Las Positas College

Curriculum Committee Meeting

11/02/2026

6.0 Second Reading/Voting Packet

6.1. New Courses

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

- NTHE 248 Technical Theater in Production

LAS POSITAS COLLEGE

Admin Outline for Noncredit Theater Arts 248
Technical Theater in Production

Effective: Fall 2027

Catalog Description:

NTHE 248 - Technical Theater in Production
162 Hours

Students will gain practical experience in the application of production responsibilities in any of the following: stage management, house management, construction, scenery, properties, costume, lighting, sound, and running crews. Enrollment is for the duration of the production, from the beginning of the build process to the final strike and clean up/reorganization phase.
18 hours lecture, 108 hours laboratory.

Total Lecture Hours	18
Total Lab Hours	108
Total Inside of Class Hours	126
Total Outside of Class Hours	36
Total Student Learning Hours	162

Course Grading:

Pass/No Pass

Justification for course proposal
This course is for the continued development of skills in various technical theater related to the selected theatrical work.

Discipline:

Drama/Theater Arts, or, Stagecraft.

Student Learning Outcomes

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

A. Recognize and use backstage and shop terminology, tools, materials and techniques.
B. Serve as a member of the running crew of a play or musical.
C. Work collaboratively with designers, technicians, and other theatre personnel.

Course Objectives:

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

A. Demonstrate proficiency in the skills required for a technical theatre crew, specifically as they relate to backstage skills, running crew, costume crew, prop management, and general costume management and assistance.
B. Employ basic skills to address the technical demands of a theatrical production, as a member of the backstage and/or pre-production crew.
C. Execute assignment responsibilities in technical rehearsals, during production run, and strike.
D. Work safely and effectively in one or more of the following areas of technical theater: props construction, set construction, scenery painting, lighting equipment rigging, work on a running crew, costume construction

Course Content:

Lecture:

1. Assignment to production and performance responsibilities
2. Preparation for production including necessary theatrical techniques.
3. Identify and safely utilize appropriate tools to fulfill production requirements for performance.
4. Basic technical theatre terminology.
5. Recognize and demonstrate collaborative responsibilities with the director, designers, and crew supervisors.
6. Demonstrate and apply basic skills in running a production.

Lab Activities:

1. Create, maintain or construct basic production elements.
2. Active participation in the creation of theatrical sets and props.
    1. Construction
    2. Painting
3. Active participation in preparing lighting
    1. Hanging, gelling and focusing lights
    2. Electrical hook-ups
4. Participation in the running of a show
    1. Working on the running crew (set changers)
5. Work on the strike (taking down) of the set and lights
6. Active participation in costuming a show
    1. Building costumes
    2. Finding costumes
    3. Organizing the costumes
    4. Cleaning and return

Methods of Instruction:

1. Classroom Activity - Students work in class on the technical elements needed to produce a particular show being performed on campus — lighting, scenic construction and painting, costumes, etc.

2. Lab - Students are responsible for being the running crew needed for a live show produced on campus, acting as lighting operator, stagehand, costume dresser, etc.
3. Lecture - Instructions are given on best practices for creating technical production elements and being part of a stage crew for a live production.
4. Pre-work instruction on the handling of materials and tools 1. Techniques 2. Safety
5. Hands-on instruction in the process of creating the scenery pieces, costumes and lighting
6. Presence and supervision during performances.
7. Hands-on instruction in running a lighting and sound board during rehearsals
8. Pre-work instruction in the techniques and procedures of running a lighting or sound board

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Throughout the semester
C. Lab Activities
    1. Throughout the semester
D. Projects
    1. Throughout the semester

Typical Outside-of-Class Assignments

A. Project:
    1. Constructing a theatrical “flat” for use in a play or musical
        1. Assembling the wood framework
        2. Attaching the canvas or luan
        3. Painting
        4. Creating the means of support
        5. Handling the piece on stage
    2. Building or gathering materials for a specific costume to be used in production
    3. Hanging and focusing a light required for use in production
    4. Striking the set and costumes, post-production

Textbooks (Typical):

Textbook:

1. Paul Colwell *Creativity in Theatre-Making Collaboration and Innovation for Theatre Production* . 1st ed., Routlege, 2026.
2. J. Michael Gillette *Theatrical Design and Production: An Introduction* . 9th ed., McGraw-Hill, 2024.

Manual:

1. Carter, P. Backstage Handbook: An Illustrated Almanac of Technical Information. Broadway Press, 1994.

Other Materials Required of Students

1. Students will be required to own and utilize safety glasses and work boots.

Equity Based Curriculum

- Methods of Instruction

Codes and Dates

Course CB Codes

CB00: State ID
CCC000560356

CB03: TOP Code
100600 - Technical Theater

CIP Code
50.0502 - Technical Theatre/Theatre Design and Technology

CB04: Credit Status
N - Non Credit

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
I - Short-term Vocational: Includes programs with high employment potential

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

6.2. Course Modifications

Course Outline of Record – Effective Term: **Spring 2027**

- AJ 54 Investigative Report Writing
- AJ 60 Criminal Law
- AJ 61 Evidence
- AJ 63 Criminal Investigation
- AJ 64 Police Patrol Operations

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

- AJ 85 Introduction to Forensics
- BUSN 30 Business Ethics and Society
- BUSN 51 Accounting for Small Business
- HORT 53/VWT 35 Landscape and Vineyard Pest and Disease Management
- KIN 14 Responding to Emergencies: Comprehensive First AID/CPR/AED
- KIN 17 Introduction to Athletic Training and Sports Medicine
- KIN 18A Athletic Training Practicum 1
- NLIB 201 Getting Started with Research
- NLIB 202 Gathering Information
- NLIB 203 Evaluating Information
- NLIB 204 Using Information
- WLDT 55 Print Reading for Industry

Credit for Prior Learning– Effective Term: **Fall 2026**

- AJ 54 Investigative Report Writing (MJST, Industry-Recognized-Training)
- AJ 60 Criminal Law (Portfolio, Industry-Recognized-Training)
- AJ 61 Evidence (Industry-Recognized-Training)
- AJ 63 Criminal Investigation (MJST, Industry-Recognized-Training)
- AJ 64 Police Patrol Operations (Industry-Recognized-Training)
- AJ 66 Juvenile Procedures (Industry-Recognized-Training)
- AJ 68 Police Ethics and Leadership (Industry-Recognized-Training)
- ARHS 1 Introduction to Art History (Credit-by-Exam)
- ARHS 2 Art of the Ancient Americas (Credit-by-Exam)
- ARHS 3 Arts of Africa, Oceania, and Indigenous North Americas (Credit-by-Exam)
- ARHS 6 Museum & Gallery Studies (Portfolio)
- ARHS 7 Modern Art History (Credit-by-Exam)
- ARHS 8 Asian Art History (Credit-by-Exam)
- ARTH C1100 Survey of Art from Prehistory to the Medieval Era (Credit-by-Exam)
- ARTH C1200 Survey of Art from the Renaissance to Contemporary (Credit-by-Exam)
- BUSN 33 The Fundamentals of Personal and Family Financial Planning (Portfolio)
- BUSN 40 Introduction to Business (Portfolio)
- BUSN 45 Entrepreneurship (Portfolio)
- BUSN 48 Human Relations in Organizations (Portfolio)

- BUSN 56 Introduction to Management (Portfolio)
- BUSN 58 Small Business Management (Portfolio)
- BUSN 61 Quickbooks Accounting (Portfolio)
- BUSN 65 Federal Income Tax Accounting (Portfolio, Industry-Recognized-Training)
- BUSN 88 Human Resources Management (Portfolio)
- FST 1 Fire Protection Organization (Industry-Recognized-Training)
- HORT 55 Greenhouse, Nursery, and Garden Center Management (Industry-Recognized-Training)
- HORT 56 Arboriculture/Urban Forestry (Industry-Recognized-Training)
- HORT 57 Landscape and Turfgrass Management (Industry-Recognized-Training)
- HORT 59 Landscape Design (Industry-Recognized-Training)
- HORT 60 Landscape Irrigation Systems (Industry-Recognized-Training)
- JAMS 12/PHTO 72 Introduction to Photojournalism (MJST)
- JAMS 23 Digital Storytelling (MJST)
- KIN 5 Sports Management (Credit-by-Exam)
- KIN 6 Personal Trainer (Credit-by-Exam, Industry-Recognized-Training)
- KIN AF1 Aerobic Fitness 1 (MJST)
- KIN FJW1 Fitness Jog Walk 1 (MJST)
- KIN GBW1 Guts and Butts Workout 1 (MJST)
- KIN PF Personal Fitness (MJST)
- KIN SW1 Swimming 1 (MJST)
- KIN WT1 Weight Training 1 (MJST)
- KIN WTW1 Women's Weight Training 1 (MJST)
- KIN YO1 Yoga 1 (MJST, Industry-Recognized-Training)
- KIN ZUM1 Zumba Fitness Workout 1 (Industry-Recognized-Training)
- MKTG 50 Introduction to Marketing (Portfolio)
- MKTG 56 Marketing Strategies (Portfolio)
- MKTG 61 Professional Selling (Portfolio)
- NBUS 233 The Fundamentals of Personal and Family Financial Planning (Credit-by-Exam; noncredit mirror BUSN 33)
- NKIN PLOA Pilates for Older Adults (Credit-by-Exam; noncredit mirror KIN PL)
- NKIN SWFOA Swimming for Fitness for Older Adults (Credit-by-Exam; noncredit mirror KIN SWF)
- NKIN SWOA Swimming for Older Adults (Credit-by-Exam; noncredit mirror KIN SW)
- NKIN WTOA Weight Training for Older Adults (Credit-by-Exam; noncredit mirror KIN WT)
- NKIN YOOA Yoga for Older Adults (Credit-by-Exam; noncredit mirror KIN YO)
- NMUS 215 Jazz Band for Older Adults (Credit-by-Exam; noncredit mirror MUS 17)
- NMUS 216 Orchestra for Older Adults (Credit-by-Exam; noncredit mirror MUS 16)
- NMUS 245 Chamber Choir for Older Adults (Credit-by-Exam; noncredit MUS 45)
- NMUS 246 Vocal Jazz Ensemble for Older Adults (Credit-by-Exam; noncredit MUS 46)
- SPAN 2A Intermediate Spanish I (MJST)
- SPAN 2B Intermediate Spanish II (MJST)
- WLDT 10 Machining for the Metal Trades (MJST)

