hours	27
Total Inside of Class Hours	27
Total Student Learning Hours	27

Course Grading:

Letter Grade Only

Justification for course proposal

This independent study course is for anatomy students learning the art of dissection. The currently existing independent study courses are geared towards other specialties such as Botany (29T), Zoology (29Z) and General Biology (29B).

Discipline:

Biological Sciences.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Work independently in a safe and responsible laboratory environment.

- B. Develop a project involving the production of high quality dissections (prosections).
- C. Identify anatomical structures in a human cadaver.

Course Objectives:

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

- A. Identify anatomical structures in a human cadaver.
- B. Produce high-quality dissections in a human cadaver.
- C. Properly use personal protective equipment to keep themselves safe and the lab free of contaminants.

Course Content:

- 1. Students will learn techniques to produce dissections used for learning anatomical structures.

Methods of Instruction:

- 1. Discussion - With instructor and anatomy students
- 2. Independent Study
- 3. Demonstration - As noted in the Independent study form
- 4. Research - As noted in the Independent study form
- 5. Classroom Activity - As noted in the Independent study form
- 6. Individualized Instruction - As noted in the Independent study form

Methods of Evaluation

- A. Lab Activities
 - 1. once per week
- B. Projects
 - 1. One per semester. Faculty will provide multiple options for students to demonstrate knowledge, whether that is an oral presentation, written report, poster, etc.

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Other Learning Materials:

- 1. Textbooks are determined by the instructor in consultation with the student.

Other Materials Required of Students

1. Students will be provided with appropriate personal protective equipment such as goggles, nitrile gloves, and lab coats..

Equity Based Curriculum

- Methods of Evaluation
- Other Materials Required of Students

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000349257

CB03: TOP Code

040100 - Biology, General

CIP Code

26.0101 - Biology/Biological Sciences, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

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



Admin Outline for Noncredit Business 217
AI Fluency for Your Work and Business
Effective: Fall 2027

Catalog Description:

NBUS 217 - AI Fluency for Your Work and Business
27 Hours

This course builds foundational artificial intelligence (AI) fluency for individuals and small business owners. Students learn what AI can and cannot do today, how to write effective prompts, and how to evaluate AI-generated content for accuracy and appropriateness. Through hands-on practice, students apply AI tools to real tasks in their own work, job search, or small business, and develop the judgment to use AI responsibly and professionally. The course culminates in a Personal AI Pilot, in which each student completes and documents a real, AI-assisted task. This is the first of two courses in the AI Workforce Certificate.

9 hours lecture.

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Student Learning Hours	27

Course Grading:

Pass/No Pass

Justification for course proposal

This noncredit certificate course meets a growing community and workforce need for practical, applied artificial intelligence skills. Designed for individuals and small business owners, the course teaches students to use AI effectively in their own work and business through hands-on instruction in AI fundamentals, effective prompting, and responsible, professional use. As AI tools become integral to business communication, research, and operations, local workers and small business owners increasingly need accessible, non-technical training to remain competitive. As a CTE-aligned noncredit offering, the course supports regional workforce development and economic vitality while providing a low-barrier entry point for career advancement and small business growth. It is the first of two courses in the AI Workforce Certificate.

Discipline:

Vocational (short-term): Noncredit.

Student Learning Outcomes

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

- A. Construct effective prompts and workflows to accomplish real tasks using AI tools.
- B. Critically evaluate AI-generated content for accuracy, bias, and appropriateness.
- C. Apply AI to a real task in their work, business, or career in a responsible and professional manner.

Course Objectives:

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

- A. Identify privacy, confidentiality, and professional-ethics considerations when using AI in a business or career context.
- B. Construct effective prompts that produce useful, relevant output.
- C. Describe the major categories of AI tools and realistically assess what AI can and cannot do today.

Course Content:

- 1. Session 1: The AI Landscape — What's Real, What's Hype, What's Useful
 - 1. Plain-language introduction to artificial intelligence and what it is and is not
 - 2. Major categories of AI tools: general-purpose assistants, image and design tools, voice and conversation tools, and domain-specific tools
 - 3. Realistic capabilities and limitations of current AI, including the distinction between AI that drafts and AI that takes action
 - 4. Selecting an appropriate AI tool for one's own work or business
- 2. Session 2: Prompting Well — Getting Useful Results from AI
 - 1. The craft of effective prompting and why most users get mediocre results
 - 2. The four elements of a useful prompt: context, task, constraints, and format
 - 3. Defining "what good looks like" before prompting and evaluating output against that standard
 - 4. Applying prompting techniques to real scenarios such as customer emails, document summaries, marketing ideas, and professional writing
- 3. Session 3: Using AI Responsibly and Well
 - 1. When to trust AI output, when to verify it, and when not to use AI at all
 - 2. Recognizing confident-sounding errors and inaccuracies
 - 3. Privacy and confidentiality, including appropriate handling of customer, client, and sensitive business information
 - 4. Professional ethics: attribution, transparency, and maintaining one's own voice and judgment
 - 5. Optional technique: cross-model evaluation for high-stakes work

Methods of Instruction:

- 1. Lecture - Instructor-led lectures introduce core concepts including the AI landscape, effective prompting techniques, and responsible AI use. Delivered across in-person, synchronous online, and asynchronous (recorded) formats to support the course's high-flex modality.
- 2. Discussion - Guided discussion allows students to compare AI outputs, share results from their own experimentation, and examine questions of accuracy, ethics, and appropriate use. Supported synchronously and through asynchronous discussion forums.