- WLDT 61 Welding Ferrous Metals (MJST)
- WLDT 62 Welding Nonferrous Metals (MJST)
- WLDT 63 Welding Layout and Fitting (MJST)
- WLDT 66 Welding Inspection and Testing (MJST)
- WLDT 67A Elementary Welding Skills Laboratory (MJST)
- WLDT 67B Basic Welding Skills Laboratory (MJST)
- WLDT 67C Intermediate Welding Skills Laboratory (MJST)
- WLDT 67D Advanced Welding Skills Laboratory (MJST)
- WLDT 67L Welding Skills Laboratory (MJST)
- WLDT 70 Introduction to Welding (MJST)
- WLDT 72 Laser Welding and Cutting (MJST)
- WLDT 73 Welding Workplace Safety (MJST)
- WLDT 75 Measurements and Calculations (MJST)
- WLDT 79 Manufacturing Processes (MJST)

Credit for Prior Learning – Effective Term: **Fall 2027**

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- BUSN 51 Accounting for Small Business (Portfolio)
- HORT 53/VWT 35 Landscape and Vineyard Pest and Disease Management (Industry-Recognized-Training)
- KIN 14 Responding to Emergencies: Comprehensive First AID/CPR/AED (MJST)
- KIN 17 Introduction to Athletic Training and Sports Medicine (MJST)
- KIN 18A Athletic Training Practicum 1 (MJST)
- WLDT 55 Print Reading for Industry (MJST)

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: AJ 54 - Investigative Report Writing

Credit for Prior Learning: AJ 54 - Investigative Report Writing (Launched)
compared with
AJ 54 - Investigative Report Writing (Active - Implemented 08-15-2025)

Admin Outline for Administration of Justice 54
Investigative Report Writing
Effective: ~~Fall~~ Spring ~~2025~~ 2027

Catalog Description:

AJ 54 - Investigative Report Writing
3.00 Units

Investigative reports with emphasis upon accuracy, detail and avoiding assumptions or stereotypes. Includes arrest reports, incident reports and miscellaneous field reports. Techniques and methods used to cover information; how to analyze and present information in a clear and concise report that reflects impartiality and respect for all parties involved.
3 Units Lecture

Recommended Course Preparation:

- ENGL C1000

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Administration of Justice.

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. Complete a report using field and interview notes.
B. Explain the process of interviewing victims and witnesses to gather complete, accurate information.
C. Identify the correct crime codes and elements of the more common offenses/incidents investigated by the police.

Course Objectives:

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

A. Record and use investigation notes
B. Have a foundational understanding of the basics of narrative and form police reports
C. Describe the physical contents of an arrest, incident, and other reports and the rationale for different reporting styles
D. Explain the requirements for effective communication and how to find and assemble information
E. Record information accurately and legibly in a police report to present to others in the legal community for the purposes of follow-up investigation and the issuance of complaints
F. Demonstrate how to provide effective testimony in court as a witness
G. Write clear, concise and detailed investigative reports with a high level of grammatical accuracy
H. Explain the process of interviewing victims and witnesses and the legal requirements for the interrogation of suspects

Course Content:

1. Introduction to investigative reporting
    1. Characteristics of good reports
    2. Characteristics of poor reports
2. Form and content of basic reports
    1. Field interview report
    2. Citations
    3. Arrest report – primary headings
    4. Incidents against persons, (domestic violence, rape, and assault with a deadly weapon)
    5. Incidents against property, including petty theft and burglary
    6. Self-initiated car stop report
    7. Legal intervention/use of force memo
3. Accuracy of reports for police and court use and for use by other Agencies
4. Effective oral and written communication
    1. Preliminary steps to information gathering
    2. Three-phase interview process
5. Methods used to discover information
6. Organizational tools and mechanics

1. Correct use of grammar and spelling
2. Aspects of correct reporting style, including first person, past tense, active voice,
3. Syntax and organization

7. Avoiding bias
    1. Avoid assumptions and stereotypes
    2. Reflect impartiality
    3. Respect for all parties involved

Methods of Instruction:

1. Written Exercises -
2. Lecture -
3. Discussion -
4.
5. Interview role playing
6. Video tapes of incidents to provoke discussion and writing

Methods of Evaluation

A. Class Participation
    1. Giving testimony at a moot trial once

B. Home Work
    1. Take home investigation reports 10 graded reports during the semester

C. Quizzes
    1. Periodic spelling quizzes 2-4 during the semester

Typical Outside-of-Class Assignments

A. Writing:
    1. Approximately 8-10 written reports of varying lengths, including, but not limited to arrest reports, domestic violence offense report, rape victim interview, and use of force reports.
        1. Each report will be more complex than the one previously.

Textbooks (Typical):

Textbook:

1. Anthony Bandiero *Bulletproof Report Writing: A Field Guide for Law Enforcement.*, Independently published , 2020.
2. Carl Lafata *Report Writing for Criminal Justice Professionals.* 1st ed., Cognella, 2024.
3. Benjamin J. Smith *Police Report Writing: The essential guide to crafting effective police reports.*, Independently published , 2024.

Manual:

1. Doris A. Calandra and Rachelle A. Newcomb . Field Guide for the California Peace Officer's Legal Sourcebook . California District Attorneys Association, 2024.

Other Learning Materials:

1. California Commission on Peace Officer Standards and Training Learning Domain 18 - Report Writing (2022 revision).

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Student feedback has indicated a DE mode of course delivery would be beneficial. The on-line environment can support the course objectives and SLOs.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after hearing from students, and discussions with the Public Safety Programs Manager.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Each student will be emailed a minimum of twice each semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Participate in a minimum of two discussion boards during the semester, and provide feedback to each student for each.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on all assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: A minimum of one announcement each week.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Once a week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Participate in a minimum of two discussion boards during the semester, including a minimum of two replies to other student postings.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: A minimum of ten (10) times per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: A minimum of twice during the semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: A minimum of ten (10) times per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: A minimum of five (5) quizzes and a comprehensive final written assessment.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.* **Frequency:** Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.* **Frequency:** A minimum of two (2) times per semester.

General Education/Transfer

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

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio ~~Yes~~ No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
~~A student-created portfolio containing all of the following:~~
- ~~Descriptions of relevant employment or roles where investigative crime reporting was a primary responsibility.~~
- ~~Evidence of time spent in roles such as law enforcement, private investigation, or legal work related to crime reporting.~~
- ~~Certificates from law enforcement instruction, legal programs, professional associations, or specific training courses related to report writing, investigative techniques, or courtroom testimony.~~
- ~~An explanation of the different types of reports they have authored (arrest, incident, supplemental, affidavit, etc.).~~
- ~~A minimum of five redacted samples of crime reports, incident reports, or other investigative reports they have written.~~

Credit-by-Military-JST ~~No~~ Yes
Credit-by-Industry-Recognized-Training ~~No~~ 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.
POST - Peace Officer Standards and Training - Basic Certificate plus verified 6 years full-time employment as a Peace Officer

Codes and Dates

Course CB Codes
CB00: State ID
CCC000345484
CB03: TOP Code
210500 - Administration of Justice
CIP Code

43.0100 - Criminal Justice and Corrections, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: AJ 60 - Criminal Law

Credit for Prior Learning: AJ 60 - Criminal Law (Launched)
compared with
AJ 60 - Criminal Law (Active - Implemented 08-15-2025)

Admin Outline for Administration of Justice 60
Criminal Law
Effective: ~~Fall~~ Spring ~~2025~~ 2027

Catalog Description:

AJ 60 - Criminal Law
3.00 Units

Historical development, philosophy of law and constitutional provisions; definitions, classification of crime and their application to the system of administration of justice; frequently used Penal and other code sections; case law, methodology and concepts of law as a social force, emphasizing the importance of fairness and justice in the application and interpretation of criminal law, ensuring that legal principles are applied equitably to all individuals, regardless of their background or circumstances.

3 Units Lecture

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Administration of Justice.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Identify the elements of some common offenses as codified in the California Penal Code.
B. Identify the origins and foundational concepts of civil and criminal law and explain how laws are developed and modified.
C. Describe the differences between specific, general, and transferred intent crimes.

Course Objectives:

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

A. Explain the cultural evolution of law
B. Discuss issues pertaining to the philosophical and historical development of law
C. Research assigned legal cases and analyze and prepare a case brief
D. Demonstrate basic legal research skill by synthesizing the facts of a given crime, researching the appropriate codes and statutes, and reducing the crime to reportable code(s), statute(s) and subsection(s)
E. Satisfactorily complete the six parts of the legal case brief
F. Use basic English grammatical rules in writing legal briefs;
G. Discuss the classification of crimes, the principle of Corpus Delicti, and the capacity to commit a crime

Course Content:

1. Philosophical and historical development
    1. General and specific sources of law
    2. Development of common law
    3. The concept of Stare Decisis
    4. Pre-emption
    5. Repeal
    6. Mala in Se vs. Mala prohibits crime
    7. Crimes without victims
    8. Federal constitutional provisions
    9. Police power
    10. Substantive vs. procedural law
2. The nature of criminal law
    1. Definition of crime and criminal
    2. Conflicts between statutes
    3. Distinction between crimes and torts
    4. Criminal and civil liability
    5. Judicial review
3. Case law
    1. Orientation to case citations
    2. Outline of the legal brief
    3. Use of the law library

    4. Attorney general opinions
4. Classification of crimes
    1. Distinction between felonies, misdemeanors, and infractions
    2. Punishments
    3. Prior convictions
    4. Lesser and included offenses
    5. Double jeopardy
5. Corpus Delicti – Elements of crime
    1. Role of corpus delicti
    2. Act and intent – negligence
    3. Proximate cause
    4. General intent
    5. Specific intent
    6. Transferred intent
6. Capacity to commit crime
    1. Exemptions to criminal liability
    2. Diminished capacity
    3. Capital crimes
    4. Malice
    5. Motive
    6. Intoxication
    7. Parties to a crime
    8. Attempts
    9. Conspiracy
7. Overview of specific crimes
    1. Crimes against the person and property
    2. Crimes against public decency, morality and the public peace
        1. Historical development
        2. Constitutionally related issues
        3. Community standards
8. Organization and operation of the correctional system
    1. Local, state and federal systems
    2. Probation and parole
9. Research into specific case law and crimes
    1. Research methods and proper citations
    2. Preparation of a legal brief
    3. Issues involved in form, accuracy, and style

Methods of Instruction:

1. Guest Lecturers -
2. Discussion -
3. Lecture -
4. Group work in writing and critiquing briefs
5. Videotaped presentation of criminal cases for student analysis
6. Case studies of specific crimes and court decisions

Methods of Evaluation

A. Class Participation
    1. Oral reports on legal research
B. Exams/Tests
    1. Midterm and final exam.
C. Quizzes
    1. Periodic chapter and unannounced quizzes
D. One individual written brief, oral and written presentation of group research project

Typical Outside-of-Class Assignments

A. Other:
    1. Homework assignments answering chapter study questions
    2. Research assignment of court decisions applicable to a specific crime.
    3. Construction of a legal brief from a contemporary or historical case study
    4. Group research project and report on a particular crime

Textbooks (Typical):

Textbook:

1. D. D. Hunt, D. Rutledge *California Criminal Law Concepts*. 23rd ed., Pearson Learning, 2022.
2. Norman M. Garland *Criminal Law for the Criminal Justice Professional.*, McGraw Hill, 2021.
3. State of California *California Penal Code*. 2024 ed., Thomson Rueters, 2024.

Other Materials Required of Students

Equity Based Curriculum

- Catalog Description

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, the Public Safety Programs Manager, and hearing from students.

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

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

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Each student will be emailed a minimum of once every four weeks.

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Participate in a minimum of one discussion board per week, and provide feedback to each student on a weekly basis.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on all assignments and assessments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: A minimum of one announcement each week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Virtual office hours will be held each week.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Once a week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Participate in a minimum of one discussion board per week, including a minimum of two replies to other student postings.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: A minimum of once per week.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Each student will complete a short, analytical research paper once during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: There will be a quiz for each completed module (16), a midterm, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: At least one "court watch" virtual field trip.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: AJ 120 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~California~~ POST ~~Commission on~~ - Peace Officer Standards and Training ~~(POST)~~ - Basic Certificate ~~:~~ ~~No~~ plus ~~recency~~ verified ~~requirement.~~
~~Courses~~ 2 ~~(including~~ years ~~this~~ full-time ~~one)~~ employment ~~for which~~ as a ~~student~~ Peace ~~will earn credit:~~
~~AJ50 Intro to Administration of Justice~~
~~AJ60 Criminal Law~~
~~AJ61 Evidence~~
~~AJ70 Community Relations~~
~~AJ63 Criminal Investigation~~
~~AJ66 Juvenile Procedures~~
~~AJ55 Intro to Correctional Science~~
~~AJ68 Police Ethics & Leadership~~ Officer

Codes and Dates

Course CB Codes
CB00: State ID
CCC000359431
CB03: TOP Code
210500 - Administration of Justice
CIP Code
43.0100 - Criminal Justice and Corrections, 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

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: AJ 61 - Evidence

Credit for Prior Learning: AJ 61 - Evidence (Launched)
compared with
AJ 61 - Evidence (Active - Implemented 08-15-2025)

Admin Outline for Administration of Justice 61
Evidence
Effective: ~~Fall~~ Spring ~~2025~~ 2027

Catalog Description:

AJ 61 - Evidence
3.00 Units

Origin, development, philosophy and constitutional basis of evidence; constitutional and procedural considerations affecting arrest, search and seizure; kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies. Students will explore the critical role evidence plays in ensuring justice is served equitably, without bias or prejudice.
3 Units Lecture

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Administration of Justice.

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. Describe the proper methods of handling evidence to ensure evidence admissibility will not be annulled through the use of improper collection techniques or storage procedures.
B. Identify the rules of evidence pursuant to the California Evidence Code and how they impact the gathering, cataloging and storage of evidence by the police.
C. Explain the differences between Federal Rules of Evidence and the California Evidence Code, and explain the basic rules of search and seizure, the Exclusionary Rule and the "Fruits of the Poisonous Tree" doctrine.

Course Objectives:

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

A. Explain the rules of evidence
B. Evaluate the various kinds of evidence
C. Explain the rules covering the admissibility of evidence in court
D. Evaluate the various kinds of evidence available in a given case in order to determine its admissibility in court
E. Discuss the skills needed in handling case material so that evidence admissibility will not be destroyed by improper techniques or procedures
F. Explain how to relate legal evidence to the corpus delicti.

Course Content:

1. Evolution of evidence
    1. Nature of evidence
    2. Proof and burden of proof
    3. Reasons for rules of evidence
    4. The evidence code
    5. Application of rules of evidence
    6. Doctrine of judicial notice
    7. Presumption
2. Detention and arrest
    1. Constitutional authority
    2. Procedures and probable cause
    3. Evolution of case law
3. Search and seizure
    1. History and development – case law
    2. The exclusionary rule – definition
    3. Nature of search and seizure
    4. Search warrants
    5. Search and seizure incidental to arrest
    6. Consent search
    7. Search of houses, vehicles, and other locations
4. Discovery

    1. Reporting and discovering procedure
    2. Right of discovery
    3. Role of the investigator
    4. Pre-trial discovery
    5. Right of discovery through preliminary hearing
    6. Prosecution's right to discovery
    7. Unavailability of original notes
5. Types of Evidence
    1. Real, direct, and circumstantial evidence
    2. Prejudice
    3. Similar or related acts or circumstances
6. The competency of witnesses
    1. Grounds for qualification and disqualification
    2. Analysis of statutory grounds
7. Privileged communication
    1. Basic statutes
    2. Attorney and client
    3. Husband and wife
    4. Physician or psychotherapist and patient
    5. Clergyman and confessor
    6. News media
8. Self-incrimination and testimonial compulsion
    1. Basic statutes – evidence code
    2. Nature and scope of privilege
    3. Distinction between defendant and witness privilege
    4. Granting immunity
    5. Scope of compulsion to testify
    6. Non-testimonial compulsion
    7. Reasonable body examination and brutal body examination
9. The opinion rule
    1. Basic statutes – evidence code
    2. Impeachment
    3. Corroboration
    4. Refreshing recollection of memory
    5. Past recollection recorded
10. Hearsay
    1. Definition
    2. Dying declaration
    3. Spontaneous or contemporaneous statements
    4. Statements against interest
    5. Mental state
    6. Business and official records
    7. Family history
11. Confessions and admissions
    1. Basic statutes – evidence code

2. Statement of constitutional rights
3. Miranda warning
4. Case law affecting interviewing

12. Documentary evidence
    1. Basic statutes – evidence code
    2. Best evidence rule
    3. Recordings and official writings
13. Photographic evidence
    1. Photographs as evidence
    2. First rule of admissibility – relevancy
    3. Second rule of admissibility – accurate representation
    4. Identification of a photograph
    5. Posed, gruesome, or nude photographs
    6. Motion pictures as evidence
14. Introducing evidence at trial
    1. Proper handling of evidence and maintaining chain of evidence
    2. Connecting evidence with issues of trial
    3. Defense tactics to discredit evidence

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Guest Lecturers -
4. Presentation of case studies
5. Transparencies, slides, films, and videotape

Methods of Evaluation

A. Class Participation
    1. Small group exercises periodic through the semester
B. Exams/Tests
    1. Midterm and Final Exam
C. Quizzes
    1. Chapter quizzes at instructor's discretion
D. Research Projects
    1. Case studies on court decisions on evidence at instructor's discretion
E. Brief written reports and critiques of problems and cases presented in class - Minimum of two.

Typical Outside-of-Class Assignments

A. Writing:
    1. Homework assignments answering chapter study questions
    2. Brief written assignment discussing problems in maintaining a secure chain of evidence
    3. Brief written critique of case study presented in class
    4. Reviewing a mock crime scene and completing an investigative report

Textbooks (Typical):

Textbook:

1. Norman Garland *Criminal Evidence*. 9th ed., McGraw Hill, 2024.
2. Thomson West *California Evidence Code*. 2021 ed., Thomson Reuters, 2021.
3. Derek Regensburger *Criminal Evidence: From Crime Scene to Courtroom*. Third Edition ed., Aspen, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Catalog Description

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

In discussing with the Public Safety Programs Manager, we felt that there has to be a way to offer the course in case of an emergency, so that students in the program are not prolonging their
academic career due to an emergency beyond their control.

The on-line environment can support the course objectives and SLOs.

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

The decision was made after hearing from students, and discussions with the Public Safety Programs Manager.

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Each student will be emailed a minimum of once every four weeks.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Participate in a minimum of three discussion boards during the semester, and provide feedback to each student for each.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly feedback on all assignments and assessments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: A minimum of one announcement each month.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Once a week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Participate in a minimum of three discussion boards during the semester, including a minimum of three replies to other student postings.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: A minimum of three discussion boards during the semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: One Term Paper each semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: A minimum of fifteen (15) quizzes, a mid-term exam and a comprehensive final exam.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Weekly.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: AJ 124 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~California~~ POST ~~Commission on~~ - Peace Officer Standards and Training ~~(POST)~~ - Basic Certificate ~~.~~ ~~No~~ plus ~~recency~~ verified ~~requirement.~~
~~Courses~~ 2 ~~(including~~ years ~~this~~ full-time ~~one)~~ employment ~~for which~~ as a ~~student~~ Peace ~~will earn credit:~~
~~AJ50 Intro to Administration of Justice~~
~~AJ60 Criminal Law~~
~~AJ61 Evidence~~
~~AJ70 Community Relations~~
~~AJ63 Criminal Investigation~~
~~AJ66 Juvenile Procedures~~
~~AJ55 Intro to Correctional Science~~
~~AJ68 Police Ethics & Leadership~~ Officer

Codes and Dates

Course CB Codes
CB00: State ID
CCC000349435
CB03: TOP Code
210500 - Administration of Justice

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: AJ 63 - Criminal Investigation

Credit for Prior Learning: AJ 63 - Criminal Investigation (Launched)
compared with
AJ 63 - Criminal Investigation (Active - Implemented 10-01-2024)

Admin Outline for Administration of Justice 63
Criminal Investigation
Effective: ~~Fall~~ Spring ~~2024~~ 2027

Catalog Description:

AJ 63 - Criminal Investigation
3.00 Units

This course addresses the techniques, procedures, and ethical issues in the investigation of crime, including organization of the investigative process, crime scene searches, interviewing and interrogating, surveillance, source of information, utility of evidence, scientific analysis of evidence and the role of the investigator in the trial process.
3 Units Lecture

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Administration of Justice.