3. Projects - Students complete applied, project-based work, culminating in the Personal AI Pilot capstone, in which they design, execute, and document an AI-assisted task drawn from their own work, job search, or business.
4. Written Exercises - Students produce written deliverables including documented prompt-and-output logs, reflections, and a personal AI use checklist, building both practical skill and critical evaluation.
5. Learning Management System - Course content, recorded lecture sessions, discussion forums, and assignment submissions are delivered and managed through the college learning management system, enabling consistent delivery across in-person, synchronous, and asynchronous modalities.

Methods of Evaluation

- A. Class Participation
 1. Ongoing. Participation is assessed through in-class activities, discussion, and asynchronous discussion forums across the course's high-flex modalities.
- B. Class Work
 1. Each session. Students engage in guided, hands-on activities such as live prompting exercises and AI output evaluation during class sessions.
- C. Home Work
 1. Each session. Students complete out-of-class assignments including AI tool experimentation, prompt-and-output logs, and applied tasks tied to their own work or business.
- D. Portfolios
 1. Cumulative across the term. Students compile documented prompt logs, deliverables, and reflections into a portfolio demonstrating practical AI fluency and critical evaluation.
- E. Projects
 1. Ongoing throughout the course. Students complete applied projects in each unit, culminating in the Personal AI Pilot capstone in which they design, execute, and document an AI-assisted task from their own work or business.

Typical Outside-of-Class Assignments

- A. Activity:
 1. Students create accounts on at least two AI tools and complete a guided exploration worksheet of ten prompts spanning writing, research, analysis, brainstorming, and summarizing. They submit a short written reflection identifying what surprised them, what disappointed them, and one task from their own work or business they want AI to help with.
- B. Project:
 1. Students complete a real task from their own work, job search, or business end-to-end using AI.
 1. They submit a documented prompt-and-output log showing what they kept, what they revised, and why, along with a one-page written reflection.
 2. Capstone — Personal AI Pilot
 1. Students select a meaningful real task from their work, job search, or business, complete it using AI while applying their evaluation checklist, and submit the finished work product plus a one-page reflection describing what AI contributed, what they contributed, and how they would approach a similar task in the future.

Textbooks (Typical):

OER:

1. OpenAI *OpenAI Academy*, NA, 2026. academy.openai.com.
2. Anthropic *Anthropic Courses — AI Fluency and Applied Skills*, NA, 2026. anthropic.com/learn.
3. MIT Sloan School of Management *MIT Sloan Teaching Resources Library — Management Case Studies*, NA, 2026. mitsloan.mit.edu/teaching-resources-library.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation
- Typical Assignments
- Textbooks/Materials

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.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

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

The decision was made by discussing with fellow faculty, students, and our advisory board. Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Each student will be emailed at least once per course
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every homework assignment and quiz
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 2 announcements per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: At least once per course

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 per course
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 1 per course

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 course
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: 1 per course
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per course
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Short quiz/test daily
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 asynchronous per course
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 1 short video per course
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 1 per semester

Codes and Dates

Course CB Codes

CB03: TOP Code

059900 - Other Business and Management

CIP Code

52.9999 - Business, Management, Marketing, and Related Support Services, Other

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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



LAS POSITAS
COLLEGE

Admin Outline for Noncredit Business 218
Applying AI Across Your Work and Business
Effective: Fall 2027

Catalog Description:

NBUS 218 - Applying AI Across Your Work and Business
27 Hours

This course helps individuals and small business owners apply artificial intelligence (AI) across the recurring functions of their work and business. Building on foundational AI fluency, students learn to use AI for communication and content, research and decision-making, and operations and administration. Through hands-on practice, students develop repeatable, AI-assisted approaches to real tasks and produce an Applied AI Portfolio demonstrating practical AI fluency across multiple functional areas. This is the second of two courses in the AI Workforce Certificate.

9 hours lecture.

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Student Learning Hours	27

Course Grading:

Pass/No Pass

Justification for course proposal

This noncredit certificate course is the second of two courses in the AI Workforce Certificate. Building on the foundational AI fluency developed in the first course, it teaches individuals and small business owners to apply AI across the recurring functions of their work and business — communication and content, research and decision-making, and operations. As AI tools become integral to how individuals and small businesses operate, accessible, applied training in these functional areas supports regional workforce development and economic vitality. As a CTE-aligned noncredit offering, the course provides a low-barrier path to practical, job-relevant AI skills and small business growth.