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. Conduct a preliminary criminal investigation.
B. Conduct a preliminary interview/interrogation.
C. Explain the role of forensic examination in the criminal investigative process.
D. Perform a basic crime scene search and identify applicable investigative resources.

Course Objectives:

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

A. Identify and explain the role of documentation in the criminal investigative process
B. Recognize, identify and explain the implications of a given piece of evidence in a criminal process
C. Identify critical ethical issues relating to criminal investigation
D. Describe successive evolutionary stages of the criminal investigative process
E. Identify procedures for first responders to crime scenes
F. Describe the duties related to the basic functions of crime scene management (management control, evidence search and processing, general area investigation)
G. Identify role of forensic examination in a criminal investigative process
H. Compare and contrast the legalities and strategies of interview and interrogation
I. Identify key information sources and data systems available to investigators
J. Explain the role of the investigator in the judicial process

Course Content:

1. Crime scene management
2. Utility of evidence
3. Documentation of evidence
4. Follow-up investigation
5. Interviewing (witness identification)
6. Interrogating techniques
7. Physical evidence
8. Laboratories
9. Ethical challenges
10. Surveillance
11. Source of information
12. Trial process

Methods of Instruction:

1. Research
2. Discussion
3. Demonstration
4. Lecture
5. Case Analysis

Methods of Evaluation

A. Exams/Tests
    1. Midterm and final examinations
B. Field Trips
    1. One each semester
C. Papers
    1. One term paper per semester
D. Quizzes
    1. At least 3 per semester

Typical Outside-of-Class Assignments

A. Other:
    1. Homework assignment in answering questions in assigned chapters
    2. Complete a crime scene report from a videotaped example.
    3. Role play a witness interview.
    4. Prepare a case for prosecution, including the crime scene investigation, interview and interrogation reports, and scientific analysis of relevant evidence.

Textbooks (Typical):

Textbook:

1. Michael D. Lyman *Criminal Investigations: The Art and the Science*. 9th ed., Prentice-Hall, 2018.
2. Karen M. Hess, Christine Hess Orthmann, Henry Lim Cho *Criminal Investigation*. 12th ed., Cengage, 2022.
3. Charles Swanson, Neil Chamelin, Leonard Terito, Robert W Taylor *Criminal Investigation*. 13th ed., McGraw Hill, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Typical Texts

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

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

Syllabus:
Course Objectives:

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DE Course Interaction

Instructor-Student Interaction

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  Frequency: Participate in a minimum of three discussion boards during the semester, and provide feedback to each student for each.
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  Frequency: Weekly feedback on all assignments and assessments.
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- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
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  Frequency: One Term Paper each semester.
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- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: One per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Weekly.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: AJ 140 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST ~~No~~ 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.
~~California~~ POST ~~Commission on~~ - Peace Officer Standards and Training ~~(POST)~~ - Basic Certificate ~~:~~ ~~No~~ plus ~~recency~~ verified ~~requirement.~~
~~Courses~~ 3 ~~(including~~ years ~~this~~ full-time ~~one)~~ employment ~~for which~~ as a ~~student~~ Peace ~~will earn credit:~~
~~AJ50 Intro to Administration of Justice~~
~~AJ60 Criminal Law~~
~~AJ61 Evidence~~
~~AJ70 Community Relations~~
~~AJ63 Criminal Investigation~~
~~AJ66 Juvenile Procedures~~
~~AJ55 Intro to Correctional Science~~
~~AJ68 Police Ethics & Leadership~~ Officer

Codes and Dates

Course CB Codes

CB00: State ID
CCC000366307

CB03: TOP Code
210500 - Administration of Justice

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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CB13: Special Class Status
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CB22: Non Credit Course Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: AJ 64 - Police Patrol Operations

Credit for Prior Learning: AJ 64 - Police Patrol Operations (Launched)
compared with
AJ 64 - Police Patrol Operations (Active - Implemented 08-15-2025)

Admin Outline for Administration of Justice 64
Police Patrol Operations
Effective: ~~Fall~~ Spring ~~2025~~ 2027

Catalog Description:

AJ 64 - Police Patrol Operations
3.00 Units

Theory and application of police patrol operations. Topics include typical organizational structures and procedures, patrol techniques and equipment, community relations, procedural justice, de-escalation, intergroup relations. Legal and practical aspects of modern police patrol. Includes participation in simulation exercises and group activities.
3 Units Lecture

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Administration of Justice.

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. Describe common operational structures, policies and field procedures found in American police agencies.
B. Describe the impacts of police demeanor and tactics on community perceptions of police legitimacy.
C. Discuss techniques for applying human relations strategies to the tasks and procedures of police patrol operations.
D. Identify the different methods of police patrol, their strengths, limitations and the purpose of each method of patrol.

Course Objectives:

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

A. Identify central issues and strategies used in patrol activities
B. Describe patrol officer responsibilities when preparing for patrol
C. Explain the legal aspects of patrol procedures
D. Describe the impact that ethics, emotions and bias have on discretionary decision making
E. Identify and demonstrate techniques for applying human relations strategies to the tasks and procedures of patrol operations
F. Identify common errors that may impact an officer's safety

Course Content:

1. Planning for patrol operations
    1. Applicable legal status
    2. Purpose and types of patrols
    3. Mechanics of patrol, including law enforcement communications systems
2. Patrol tactics
    1. Conceptual approaches for traffic services
    2. Analysis of special traffic problems
    3. Responding to emergency calls
    4. Handling calls and requests for service
    5. Field policies, procedures and mechanics of arrest
    6. Field interview and interrogation
    7. Field note taking
    8. Photographing and sketching a crime scene
    9. Arrest procedures
3. Community relations
    1. Psychological aspects
    2. Effective communication techniques
4. Civil disturbances
    1. Types
    2. Tactics
    3. Techniques of control
    4. Courtroom demeanor and testifying

Methods of Instruction:

1. Lecture - Lecture students on how to approach law enforcement duties with cultural sensitivity and awareness, ensuring that policing practices are fair and just for all
2. Discussion - Inclusive discussions will emphasize the importance of equity in police-community relations.
3. Audio-visual Activity -
4. Simulations -
5. Guest Lecturers -
6. Demonstration -

Methods of Evaluation

A. Exams/Tests
    1. One comprehensive final exam
B. Oral Presentation
    1. Once per semester
C. Quizzes
    1. A minimum of 3 per semester
D. Simulation
    1. At least twice per semester

Typical Outside-of-Class Assignments

A. Reading:
    1. Read case studies that highlight how systemic biases can affect patrol operations, and learn strategies to mitigate these biases when making decisions in the field.
B. Writing:
    1. Answer selected questions at the end of chapter readings
    2. Complete a set of field notes in response to a simulated patrol response
    3. Write a brief analysis of a current issue or controversy in policing that is related to police patrol operations
    4. Make an oral presentation of a current issue or controversy in policing that is related to police patrol operations

Textbooks (Typical):

Textbook:

1. Robert J. Kane *Policing Beyond Coercion: A New Idea for a Twenty-First Century Mandate*. 1st ed., Aspen, 2022.
2. Roger G. Dunham, Geoffrey P. Alpert, Kyle D. McLean *Critical Issues in Policing - Contemporary Readings*. 8th ed., Waveland Press, Inc, 2021.
3. Michael Birzer, Cliff Roberson *Police Field Operations - Theory Meets Practice*. 3rd ed., Pearson Education, Inc., 2020.

Manual:

1. Fountain, Jim. Twenty-First-Century Patrol Officers Tactical Field Manual: Skills, Tactics, and Techniques . Independently published, 2020.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Assignments

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training ~~No~~ 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.

POST - Peace Officer Standards and Training - Basic Certificate

Codes and Dates

Course CB Codes

CB00: State ID

CCC000356236

CB03: TOP Code

210500 - Administration of Justice

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: AJ 85 - Introduction to Forensics

Credit for Prior Learning: AJ 85 - Introduction to Forensics (Launched)
compared with
AJ 85 - Introduction to Forensics (Active - Implemented 08-21-2024)

Admin Outline for Administration of Justice 85
Introduction to Forensics
Effective: ~~Fall~~ Spring ~~2024~~ 2027

Catalog Description:

AJ 85 - Introduction to Forensics
3.00 Units

This course provides an introduction to the role of forensics in criminal investigations. It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances.

3 Units Lecture

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Administration of Justice.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Identify and explain the role of forensic specialists in the criminal justice system.
B. Differentiate between crime scene process versus crime scene analysis.
C. Explain the procedures for the collection and preservation of DNA evidence to prevent contamination.

Course Objectives:

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

A. Identify and explain the role of forensic specialists in the criminal justice system.
B. Identify the various types of crime scenes and differentiate between crime scene process versus crime scene analysis.
C. Identify and differentiate the types of pattern evidence and explain their respective importance in crime scene reconstruction.
D. Identify and explain personal identification patterns that identify a person.
E. Identify and explain the processes for analyzing questioned documents.
F. Identify and explain the processes for analyzing tool mark and firearm evidence.
G. Identify the three methods of DNA typing.
H. Explain the procedures for the collection and preserving DNA evidence to prevent contamination.
I. Identify and differentiate the chemical and material evidence in arson and explosives crime scenes.
J. Identify and differentiate depressant, stimulant, hallucinogen, and narcotic substances and explain the methods of analyzing each type of substance in a forensic laboratory.