Discipline:

Vocational (short-term): Noncredit.

Student Learning Outcomes

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

- A. Produce a portfolio of repeatable, AI-assisted approaches across multiple functional domains of their work or business.
- B. Use AI as a research and decision-making partner for real business and career questions.
- C. Apply AI confidently to communication and content tasks while maintaining personal voice and professional judgment.

Course Objectives:

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

- A. Apply AI confidently to communication and content work, including marketing, email, outreach, and professional writing.
- B. Use AI as a research and decision-making partner for real business and career questions.
- C. Integrate AI into the operational and administrative functions of one's work or business, exercising judgment about which tasks to delegate to AI and which require human oversight.

Course Content:

- 1. Session 1: AI for Communication and Content
 - 1. Using AI for marketing copy, social media posts, customer emails, newsletters, website content, client proposals, sales outreach, and thought leadership
 - 2. Maintaining personal voice and brand consistency while using AI
 - 3. Adapting tone across audiences — casual social posts versus formal client communication versus internal updates
 - 4. Avoiding common pitfalls: generic AI voice, tonal mismatches, and overpolished content that does not sound like the student
- 2. Session 2: AI for Research, Analysis, and Decision-Making
 - 1. Using AI as a thinking partner for market research, including competitors, pricing, and customer trends
 - 2. Summarizing long documents such as reports, articles, contracts, and research
 - 3. Structured analysis to support decisions — pros and cons, tradeoffs, and what-if scenarios
 - 4. Career research — industries, companies, roles, and in-demand skills
 - 5. Asking AI to challenge rather than simply agree, and recognizing where AI misleads (outdated information, fabricated sources, confident-sounding errors)
- 3. Session 3: AI for the Operations of Your Work and Business
 - 1. AI that drafts: document drafting (policies, SOPs, onboarding materials, FAQs, intake forms), planning and organization, administrative work, and job search and career materials
 - 2. AI that takes action: assistants that manage scheduling, handle routine email, send follow-ups, organize files, and connect simple workflows across tools
 - 3. Judgment for delegation: deciding which tasks to hand off, which require a human in the loop, and how to review what AI does on the student's behalf

Methods of Instruction:

1. **Lecture** - Instructor-led lectures introduce core concepts including the AI landscape, effective prompting techniques, and responsible AI use. Delivered across in-person, synchronous online, and asynchronous (recorded) formats to support the course's high-flex modality.
2. **Discussion** - Guided discussion allows students to compare AI outputs, share results from their own experimentation, and examine questions of accuracy, ethics, and appropriate use. Supported synchronously and through asynchronous discussion forums.
3. **Projects** - Students complete applied, project-based work, culminating in the Personal AI Pilot capstone, in which they design, execute, and document an AI-assisted task drawn from their own work, job search, or business.
4. **Written Exercises** - Students produce written deliverables including documented prompt-and-output logs, reflections, and a personal AI use checklist, building both practical skill and critical evaluation.
5. **Learning Management System** - Course content, recorded lecture sessions, discussion forums, and assignment submissions are delivered and managed through the college learning management system, enabling consistent delivery across in-person, synchronous, and asynchronous modalities.

Methods of Evaluation

A. Class Participation

1. Ongoing. Participation is assessed through in-class activities, discussion, and asynchronous discussion forums across the course's high-flex modalities.

B. Class Work

1. Each session. Students engage in guided, hands-on activities such as live prompting exercises and AI output evaluation during class sessions.

C. Home Work

1. Each session. Students complete out-of-class assignments including AI tool experimentation, prompt-and-output logs, and applied tasks tied to their own work or business.

D. Portfolios

1. Cumulative across the term. Students compile documented prompt logs, deliverables, and reflections into a portfolio demonstrating practical AI fluency and critical evaluation.

E. Projects

1. Ongoing throughout the course. Students complete applied projects in each functional area, culminating in the Applied AI Portfolio capstone in which they document repeatable, AI-assisted approaches across communication, research, and operations.

Typical Outside-of-Class Assignments

A. Project:

Capstone — Applied AI Portfolio: Students select three functions from the course, including at least one from each of the three areas (communication and content; research and analysis; operations), and produce a documented, repeatable AI-assisted approach to each. At least one must involve AI that acts, not only AI that drafts. They submit the portfolio plus a one-page reflection on how they will continue applying what they learned.

B. Project:

Students select a real research or decision question from their own work or business (for example, whether to raise prices, what competitors are doing differently, or which industry to target in a job

search) and produce an AI-assisted analysis with a clear recommendation. They submit the written analysis along with documented prompts, sources checked, and their reasoning.