Course Content:

1. Role of forensic science within the criminal justice system
    1. The history of forensic science
    2. Applying science and the scientific method to legal investigations
    3. Ethics and responsibilities
2. Crime scene analysis versus crime scene processing
    1. Crime scene processing
    2. Legal considerations
3. Analysis of pattern evidence in investigations
    1. Types of pattern evidence
    2. Methods of collection and documentation
4. Principles of fingerprint identification
    1. History of the use of fingerprints in identification
    2. Fingerprint characteristics
    3. Automated biometric identification
5. Analysis of document evidence
    1. Types of questioned material
    2. Known specimens and exemplars
    3. Handwritten documents
    4. Typewritten and machine-printed documents
6. Firearms and tool mark analysis

1. Class vs. individual characteristics
2. Types of firearms
3. Bullet and cartridge comparisons
4. Firing distance
5. Tool mark investigation
6. Casting and comparison

7. Collection, preservation and analysis of DNA evidence
    1. What is DNA
    2. DNA profiling
    3. Short tandem repeats (STRs)
    4. Sequencing
8. Arson and explosives evidence
    1. Forensic investigation of fire
    2. Chemistry of fire
    3. Collection and preservation of arson evidence
    4. Flammable residues
    5. Explosions and explosives
9. Types of controlled substances evidence
    1. Solids and liquids
    2. Toxicological samples
    3. Paraphernalia

Methods of Instruction:

1. Lecture
2. Classroom Activity
3. Guest Lecturers
4. Simulations
5. Audio-visual Activity
6. Observation

Methods of Evaluation

A. Exams/Tests
    1. A comprehensive final examination
B. Group Projects
    1. One per semester
C. Quizzes
    1. At least 3 during the course
D. Simulation
    1. One per semester

Typical Outside-of-Class Assignments

A. Other:
    A. Write up a 3 page paper on the role of forensic specialists in the Criminial Justice System.

B. Prepare a brief class presentation outlining the elements of DNA testing.

Textbooks (Typical):

Textbook:

1. Howard A Harris, Henry C Lee *Introduction to Forensic Science and Criminalistics.* 2nd ed., Routledge, 2019.
2. Kathy Mirakovits, Jay A Siegel *Forensic Science: The Basics.* 4th ed., Routledge, 2021.
3. Richard Saferstein *Criminalistics: An Introduction to Forensic Science.* 13th ed., Pearson, 2021.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: AJ 150 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000642369

CB03: TOP Code
210540 - Forensics, Evidence and Investigation

CIP Code
43.0406 - Forensic Science and Technology

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 30 - Business Ethics and Society

Credit for Prior Learning: BUSN 30 - Business Ethics and Society (Launched)
compared with
BUSN 30 - Business Ethics and Society (Active - Implemented 01-01-2024)

Admin Outline for Business 30
Business Ethics and Society
Effective: Fall 2024

Catalog Description:

BUSN 30 - Business Ethics and Society
3.00 Units

A survey of the past and current behavior of business in America society. Examines the ethical, political and social issues confronting organizations and the organizations' responsibilities and obligations in responding to them. Discusses the responsibility of business toward customers, employees, stockholders, competitors, suppliers, government, and the community at large.
3 Units Lecture

Enrollment Limitation:

- Eligibility for college-level composition as determined by college assessment or other appropriate method

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Law, or, Management, Business, or.

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. Examine potential conflicts of interest within an organization which raise ethical considerations.
B. Recognize the process for resolving an ethical dilemma.
C. Analyze the role of American businesses in influencing ethical behavior and social responsibility in global markets.

Course Objectives:

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

A. Identify the environments of business and discuss their interrelatedness with global economics;
B. List stakeholders' concerns and analyze their impact on business decision making;
C. Discuss the primary areas of social responsibility for corporations;
D. Give examples of and discuss the primary approaches to moral reasoning in business;
E. Compare the major criticisms of big business and point out their strengths and weaknesses;
F. Describe the elements of business profits and give examples of their uses;
G. Compare the valid and invalid arguments used to defend traditional business philosophy;
H. Cite examples of exemplary business conduct as well as examples of business abuses;
I. Develop and articulate a philosophy concerning the basic obligations of business towards its customers, employees, suppliers, government, stockholders, competitors and the community at large;
J. Discuss the pros and cons of the major global regulatory environments and their impact on business decision making;
K. Name the primary consumer protection laws and explain any resulting impact on the environment;
L. Identify the major issues impacting organizational culture and discuss potential strategies for handling each.

Course Content:

1. Business Environments in the Global Economic Society
    1. Business and its Stakeholders
    2. Public Affairs Management
    3. Business Power
    4. Diversity, Equity, and Inclusion
2. Nature and Management of Social Responsibility
    1. Corporate Citizenship
    2. Corporate Social Responsibility
    3. Implementing Social Responsibility Programs
3. Business and the Ethical Environment
    1. Ethics in Business Systems
    2. Making Ethical Decisions in Business
    3. Ethical Reasoning and Corporate Programs

    4. Development of Ethical Standards within Professional Groups
4. Business and Government
    1. Regulatory Processes and Their Impact on Decision Making
    2. Influencing the Political Environment
    3. Antitrust, Mergers, and Competition Policy
5. Global Management Issues
    1. Multinational Corporations and Multi-Government Relationships
    2. Regulatory Compliance
    3. Competition and Ethics
6. The Corporation and the Natural Environment
    1. Ecology and Sustainable Development
    2. Industrial Pollution and Environmental Policy
    3. Managing Environmental Quality
    4. Managing Environmental Issues
7. Business and the Consumer
    1. Consumer Protection
    2. Marketing, Advertising and Public Relations Issues
8. Impact of Technology
    1. Technology: A Global Economic-Social Force
    2. Managing Technological Challenges
9. Human Resources
    1. The Changing Issues in Organizational Life
    2. Conflict between Personal Beliefs and Business Actions
    3. Diversity, Equity, and Inclusion at Work
    4. International Concerns

Methods of Instruction:

1. Student Presentations - Students present research papers and projects that connect the course concepts to world events.
2. Classroom Activity - Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
3. Guest Lecturers - as appropriate
4. Written Exercises - Critical thinking exercises to integrate students' overall ability to understand the material. Students are expected to use theory and accepted standards to make decisions and report their conclusions.
5. Discussion - Informal lectures and classroom discussion based on student questions, on current topics, and assignments either individually, with class partners, in teams and/or as the whole class.
6. Lecture - Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard.
7. Efforts which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
8. Readings in text and handouts or study guide applications.

Methods of Evaluation

A. Class Participation
    1. (Daily)
B. Class Work
    1. including individual work (Daily)
C. Exams/Tests
    1. (2-3 per semester)
D. Group Projects
    1. (1-2 per semester)
E. Home Work
    1. (Weekly)
F. Oral Presentation
    1. including debate (1-2 per semester)
G. Papers
    1. (1-4 per semester)
H. Quizzes
    1. (2-6 per semester)
I. Research Projects
    1. (1-2 per semester)

Typical Outside-of-Class Assignments

A. Other:
    1. Identify current events in business publications (i.e., Wall Street Journal, Fortune, USA Today, San Francisco Chronicle/New York Times business sections) and web sites (i.e. ethics.org, socialresponsibility.org, motherjones.com, heritage.com); discuss in class.
    2. Read chapter on "Corporate Social Responsibility" or other selected topic and write three-page informational piece or analysis of a specific topic.
    3. Select a company and determine their strategy for insuring ethical behavior; compare and contrast the posted strategy and the company's actions.
    4. Individual project to analyze a selected topic, i.e. deceptive advertising. Research pros and cons, applicable ethical theories, identify relevant legislation, and propose potential resolutions.

Textbooks (Typical):

Textbook:

1. Laura P. Hartman, Joseph R. DesJardines, Chris MacDonald *Business Ethics: Decision Making for Personal Integrity & Social Responsibility.* 5th ed., McGraw-Hill, 2021.
2. Andrew W. Ghillyer *Business Ethics Now.* 6th ed., Mc Graw-Hill, 2021.
3. Archie B. Carroll, Ann K. Bucholtz *Business and Society: Ethics, Sustainability, and Stakeholder Management.* 11th ed., Cengage, 2022.

Other Materials Required of Students

1. Computer and Internet access.
2. Access to business publications, such as the Wall Street Journal, Fortune.
3. Access to trade publications for the students' interest areas.

Equity Based Curriculum

- Course Content
- Typical Texts
- DE Course Interaction

Requisite Validation

A. Non Course Requirements
Eligibility for college-level composition as determined by college assessment or other appropriate method
Content Review

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Business ethics and ethical decision making lends itself to thoughtful and deeper reflective thinking and writing as the DE mode provides as it relates to one's own values, beliefs, ethical practices, and how ethics relate to one's life, work, government, communities, and society.

This course can be offered fully in DE format to encourage working adults to take this course asynchronously.

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

Accessibility:

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

Syllabus:
Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback ideally provided within 2-3 days and always within one week of submission.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Web conferencing always available to students during office hours and as-requested by students.
- **Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*
  Frequency:
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency:
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Telephone as requested by student.
- **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: Zoom meeting option always available to students.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Every 4-5 weeks
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Every 4-5 weeks
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: As needed (periodically).

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000375981

CB03: TOP Code

050100 - Business and Commerce, General

CIP Code

52.0101 - Business/Commerce, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 51 - Accounting for Small Businesses

Credit for Prior Learning: BUSN 51 - Accounting for Small Businesses (Launched)
compared with
Course Modification: BUSN 51 - Accounting for Small Businesses (Approved - Implemented 08-15-2027)

Admin Outline for Business 51
Accounting for Small Businesses

Effective: Fall 2027

Catalog Description:

BUSN 51 - Accounting for Small Businesses
3.00 Units

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

Total Lecture Hours	36
Total Activity Hours	36
Total Inside of Class Hours	72
Total Outside of Class Hours	90
Total Student Learning Hours	162

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Accounting, or, Business.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

Lecture:

1. Concepts and procedures
    1. the accounting equation
    2. assets, liabilities and equity components
    3. the balance sheet
    4. revenue, expenses, and withdrawals
    5. the income statement
2. Debits and credits
    1. fundamental definition
    2. ledger accounts
    3. trial balance
3. The accounting cycle
    1. general journal and supporting documentation
    2. posting
    3. trial balance
    4. correcting errors in journalizing and posting
    5. adjusting journal entries
    6. the income statement
    7. the balance sheet

8. the statement of owner's equity
9. worksheet
10. closing entries
11. post closing trial balance

4. Banking procedures and control of cash
    1. checking accounts
    2. bank reconciliations
    3. petty cash
    4. cash over and short
5. Payroll
    1. employee earnings
    2. employee deductions
    3. employer taxes
    4. payroll register
    5. tax reports
6. Special journals
    1. subsidiary ledgers
    2. sales journal
    3. sales tax
    4. credit memos
    5. cash receipts journal
    6. purchases journal
    7. returns and allowances
    8. cash payments journal
7. Accounting cycle for merchandising
    1. journalizing and posting adjusting and closing entries
    2. worksheets
    3. preparation of financial reports
    4. reversing entries

Activities:

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

Methods of Instruction:

1. Lecture - Classroom lectures will cover accounting concepts and fundamental skills to apply the accounting concepts.
2. Lab - Lab activities will include additional opportunities for students to practice the application of accounting concepts. For example, students will record journal entries, prepare bank reconciliations, and prepare financial statements.
3. Classroom Activity - Classroom activities will provide students with opportunities to practice the application of accounting concepts.
4. Discussion - Classroom discussions will relate the accounting concepts covered include; actual current and past events, including real life business scenario, business ethics and diversity in the business field.

5. Demonstration - Demonstrating the transaction flow and effect on the Financial Statements
6. Audio-visual Activity - Using powerpoints, excel and Mentee in the classroom

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

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

Equity Based Curriculum

- Methods of Instruction

- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

Course Objectives:

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: The instructor will initiate interaction with students to determine that they are accessing and comprehending course material. Students will be encouraged to email the instructor or post questions in designated discussion forums about the content, structure, grading, etc. of the course. Replies will be

made within a specified time frame established in the course syllabus (for example, within 48 hours or within 3 business days).

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: The instructor will regularly participate in discussions that deal with academic content, will constantly provide substantive feedback, and will facilitate all the of the discussions. For example, the instructor may ask students to estimate the useful life for company assets during the weekly discussion on depreciation and provide feedback on the reasonableness of the range.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: The instructor will provide regular, substantive, academic feedback on assignments and other assessments. The instructor may use an online homework manager (such as MyAccountingLab, Connect or Cengage) to assist with ongoing feedback. Students will know why they deserved the grade they received and what they can do to improve.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Students will be provided periodic announcements regarding due dates, changes to the syllabus, extra credit opportunities, etc.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Students will be invited to webconferencing to discuss any facet of the course. This will be one option available to students. Other options may include, but are not limited to, face-to-face meetings, telephone meetings, and online discussions.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: The telephone will be used to interact with students individually to answer questions, review student work, etc. This will be one option available to students. Other options may include, but are not limited to, webconferencing, face-to-face meetings, and online discussions.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Students will be invited to come to campus during face-to-face office hours to discuss any facet of the course. This will be one option available to students. Other options may include, but are not limited to, webconferencing, telephone meetings, and online discussions.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' posting. An example assignment in the chapter of analyzing financial statements is researching a company and commenting on the largest asset held by the company, why that asset is important to the company, and what that asset tells the investors about that company.

Student-Content Interaction

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

Frequency: Each module will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions or ideas, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, case studies, etc. An example assignment in the chapter on internal controls is asking the student to comment on the proper internal controls for handling cash in a retail store.

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Students will use the Internet to research questions, events, etc. An example internet research assignment is having the students identify the revenue, cost of sales, and gross margin for a publicly traded company.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Tests and exams will include short answer and comprehensive problems that will require higher-order thinking, along with the proper application of key accounting concepts. The questions will be randomized so different students get different questions. A typical exam question is prepare an income statement, statement of owners' equity, and balance sheet based on the following adjusted trial balance.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Mini lectures will be made available to students (either in video and/or written format) in short sections with appropriate links to textbooks (when necessary). For example, a 5-7 minute video can be filmed on the basic accounting equation, assets equals liabilities and owners' equity. PowerPoint presentations converted into videos will last up to 5 minutes in duration, but no longer than 10 minutes. Each module will contain one such presentation that covers the main points of the module. An example presentation will cover the basic rules of journal entries.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Video will be used to demonstrate and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. All videos will be close captioned.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Working individually, or in groups, students will evaluate real world problems, situations, etc. Students will present their cases to the instructor or to other classmates in the discussion board for analysis. An example case study is identifying ways a company can increase net income without sacrificing the quality of its products.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000357999

CB03: TOP Code

050200 - Accounting

CIP Code

52.0301 - Accounting

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: HORT 53 - Landscape and Vineyard Pest and Disease Management

Credit for Prior Learning: HORT 53 - Landscape and Vineyard Pest and Disease Management (Launched)
compared with
HORT 53 - Landscape and Vineyard Pest and Disease Management (Active - Implemented 08-15-2026)

Admin Outline for Horticulture 53
Landscape and Vineyard Pest and Disease Management

Effective: Fall ~~2026~~ 2027

Catalog Description:

HORT 53 - Landscape and Vineyard Pest and Disease Management
3.00 Units

(Cross Listed with HORT 53 , VWT 35)

This course covers concepts of plant pathology, entomology, and weed science which are studied in order to identify symptoms, diagnose problems, and determine methods of controlling plant diseases, insects, and weed pests. Also included is the study of the identification and biology of common vineyard, landscape and other horticultural crop pests and diseases. Materials and instruction is provided for techniques and strategies for sampling, monitoring and effective control measures, pest management strategies for insects, weeds and diseases, including bio-control, sustainable agriculture practices and integrated pest management. In addition to pesticide use, safety and compliance, there is a focus on preparation for the California State Qualified Applicators license ~~. Students may receive credit for HORT 53 or VWT 35, but not both~~ .
2.5 Units Lecture 0.5 Units Lab

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Agricultural Production, or, Ornamental Horticulture.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate safe practices when using pesticides, including use of appropriate PPE, recognition of container warning labels and directions for use and proper storage of pesticides.
B. Discuss appropriate targeted pesticide uses.
C. Design an Integrated Pest Management program for vineyards including identifying and scouting for pests, determining tolerance levels and implementing treatment if needed.
D. Accurately identify common insect, weed pests, and plant diseases of landscape and vineyard plants.
E. Design an Integrated Pest Management program for landscape plants including identifying and scouting for pests, determining tolerance levels and implementing treatment if needed.

Course Objectives:

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

A. Explain the importance of pest management including how it can impact insects and their natural enemies, how plant diseases can be addressed, and pro-active/post emergent approaches to weed management
B. Explain degree day accumulation and its relationship to disease and pest risk management
C. Describe the vineyard yearly growth cycle and relate it to high and low risk periods of disease and pest pressure
D. Describe the vine parts (roots, leaves, bearing wood, fruit) that are susceptible to viral diseases, and identify the markers on the infected plant, the vector, the control measures, and preventative practices
E. Describe the vine parts (roots, leaves, bearing wood, fruit) that are susceptible to bacterial diseases, and identify the markers on the infected plant, the vector, the control measures and preventative practices,
F. Describe the vine parts (roots, leaves, bearing wood, fruit) that are susceptible to fungal diseases, and identify the markers on the infected plant, the vector, the control measures and preventative practices
G. Describe the vine parts (roots, leaves, bearing wood, fruit) that are susceptible to soil born pests, and identify the markers on the infected plant, the vector, the control measures, and preventative practices
H. Describe the life-cycle of common vine canopy insects and mites, and identify the markers of an infected plant, the control measures, and preventative practices
I. Explain how natural enemies of vineyard pests are beneficial and help to control vine diseases
J. Identify common vertebrate pests found in the vineyard, and describe associated hazards, markers of damage, control measures, and preventative practices

K. Describe the life-cycle of common vineyard floor weeds, identify associated hazards, control measures, and vineyard floor management practices
L. Explain the cultural concept of "sustainable" agriculture, and describe the various practices involved such as bio-control methods, organic farming, and integrated pest management
M. Describe the different classes and regulation of pesticides including which agencies regulate pesticides, legal compliance and safe practices when transporting, mixing and applying pesticides, and pesticide sprayer calibration

Course Content:

Lecture:

1. Pest and Disease Management Overview
    1. Definitions
    2. Vocabulary
    3. Insects and natural enemies
    4. Disease biology
    5. Weed management
2. Ecological Principles as They Apply to Pest Management
    1. Levels of Ecological Organization
    2. The Ecosystem Concept
    3. Managed Ecosystems
    4. Pest Ecology
    5. Biodiversity
3. Vine Structure and the Vineyard Yearly Growth Cycle
    1. Vine parts susceptible to infection and pest damage
    2. Vine cycle and periods of disease pressure
    3. Vine cycle and periods of pest pressure
4. Degree Days
    1. Insect development
    2. Disease modeling for risk management
5. Viral Diseases and Control Measures
    1. Leaf-roll viruses / vectors
    2. Fanleaf degeneration viruses / vectors
    3. Rugose wood viruses
    4. Viroids
6. Bacterial Diseases and Control Measures
    1. Monitoring and sampling strategies
    2. Crown gall
    3. Pierce's Disease
    4. Vectors
7. Fungal Diseases and Control Measures
    1. Powdery mildew
    2. Downy mildew
    3. Botrytis bunch rot
    4. Eutypa die-back
    5. Phomopsis cane and leaf spot

6. Oak root fungus
7. Trunk diseases
8. Other

8. Soil Pests and Control Measures
    1. Phylloxera
    2. Nematodes
9. Insect and Mite Pests and Control Measures
    1. Leafhopper
    2. Sharpshooter
    3. Spider mites
    4. Mealybugs
    5. Orange Tortrix / Omniverous Leafroller
    6. Leaffolder and Thrips
    7. Western Grapeleaf Skeletonizer
    8. Branch Twig and Cane Borer
    9. Cutworms
    10. Grape Bud Beetle
    11. False Chinch Bug
10. Natural Enemies and Beneficial Insects
    1. Parasites and Parasitoids
    2. Crysoperla
    3. Hippodamia
    4. Trichogramma
    5. Cryptolaemus
    6. Anagrus
    7. Predacious mites
11. Vertebrate Pests and Control Measures
    1. Deer
    2. Gophers
    3. Meadow Voles
    4. Squirrels
    5. Birds
    6. Pigs
    7. Rabbits
    8. Others
12. Weeds and Control Measures
    1. Annuals vs. Perennials
    2. Spring/Summer Weeds vs. Winter Weeds
    3. Dicotyledonous Weeds vs. Monocotyledonous Weeds
13. Sustainable Agricultural Practices/Bio-Control Methods/Organic Practices
14. Pesticides
    1. Different classes of compounds
    2. Regulation and Regulatory Agencies
    3. Safety and Compliance
    4. Use of PPE (Personal Protective Equipment)

5. Fundamentals of Sprayer Calibration

Lab Activities:

1. Pest identification in both the landscape and vineyard.
2. Disease identification in both the landscape and vineyard
3. Use of microscopy to identify pests
4. Monitoring for pests in both the landscape and vineyard
5. Record- keeping for pests surveyed.
6. Use of attractants and biological controls for pests
7. Cultural control of pests
8. Mechanical and physical control of pests
9. Weed identification and controls

Methods of Instruction:

1. Lecture - Lectures will cover the principles of IPM as it relates to both the vineyard and the landscape. Pest and disease identification and treatment thresholds are discussed. Use of pesticides and PPE.
2. Discussion - Discussion of thresholds for treatment of common landscape and vineyard pests.
3. Observation - Students will observe pests and diseases in both the vineyard and the surrounding landscape.
4. Field Trips - Trips to local organic vineyards and sustainable landscapes.
5. Classroom Activity - Identification of common landscape and vineyard pests via microscopy. Pest identification using U.C. Davis IPM website.
6. Demonstration - Proper use of PPE and pesticide application. Pest monitoring following principles of IPM.
7. Research - Students will research pests and diseases of the landscape and vineyard, evaluate thresholds and determine treatment if necessary.
8. Guest Lecturers - Guest lecturers from UCCE Cooperative Extension as well pest control practitioners.