C. Activity:

Students select a communication function relevant to their situation (for example, social media, email marketing, LinkedIn content, or cover letters) and produce a batch of three to five polished pieces using AI. They submit the final pieces, a documented process, and a brief written reflection.

Textbooks (Typical):

OER:

1. OpenAI *OpenAI Academy*, NA, 2026. academy.openai.com.
2. Anthropic *Anthropic Courses — AI Fluency and Applied Skills*, NA, 2026. anthropic.com/learn.
3. MIT Sloan School of Management *MIT Sloan Teaching Resources Library — Management Case Studies*, NA, 2026. mitsloan.mit.edu/teaching-resources-library.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation
- Typical Assignments
- Textbooks/Materials

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.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

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

The decision was made by discussing with fellow faculty, students, and our advisory board. Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

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

Syllabus:

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

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
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DE Course Interaction

Instructor-Student Interaction

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Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every homework, and quiz
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 2 announcements per week

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

Frequency: At least once per course

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 per course
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 1 per course

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 course
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: 1 per course
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per course
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Short quiz/test daily
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 asynchronous per course
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 1 short video per course
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 1 per semester

Codes and Dates

Course CB Codes

CB03: TOP Code

059900 - Other Business and Management

CIP Code

52.9999 - Business, Management, Marketing, and Related Support Services, Other

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

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

Catalog Description:

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

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

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Gender and sexuality are two highly contested domains of politics in the 21st century. Whether it be discussions of toxic masculinity, the manosphere, reproductive rights, LGBTQ rights, trans athletes, bathroom bans, medical care for trans youth, gay marriage, sexual harassment, sexual assault, misogyny, or ongoing debates about appropriate roles for cis-gendered men and women in the workplace and at home or far-right conservative ideas such as ending women's right to vote, our politics are saturated with issues of gender and sexuality. As citizens, voters, and employees, our students need preparation for confronting these topics in their own lives and communities. It is part of our mission as a DEIB oriented institution to provide that

preparation for our students while also fulfilling the social science GE requirement. Based on papers written in my other political science classes, there is a deep hunger for a deeper discussion of these topics than I can cover in American Government & Politics, California Government & Politics, or Political Theory. Thus, the course would be helpful to majors as well, especially those transferring to UC campuses, which a large number of political science majors do. The course would also benefit students working on certificates in Womens Studies and LGBT Studies, neither of which have courses covering the political, governmental and legal sides of those topics.

Discipline:

Political Science.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

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

Course Content:

1. Introduction to intersectional U.S. cis men and women and LGBTQ people's movements and political rights
2. Movements and rights in the U.S. with global perspectives
3. Movements, Rights and Democratization
 1. Early historic movements, organizations and leaders promoting social norm shift, civil liberties, and rights, including intersectional perspectives such as Native Americans, African-Americans, Latino Americans, Asian Americans, Middle Eastern Americans

2. Later historic women rights organizations and leaders promoting democratization, civil liberties and rights, including intersectional perspectives
3. Compare and contrast domestic to international movements
4. Impact and results movements, such as
 1. Action/legislation at the national, state, and local levels
 2. Constitutional Amendments, the ERA, etc.
 3. Supreme Court decisions: *Bowers v. Hardwick*, *Lawrence v. Texas*, *Obergefell v. Hodges*
5. Theoretical framework(s) for gender and sexuality politics
 1. Cis women and men and LGBTQ people's perspectives, theories, and models of public policy, such as:
 1. Feminism, feminist theory, queer theory, trans theory, anti-feminism, male chauvinism, masculinity studies, gender gap, and gender-role stereotypes, including consideration of culture, race, ethnic, religious and class differences in the U.S., with global considerations
 1. Public versus private spheres, citizenship and democracy, political development, inequality, and the status of cis women and LGBTQ people in the U.S. and around the world
 2. Ways in which the identities of cis women and LGBTQ people seek to engage and create political change, and the political significance of that engagement and change historically and in the contemporary period
 3. Support and consciousness-raising groups moving beyond community and the workplace to seek change from social movements to politically elected, unelected, and appointed positions at the national, state, and local levels
 4. Engagement with the "manosphere" including the incel movement, Proud Boys, and other far-right men's organizations.
6. Cis women and LGBTQ people's political roles and representation: challenges/successes in U.S. politics with consideration of global perspectives
 1. Gender-role stereotypes, gender-gap, gender (in)equality and homo- and transphobia affecting candidates and campaigns
 2. Cultural and social change in society with consideration for race, ethnicity, religion and class differences in the U.S. and around the world
 3. Strategies and tactics for success, such as
 1. Setting political goals, identifying popular support, and issue strategizing; competitive elected political positions, political activism, and the increasing access to political power in U.S. and globally
7. Rights to participation and access to political power
 1. Theories and practices of participation and representation in democracy, such as,
 1. Continuing discrimination, sexism, gender-gap, gender-role stereotypes, homo- and transphobia, and LGBTQ stereotypes, including intersectional considerations
 2. Impact of political involvement and participation, such as
 1. Cis women and LGBTQ people participating and representing in U.S. national, state, and local governments, and in developed and developing countries
 1. Representatives, managing campaigns, serving on committees, city managers, et al.