Methods of Evaluation

A. Class Participation
    1. weekly.
B. Exams/Tests
    1. Midterm exam, final exam
C. Group Projects
    1. one per semester
D. Home Work
    1. weekly
E. Lab Activities
    1. weekly
F. Quizzes
    1. weekly
G. Research Projects
    1. one per semester

Typical Outside-of-Class Assignments

A. Reading:
    1. Read chapter 16 in your textbook on the life cycle of Oidium (powdery mildew) and answer the homwork questions.
B. Writing:
    1. Write a 2-page paper identifying a common vineyard pest and discuss an appropriate method of pest management.
C. Research:
    1. Research "capturing vineyard pests using pheromones" and present your findings in class.
D. Project:
    1. Set up a "sticky trap" and place it in an appropriate location to capture a specific vineyard pest. Explain your logic.

Textbooks (Typical):

Textbook:

1. Mary Louise Flint *IPM in Practice*. 2nd ed., UCANR, 2012.
2. UCANR *The Safe and Effective Use of Pesticides, 3rd Ed (Pesticide Application Compendium)*. 3rd ed., Univ of California - Agriculture & Natural Resources, 2016.
3. UCANR *Grape Pest Management*. 3rd ed., University of California - Agriculture and Natural Resources, 2013.

Other Learning Materials:

1. https://ipm.ucanr.edu/PMG/menu.homegarden.html UCANR Home, Garden, Turf and Landscape Pests
2. https://ipm.ucanr.edu/#gsc.tab=0 UCANR Statewide Integrated Pest Management Program
3. https://ipm.ucanr.edu/agriculture/#gsc.tab=0 UCANR Pest Management Guidelines- Agricultural Pests

Other Materials Required of Students

Equity Based Curriculum

- Textbooks/Materials
- Other Materials Required of Students

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

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

Current Qualified Applicators License or Certificate from the State of California Department of Pesticide Regulators

Codes and Dates

Course CB Codes

CB00: State ID

CCC000363306

CB03: TOP Code

010900 - Horticulture

CIP Code

01.0601 - Applied Horticulture/Horticulture Operations, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN 14 - Responding to Emergencies: Comprehensive First Aid/CPR/AED

Credit for Prior Learning: KIN 14 - Responding to Emergencies: Comprehensive First Aid/CPR/AED (Launched)
compared with
Course Modification: KIN 14 - Responding to Emergencies: Comprehensive First Aid/CPR/AED (Approved - Implemented 08-15-2027)

Admin Outline for Kinesiology 14
Responding to Emergencies: Comprehensive First Aid/CPR/AED

Effective: Fall 2027

Catalog Description:

KIN 14 - Responding to Emergencies: Comprehensive First Aid/CPR/AED
3.00 Units

This course involves the theory and detailed demonstration of the first aid care of the injured. The student will learn to assess a victim's condition and incorporate proper treatment. Standard first aid, CPR, and AED certification(s) will be granted upon successful completion of requirements.
3 Units Lecture

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Kinesiology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Correctly follow and complete all steps of Check-Call-Care in an emergency
B. Demonstrate bandaging and splinting techniques.
C. Demonstrate cardiopulmonary resuscitation and the use of an AED.

Course Objectives:

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

A. Describe the cardiovascular system
B. Demonstrate how to check a conscious person including a secondary assessment
C. Assess victims of injury and medical emergencies and apply emergency action plan
D. Discuss the Good Samaritan Laws and explain Scope of Practice
E. Demonstrate cardiopulmonary resuscitation and the use of AED
F. Recognize the signals of sudden illness, including poisoning, bites and stings and heat and cold emergencies, and describe how to care for them
G. Recognize life-threatening bleeding and demonstrate how to control it
H. Describe the signs and symptoms associated with common medical emergencies
I. Demonstrate the first aid care that is needed in common medical emergencies
J. Demonstrate bandaging and splinting techniques
K. Demonstrate emergency rescue moves
L. Evaluate their lifestyle for health and safety concerns and set personal goals for achieving a safe and healthy lifestyle
M. Explain the basics of pregnancy and describe care needed in emergency childbirth

Course Content:

1. Body Systems
    1. The Human Body
    2. The Cardiovascular System
    3. Anatomical Terms
2. Victim Assessment
    1. Checking the Person
    2. Scene Safety
    3. Disease Prevention
    4. Checking An Unconscious Person
    5. Checking a Conscious Person
    6. Secondary Assessment
3. Legal Issues
    1. Good Samaritan Laws
    2. Scope of Practice

    3. Obtaining Consent
    4. Implied Consent
4. Emergency Action Plan
    1. Responding to Emergencies
    2. When to Summon More Advanced Medical Care
    3. Understanding the EMS System
5. Care For Emergencies
    1. Breathing
    2. Cardiac
    3. Choking
    4. Bleeding
    5. Shock
    6. Anaphylaxsis
    7. Special Circumstances
        1. Sudden Illness
        2. Poising
        3. Bites
        4. Stings
        5. Heat and Cold Related Emergencies
        6. Anaphylaxis
6. AED
    1. Using an AED
    2. Precautions For Use in Cardiac Emergencies
    3. Adult
    4. Child
    5. Infant
    6. Special Circumstances
7. Internal/Soft Tissue Injuries and Burns
    1. Wounds
        1. Open
        2. Closed
    2. Controlling Bleeding
    3. Types of Burns
    4. Chest Injuries
    5. Abdominal Injuries
    6. Nose and Mouth Injuries
8. Musculoskeletal Injuries
    1. Head
    2. Spine
    3. Bone
    4. Joint
    5. Extremeties
9. Splinting and Immobilization
    1. Soft Splints
    2. Rigid Splints

3. Anatomical Splints
10. Moving Victims
    1. Walking Assist
    2. 2-Person Seat Carry
    3. Clothes Drag
    4. Blanket Drag
11. People With Special Needs
    1. Children
    2. Elderly
    3. Emergency Childbirth
    4. Abuse
    5. Language Barriers
12. Healthy Lifestyles and Safety Measures
    1. Reducing the Risk For Injury
    2. Safety at Work
    3. Safety at Home
    4. Vehicle Safety
    5. Fire Safety
    6. Lifestyle Risks

Methods of Instruction:

1. Lecture - Verbal and powerpoint
2. Classroom Activity - The instructor will provide various simulations and learning progressions for skills leading up to performing CPR, First Aid, AED
3. Demonstration - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.

Methods of Evaluation

A. Class Participation
    1. Participation in hands-on skills
B. Exams/Tests
    1. 3-5 per semester
C. Skill Proficiency in CPR/AED and First Aid as required by the American Red Cross for certification

Typical Outside-of-Class Assignments

A. Reading:
    1. Read chapter on Cardiac Emergencies

B. Activity:
    1. Explain how to respond to specific scenarios
        1. Explain initial assessment, primary assessment, and secondary assessment for a conscious adult.

Textbooks (Typical):

Textbook:

1. American Red Cross *Responding to Emergencies: Comprehensive First Aid/CRP/AED.* First ed., American Red Cross, 2017.
2. American Heart Association *Heartsaver® Instructor Manual.*, American Heart Association, 2024.
3. American Academy of Orthopaedic Surgeons *Advanced First Aid, CPR, and AED.* Eigth ed., Jones & Bartlett Learning, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussing with my fellow Kinesiology colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Minimum 2 per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on every homework, quiz, and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum 2 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum 1 web-conferencing session per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Weekly Labs and Office Hours.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum 2 per semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Minimum 1 per semester

Student-Content Interaction

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

Frequency: Minimum 2 per semester

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Minimum 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 3 exams, and skills test
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum 2 lectures per week.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: KIN 101 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589076

CB03: TOP Code
127000 - Kinesiology

CIP Code
31.0505 - Exercise Science and Kinesiology

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN 17 - Introduction to Athletic Training and Sports Medicine

Credit for Prior Learning: KIN 17 - Introduction to Athletic Training and Sports Medicine (Launched)

compared with

KIN 17 - Introduction to Athletic Training and Sports Medicine (Active - Implemented 01-01-2024)

Admin Outline for Kinesiology 17
Introduction to Athletic Training and Sports Medicine

Effective: Fall 2024

Catalog Description:

KIN 17 - Introduction to Athletic Training and Sports Medicine
4.00 Units

Basic taping skills, introduction to modality usage, and basic rehabilitation principles of athletic training. Designed to be preparatory for further education and a career in Athletic Training and or other Sports Medicine related fields. May include work with intercollegiate sports programs. Legal and ethical issues, professionalism, organization and administration of a sports medicine facility. This course is focused on preparing those interested in becoming Athletic Trainers and Coaches.

3 Units Lecture 1 Units Lab

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Athletic Training.

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. Describe the components of taping applications for the purpose of joint stability and injury prevention.
B. List the roles and responsibilities of a Certified Athletic Trainer.
C. Perform first aid and CPR with AED.