2. Election rules, party politics, coalition building, partisan regimes, and concepts of fair representation and electoral quotas in other regions, including Africa, Latin America, Asia, and Middle East
8. Cis women and LGBTQ people in politics and American society
 1. Cis women and LGBTQ people's participation in political institutions, processes, public policy at the national, state, and local levels. For example
 1. The role of political parties, interest groups, lobbyists, PACS, donors, and the media in politics affecting cis women and LGBTQ people qua representatives, candidates in campaigns and elections, and public policy decision-making
 2. The role of cis women and LGBTQ people in political parties, interest groups, lobbies, PACS, donors organization, and the media in politics
 3. Challenges, expectations, and the role of cis women and LGBTQ people in the three branches of the federal government and importance of state and municipal governments
 1. Case study of California cis women and LGBTQ people in politics
 4. Impact and results of cis women and LGBTQ people in politics and government, with consideration of global perspectives
9. Public Policy Debates and Congressional Actions
 1. Reconciliation rights, policies, and enforcement historically
 1. Parenthood, equality and the family, such as,
 1. Maternity, parental, paternity, family leave, Title IX, and the Equal Pay Act
 2. Barriers to employment, promoting, and educating girls, LGBTQ youth, cis women, and LGBTQ people
 3. Intersectional analysis of gender-role and LGBTQ stereotypes
 2. Sexual harassment, discrimination, rights, policies, and enforcement across time
 1. Title VII, EEOC, Meritor Savings Bank v. Vinson
 3. Familial and reproductive rights, policies, and enforcement across time
 1. Parenthood and the family, including
 1. Intersectional analysis of marriage, domestic partnerships, family planning, reproductive assistance technologies and practices (egg and sperm donation, surrogacy, adoption, fostering, etc) health and child care, reproduction, abortion, gender-role stereotypes
 2. Sexual violence, rights, policies, and enforcement, across time. For example,
 1. Sexual assault and rape, virginity tests, honor killings, genital mutilation practices
 3. Equality in military service, sports, etc. Rights, policies, and enforcement, across time. For example,
 1. Rosie the Riveter; Women Air-Force Service Pilots (WASP's) to modern combat roles, Title IX, Don't Ask Don't Tell, The Trans Ban, etc
 4. Cis women and LGBTQ people in perspective of various elected and unelected political positions, for example
 1. Cis women and LGBTQ people and political ideologies vs political and public positions
 2. Egs., What did feminists say about Sarah Palin and what do today's conservatives say about Barbara Lee?

3. Role, impact and voting records
10. How political science conceptualizes and disciplines cis women and LGBTQ people in politics
 1. Feminist, Gender, and Sexuality Studies conceptualizes various political involvements of cis women and LGBTQ people, such as
 1. What do we gain from an interdisciplinary perspectives on women and politics? What are feminist critiques of the discipline of Political Science, especially of American Politics? What are the views of Women's Studies and Feminist, Gender, and Sexuality Studies expressed in current publications focused on American Politics

Methods of Instruction:

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

Methods of Evaluation

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

G. Papers

1. 1-3 papers

H. Quizzes

1. Daily (on reading assignment)

Typical Outside-of-Class Assignments

A. Reading:

1. Reading a historical, legal, or theoretical text in preparation for class. Assessed through reading response questions.

B. Writing:

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

C. Research:

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

D. Activity:

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

E. Project:

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

Textbooks (Typical):

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

OER:

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

Textbook:

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

Other Materials Required of Students

1. Notebooks.
2. Writing implements.

Equity Based Curriculum

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

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Minimum of once per week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Minimum of once per week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: As needed
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: During office hours
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: If the course is held partially online, students will come to campus at least once during the semester for assessments and/or activities.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum of once per week.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: At least 5 times per semester.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Peer-editing of 6 papers per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Minimum of once per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: At least 5 times per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: At least twice during the semester (3-5 pages each).
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 3-5 quizzes plus final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Multiple times per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Probably weekly, at the discretion of the instructor.
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Games enhance student energy and engagement, build teamwork and encourage social interaction. At the discretion of the instructor.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: At least once per semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: At least once per semester.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 4 - Social and Behavioral Sciences

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606152

CB03: TOP Code

220700 - Political Science

CIP Code

45.1001 - Political Science and Government, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

5.2. Course Modifications

- CIS 89A Desktop Presentation



Course Modification: CIS 89A - Desktop Presentation

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

Admin Outline for Computer Information Systems 89A

Desktop Presentation

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

Catalog Description:

CIS 89A - Desktop Presentation

1. ~~00~~ 50 Units

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

~~0.5~~ 1 Units Lecture 0.5 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

Lecture:

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

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

2. Select Slide a Creation design & theme Text Management

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

3. Modify text and format placeholders

3. Design presentations & Themes

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

4. Formatting & Visual Elements

1. Format Formatting text and fonts

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

1. Multimedia attribute Integration

2. **Insert** Adding images, audio, and video

3. Enhancing slides with visual content

6. Animations & Transitions

1. Applying slide transitions

2. Customizing animations

7. Advanced Features

1. Using SmartArt and **WordArt** slide masters

2. **Work** Inserting **with-shapes**

1. **Insert**

2. **Format**

3. **Duplicate**

4. **Align, group,** hyperlinks and **merge** action buttons

3. AI in Presentations

1. Using AI tools for content generation

2. AI-based design suggestions and productivity

4. Collaboration & Presentation Skills

1. Sharing and collaborating on presentations

2. Developing effective delivery and communication skills

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

Lab Activities:

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

Methods of Instruction:

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

Methods of Evaluation

- A. Exams/Tests
 1. Students complete capstone projects that tests their understanding of the modules covered in the course.
- B. Lab Activities
 1. Weekly
- C. Oral Presentation
 1. Once or twice in Semester
- D. Projects
 1. Weekly or Bi-Weekly
- E. Quizzes
 1. Weekly

- F. Instructors will promote inclusivity and equitable outcomes by accommodating diverse learners and using multiple assessment approaches.

Typical Outside-of-Class Assignments

A. **Other Project :**

1. **Read**

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

B. **Hands-on Laboratory:**

1. Create lab a assignments

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

Textbooks (Typical):

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

Textbook:

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

Other Materials Required of Students

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

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

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

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

[Prior note]

Previously approved for online 2004/04

Accessibility:

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

Syllabus:

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: A Twice/month minimum at of twice: least
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Minimum Once of in 1 2 per Weeks semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly.

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

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Minimum of 1 time during the semester. Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Chapter quizzes (5-6 per semester).
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly lectures.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: 2-3 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 2-3 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: A minimum of 2 projects per chapter.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584378

CB03: TOP Code

~~070210 - Software Applications~~

070200 - Computer Information Systems

CIP Code

11.0899 - Computer Software and Media Applications, Other

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

5.3. Course Deactivations

- AUTO C1 Automotive Service Consultant Justification: Has never been offered. First effective Spring 2018. Not FTEF to offer.

5.4. Credit for Prior Learning

- AUTO A2 Automatic Transmission/Transaxle
- NAUT LAB Automotive Lab



LAS POSITAS
COLLEGE

CPL Request for AUTO A2 - Automatic Transmission/Transaxle

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training Yes

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

See attached



LAS POSITAS
COLLEGE

CPL Request for NAUT LAB - Automotive Lab

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

5.5. Program Modifications

- Elementary Teacher Education: Integrated Programs, AA-T
- IT Support Professional, CA
- Spanish, AA-T



Technical Program Revision: Elementary Teacher Education: Integrated Programs - Associate in Arts Degree for Transfer (Launched - Implemented 08-16-2026)

compared with

Elementary Teacher Education: Integrated Programs - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2026)

Rationale

This is the update to the original Elementary Teacher Education "1.0" version we are required to start using Fall 2026

TOP Code

4901.20 - Liberal Studies

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

The Elementary Teacher Education: Integrated Programs, Associate in Arts for Transfer Degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Elementary Teacher Education and related disciplines. The Associate in Arts in Elementary Teacher Education: Integrated Programs for Transfer Degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Elementary Teacher Education and related disciplines.

2. Catalog Description

The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs. The major requirements for the Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education: Integrated Programs. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs. The major requirements for the Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education: Integrated Programs. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Completion Requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The California General Education Transfer Curriculum (Cal-GETC). b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Title

Elementary Teacher Education: Integrated Programs

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2026

Fall 2027

Program Description

The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs. The major requirements for the Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education: Integrated Programs. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs. The major requirements for the Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education: Integrated Programs. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term
Required Core: (25 Units) <u>Required Core:</u> <u>(26 Units)</u>			
BIO-10	Introduction to the Science of Biology	4.0	
OR			
BIO 30	Introduction to College Biology	4.0	
OR			
<u>BIOL C1000</u>	<u>Introduction to Biology with Lab</u>	<u>4.0</u>	
<u>CDEV C1000</u>	<u>Child Growth and Development</u>	<u>3.0</u>	
COMM C1000	Introduction to Public Speaking	3.0	
ECE 10	Introduction to Education	3.0	
ECE 56	Child Growth and Development	3.0	
ENGL C1000	Academic Reading and Writing	3.0	
ENG 4 <u>ENGL</u>	Critical Thinking and Writing about	3 <u>4</u>	
<u>C1003</u>	Literature <u>Critical Thinking and Writing through</u> <u>Literature</u>		
HIST C1001	United States History to 1877	3.0	
POLS C1000	American Government and Politics	3.0	

List A: Select One (4-8 Units)

GEOL 20	Earth Science for Educators	4.0	
OR			
CHEM 31	Introduction to College Chemistry	4.0	
AND			
PHYS 10	Descriptive Physics	3.0	
AND			
PHYS 10L	Descriptive Physics Laboratory	1.0	

List B: Select One (3 Units)

ARHS 1	Introduction to Art History	3.0	
MUS 1	Introduction to Music	3.0	

Total Units for the Major~~32~~ 33.0- ~~36~~ 37.0*Additional General Education and Elective Units*

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

~~24~~ 23.0- ~~28~~ 27.0**Total: 60.0**

~~The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs. The major requirements for the Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education: Integrated Programs. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.~~

The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs. The major requirements for the Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education: Integrated Programs. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall**Units: 16.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CSU Elective		3.0	Elective	
MATH 47 (Area 2)		3.0	General Education	
ECE 56 <u>CDEV C1000</u>	Child Growth and Development	3.0	Major/Required	
ENGL C1000	Academic Reading and Writing	3.0	Major/Required	
BIO 10 <u>BIOL C1000</u>	Introduction to the Science of Biology <u>Introduction to Biology with Lab</u>	4.0	Major/Required	
OR				
BIO 30	Introduction to College Biology	4.0	Major/Required	

Term 2 - Spring**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 27 Number Systems for Educators (plus support)		3.0	Elective	
CSU Elective		2.0 <u>1.0</u>	Elective	
ECE 10	Introduction to Education	3.0	Major/Required	
ENG 4 <u>ENGL C1003</u>	Critical Thinking and Writing about Literature <u>Critical Thinking and Writing through Literature</u>	3.0 <u>4.0</u>	Major/Required	
GEOL 20	Earth Science for Educators	4.0	Major/Required	

Term 3 - Fall**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Humanities (Area	3.0	General Education	
CSU Elective	2.0	Elective	
ECE 62 Child, Family, and Community	3.0	Elective	
List A Course	3.0	Major/Required	
POLS C1000 American Government and Politics	3.0	Major/Required	

Term 4 - Spring

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 79 Teaching in a Diverse Society	3.0	Elective	
Ethnic Studies (Area 6)	3.0	General Education	
List B Course	3.0	Major/Required	
COMM C1000 Introduction to Public Speaking	3.0	Major/Required	
HIST C1001 United States History to 1877	3.0	Major/Required	

Total: 60.0



Technical Program Revision: IT Support Professional - Certificate of Achievement (12 to fewer than 16 units) (Launched - Implemented 04-27-2026)

compared with

IT Support Professional - Certificate of Achievement (12 to fewer than 16 units) (Active - Implemented 08-15-2020)

Rationale

TOP Code

0708.20 - Computer Support*

CIP Code

11.1006 - Computer Support Specialist

1. Statement of Program Goals and Objectives

This program introduces students to trouble-shooting and customer service, networking, operating systems, system administration, and security. It prepares students for entry-level positions in IT support.

2. Catalog Description

~~This program includes curriculum from the Computer Technology Industry Association (CompTIA) and Google designed to prepare student for an entry-level role in IT support. Courses in this program introduce students to troubleshooting and customer service, networking, operating systems, system administration, and security — all the fundamentals of IT support that are critical for success in the workplace. Students successfully completing the program can achieve the Google IT Support Professional certificate and will be prepared to take the CompTIA A+, Network +, and Security + certification tests.~~

This program includes curriculum from the Computer Technology Industry Association (CompTIA) and Google designed to prepare students for an entry-level role in IT support. Courses in this program introduce students to troubleshooting and customer service, networking, operating systems, system administration, and security — all the fundamentals of IT support that are critical for success in the workplace. Students successfully completing the program can achieve the Google IT Support Professional certificate and will be prepared to take the CompTIA A+, Network +, and Security + certification tests.

3. Program Requirements

Course	Title	Units	Term
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~~Required Core: (13 units)~~ Required Core:

(13 Units)

CNT 51	CompTIA's A+ Certification Computer Technician	4.0	<u>1st</u>
CNT 52/CIS 66	Networking Fundamentals	3.0	<u>1st</u>
CNT 55	MCSA+ Windows Server Installation, Storage, and Compute <u>Windows Server Installation, Storage, and Compute</u>	3.0	<u>2nd</u>
CNT 69	Network Security; CompTIA Security + Certification	3.0	<u>2nd</u>

Total: 13.0

4. Career Opportunities

~~Students who obtain this certificate will be qualified for a number of careers in information technology including computer technician, network technician, systems technician, computer user support specialists, and desktop support.~~

Students who obtain this certificate will be qualified for a number of careers in information technology including computer technician, network technician, systems technician, computer user support specialist, and desktop support.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a certificate in Career Technical Education.

6. Enrollment and Completer Projections

5 per year

7. Place of Program in Curriculum/Similar Programs

This program will remain part of the Computer Networking Technology family of programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~This program includes curriculum from the Computer Technology Industry Association (CompTIA) and Google designed to prepare student for an entry-level role in IT support. Courses in this program introduce students to troubleshooting and customer service, networking, operating systems, system administration, and security — all the fundamentals of IT support that are critical for success in the workplace. Students successfully completing the program can achieve the Google IT Support Professional certificate and will be prepared to take the CompTIA A+, Network +, and Security + certification tests.~~

This program includes curriculum from the Computer Technology Industry Association (CompTIA) and Google designed to prepare students for an entry-level role in IT support. Courses in this program introduce students to troubleshooting and customer service, networking, operating systems, system administration, and security — all the fundamentals of IT support that are critical for success in the workplace. Students successfully completing the program can achieve the Google IT Support Professional certificate and will be prepared to take the CompTIA A+, Network +, and Security + certification tests.

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

Units: 7.0

Course

	Units	MAJ/GEN/ELEC		
	Semester(s)			
	Offered			
<u>CNT 51</u>		<u>CompTIA's A+ Certification Computer Technician</u>	<u>4.0</u>	<u>Major/Required</u>
<u>CNT 52/CIS 66</u>		<u>Networking Fundamentals</u>	<u>3.0</u>	<u>Major/Required</u>

Term 2 - Spring

Units: 6.0

Course

	Units	MAJ/GEN/ELEC		
	Semester(s)			
	Offered			
<u>CNT 55</u>		<u>Windows Server Installation, Storage, and Compute</u>	<u>3.0</u>	<u>Major/Required</u>
<u>CNT 69</u>		<u>Network Security; CompTIA Security +</u>	<u>3.0</u>	<u>Major/Required</u>

Certification

Total: 13.0 _



Technical Program Revision: Spanish - Associate in Arts Degree for Transfer (Launched)
compared with
Spanish - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2026)

Rationale

TOP Code

1105.00 - Spanish

CIP Code

16.0905 - Spanish Language and Literature

1. Statement of Program Goals and Objectives

The Associate in Arts in Spanish for Transfer Degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Spanish. The Associate in Arts in Spanish for Transfer Degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Spanish.

2. Catalog Description

The Las Positas College Spanish program offers courses that lead to an Associate in Arts in Spanish for Transfer Degree. The major requirements for the Associate in Arts in Spanish for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Spanish. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Completion Requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The California General Education Transfer Curriculum (Cal-GETC). b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Title

Spanish

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2026

Fall 2027

Program Description

The Las Positas College Spanish program offers courses that lead to an Associate in Arts in Spanish for Transfer Degree. The major requirements for the Associate in Arts in Spanish for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Spanish. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term
<i>Required Core: (18-20 Units)</i> <u>Required Core: (18 Units)</u>			
SPAN 1A	Beginning Spanish	5.0	
SPAN 1B	Elementary Spanish	5.0	
SPAN 2A	Intermediate Spanish I	4.0	
OR			
SPAN 21	Spanish for Spanish Speakers I	5 4.0	
SPAN 2B	Intermediate Spanish II	4.0	
OR			
SPAN 22	Spanish for Spanish Speakers II	5 4.0	
<i>List A: Select One (3 Units)</i> <u>List A: (3 Units)</u>			
POLS C1000	American Government and Politics	3.0	
SPAN 23	Introduction to Hispanic Literature	3.0	

Total Units for the Major

21.0 ~~=23.0~~

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional

~~37.0~~ 39.0

course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

The Las Positas College Spanish program offers courses that lead to an Associate in Arts in Spanish for Transfer Degree. The major requirements for the Associate in Arts in Spanish for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Spanish. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 1A	Beginning Spanish	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
CSU Electives		4.0	Elective	

Term 2 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 1B	Elementary Spanish	5.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
MATH 47		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

CSU Elective		1.0	Elective	
Term 3 - Fall				Units: 15.0
Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 2A	Intermediate Spanish I	4.0	Major/Required	
OR				
SPAN 21	Spanish for Spanish Speakers I	5.0 4.0	Major/Required	
POLS C1000	American Government and Politics	3.0	Major/Required	
OR				
SPAN 23	Introduction to Hispanic Literature	3.0	Major/Required	-
Physical Science (Area 5A)		3.0	General Education	
Oral Communication (Area 1C)		3.0	General Education	
CSU Elective		2.0 1.0 2.0	Elective	

Term 4 - Spring				Units: 15.0
Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 2B	Intermediate Spanish II	4.0	Major/Required	
OR				
SPAN 22	Spanish for Spanish Speakers II	5.0 4.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Biological Science (Area 5B)		3.0	General Education	
Laboratory (Area 5C)		1.0	General Education	

Ethnic Studies (Area 6)	3.0	General Education
CSU Elective	1.0	Elective
	0.0 1.0	

Total: 60.0