Course Objectives:

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

A. Describe the history of the athletic training profession, define the role of an ATC
B. Categorize the educational preparation necessary to become a Certified Athletic Trainer
C. Analysis of the nature of injury
D. Demonstrate proper injury prevention techniques
E. Ilustrate the principles of therapeutic modalitites
F. Distinguish the psychological considerations when working with athletes
G. Differentiate the skills necessary to tape or brace an athletic injury
H. Evaluate effective communication strategies with the sports medicine department
I. Debate legal and ethical issues in the field of athletic training
J. Design general organization and administration of a sports medicine facility

Course Content:

Lecture:

1. Introduction to sports medicine
    1. Field of athletic training
    2. Sports medicine team
    3. History of Athletic Training
2. Accredited athletic training programs
    1. Entry-level Bachelor's programs
    2. Entry-level Master's programs
3. Nature of injury
    1. Inflammatory process
    2. Healing process
4. Athletic injuries
    1. Prevention: environmental concerns
    2. Evaluation
    3. Treatment
    4. Rehabilitation
        1. Healing process considerations
        2. Philosophies of a rehabilitation program
        3. Phases

        4. Muscle re-education
        5. Range of motion/flexibility
        6. Aquatic therapy
        7. Cardiovascular rehabilitation
5. Modalities
    1. Ultrasound
    2. Electrical stimulation currents
    3. Therapeutic lasers
    4. Intermittent compression
    5. Traction
    6. Massage
6. Psychological intervention
    1. Personality
    2. Attitude
    3. Aggression
    4. Anxiety
    5. Social influences
    6. Motivation
    7. Perception of pain
7. Taping, bracing and protective equipment
    1. Guidelines
    2. Preparation
    3. Application
    4. Purpose
    5. Fitting
8. Effective communication with sports medicine team
    1. Athletes
    2. Medical professionals
    3. Coaches
    4. Parents
    5. Medical referral system and emergency action plan
9. Professionalism, legal and ethical issues in sports medicine
    1. Conduct
    2. Attire
    3. Medical Confidentiality
        1. HIPAA- Health Insurance Portability and Accountability Act
        2. FERPA- Family Educational Rights and Privacy Act
        3. Ethics in sports medicine
        4. Other legal concerns in sports medicine
10. Organization and administration of a sports medicine facility
    1. Inventory
    2. Supply order
    3. Documentation
    4. Organization

Lab Activities:

—

Methods of Instruction:

1. Critique - Online practice quizzes- The practice quizzes will be incorporated into the curriculum in order to help facilitate further understanding and clarity from the classroom lectures. The quizzes will be helpful in clearing up test questions on the mid-term and final.
2. Student Presentations - There will be student presentations and demonstrations of the latest in prevention, treatment, and rehabilitation of athletic injuries.
3. Guest Lecturers - The instructor will invite the team physician to give a lecture on various sports medicine topics.
4. Lecture - The instructor will give targeted lectures that cover the material that is in the book or needs to be delivered.
5. Discussion - The instructor will use Scenarios that enhance learning opportunities by augmenting the lab and classroom discussion, for example; A student-athlete sprained their tibial collateral ligament, the students will be asked to compare, contrast and prepare a mock treatment protocol. The students will be asked to appropriately set up the modality treatment protocol utilizing a combination of the following modalities and explaining their rational for their choices. The students will be able to suggest the use of either cold or hot whirlpool, cryotherapy, ice immersion/massage/packs, or a range of electrical current therapies, ultra sound or light therapy.
6. Observation - The ATC instructor will show and give demonstrations on how to tape various body parts and joints.

Methods of Evaluation

A. Exams/Tests
    1. Mid Term and Final
B. Quizzes
    1. typically 1 per module
C. Examinations – three per semester Typical question: objective A gradual degenerative process of the underside of the patella is called: Patellaritis Chondromalacia Osteochondritis Osgood-schlatter's disease Typical question: essay Describe and explain various exercises that should be included in a complete thigh and hip rehabilitation exercise program. Anatomy Quizzes Typical question: Draw, label and correctly identify the prominent structures of the knee joint. Including but not limited to the following structures; Medial and lateral meniscus, patella, anterior and posterior cruciate ligament, tibia, fibula, medial and lateral collateral ligaments and the condyles. Projects Typical project topics: Student selected with instructor approval. Topic must be relevant to athletic training and sports medicine. The students will be encouraged to use the LRC at LPC and the internet to research their report topics. These reports have to be on a specific body part or joint and the reports have to cover initial treatment, secondary treatment, rehabilitation and the three essentials to preventing subsequent injury (technique, conditioning and strength).

Typical Outside-of-Class Assignments

A. Other:
    1. Readings
        1. Read Chapter 23, Essentials of Athletic Training, and be prepared to examine and recognize the common shoulder complex injuries, the mechanisms of injury, and the treatments.
        2. Find a journal article on a specific injury in Athletic Therapy Today or Sports Health, and report on it to the class or in the form of a written report.
    2. Writing, problem-solving, critical thinking or performance:
        1. Organize and relate the signs and symptoms of heat problems and their immediate treatment.
        2. Analyze and discuss the effects of altitude on performance.
        3. Demonstrate common taping procedures for specific areas of the body.
    3. Determine and demonstrate the rationale and physiology of the treatment and rehabilitation of specific athletic injuries.

Textbooks (Typical):

Textbook:

1. William Prentice *Essentials of Athletic Injury Management*. 10th ed., McGraw Hill Publishing, 2016.
2. William Prentice *Principles of Athletic Training: A competency-based approach*. 17th ed., McGraw Hill , 2022.
3. Chad Starkey, Sara Brown *Examination of Orthopedic & Athletic Injuries*. 4th ed., F.A. Davis, 2015.
4. Leamor Kahanov, Ellen Payne *Athletic Training and Therapy, Foundation of Behavior and Practice*. 1 ed., Human Kinetics, 2022.

Other Materials Required of Students

Equity Based Curriculum

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
To serve the ever changing students needs and demands.

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

Out of necessity during the COVID-19 pandemic, and moving forward to support the student population

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Students will be encouraged to email the instructor with questions concerning grading, structure, etc. Replies will be made as soon as possible. They will complete at least one assignment in which they use email to facilitate a peer-editing lesson.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: There will be periodic announcements and updates to help keep the students informed.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: There will be up to four 'discussion boards' that the students will take part in, writing and discussing as well as commenting on other students work.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Each module will have one of these and these are helpful in allowing students to write, research, and discuss critically the topics that are currently covered. Students will be required not only to

post their opinions, ideas and experiences, but they will be required each module to reply to their classmates' posts. The instructor will pose questions relating to the textbook, web material and online material.

- **Written papers:** *Papers will be written on various topics.*
  Frequency: There is one term-paper paper due near the end of the semester that includes critical research for a specific sports medicine injury.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: The students will have at least one quiz every other week and a mid-term and a final at the end of the class.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: During the semester at lab time there will be a series of mini-lectures in which sports medicine topics are covered.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Approximately 8 per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes
CB00: State ID

CCC000543973

CB03: TOP Code

122800 - Athletic Training and Sports Medicine

CIP Code

51.0913 - Athletic Training/Trainer

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN 18A - Athletic Training Practicum 1

Credit for Prior Learning: KIN 18A - Athletic Training Practicum 1 (Launched)
compared with
KIN 18A - Athletic Training Practicum 1 (Active - Implemented 08-15-2026)

Admin Outline for Kinesiology 18A
Athletic Training Practicum 1
Effective: Fall 2026

Catalog Description:

KIN 18A - Athletic Training Practicum 1
1.00 Units

Designed to provide clinical experience for students interested in sports-related injury care and prevention. Organization of a clinical facility and management of game day operations. Experiences will include taping for prevention of injury, use of modalities for the treatment and/or rehabilitation of injuries, stretching techniques, identify and manage emergency situations
1 Units Lab

Prerequisite(s):

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

- KIN 17, (may be taken concurrently)

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Athletic Training.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate techniques in passive stretching.
B. Apply first aid and acute care for wounds and injuries.
C. Demonstrate appropriate taping techniques for joint stability and injury prevention.
D. Complete an injury evaluation.

Course Objectives:

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

A. Assist in the daily maintenance and operations of the athletic training room
B. Illustrate the ability to properly evaluate and identify an athletic injury
C. Apply basic first aid and acute care techniques
D. Identify a medical emergency and efficiently facilitate 911
E. Apply knowledge of the EMS
F. Apply appropriate prophylactic taping and wrapping for injury prevention and/or support
G. Demonstrate techniques in passive stretching to gain range of motion and/or flexibility
H. Operate therapeutic modalities in the safe and appropriate manner
I. Organize and facilitate proper game field/court set up and take down

Course Content:

1. Training room policies and procedure
    1. Dress code
    2. Clinical decorum and professionalism
    3. Scope of practice
    4. Data entry and Record Keeping
    5. Maintenance and Cleaning
    6. Daily/weekly/monthly cleaning schedules
    7. Maintain a tidy and organized clinical workspace
    8. HIPAA and OSHA Compliance
2. Evaluation procedures
    1. Use of HIPS/HOPS
    2. Documentation and SOAP charting
3. Acute injury care
    1. First Aid/Wound Care
    2. Maintaining a sterile environment
    3. Proper disposal of contaminated dressings
    4. Splinting and Wrapping
    5. Practical Experience
4. Emergency care of injured athlete

    1. Identify a medical emergency and facilitate 911
    2. Emergency action plan
    3. Athlete management in an emergency situation
    4. Utilizing staff and crowd control
5. Taping
    1. Appropriate application incorporating all components of a tape job
    2. Provide stability while being functional
    3. Practical experience
6. Stretching techniques
    1. Demonstration
    2. Proper hand placement
    3. Apply appropriate pressure to achieve goal (ROM, flexibility, reduce hypertonicity)
    4. Practical experience
7. Modalities
    1. Appropriate application
    2. Choose proper settings
    3. Contraindications
8. Pre/post game operations
    1. Pre game set up
    2. Identify and eliminate potential hazards
    3. Playing surface is uncompromised
    4. Consider Environmental Conditions
    5. Heat/Cold
    6. Lightning safety
    7. Altitude
    8. Post game take down

Methods of Instruction:

1. Lab - Organization and management of the clinic
2. Research - Research evidence based articles on rehabilitation
3. Observation - Injury intake
4. Demonstration - Taping techniques Passive stretching
5. The instructor will acknowledge and adjust their teaching methods in order to accommodate the needs of all students in the class.

Methods of Evaluation

A. Lab Activities
    1. minimum of 5 per semester
B. Skill Demonstration: the student will perform and be evaluated by the supervising clinician. The following will be considered: proper hand placement, pressure and movement throughout the task. Upon completion, the clinician will determine whether the student is capable of performing the skill on athletes in a safe and effective manner. Minimum of 5 per semester

Typical Outside-of-Class Assignments

A. Laboratory:
Skill Demonstrations. All skill-based and physical demonstrations used for assessment purposes including skill performance exams

B. Reading:
Assessment tools that demonstrate understanding of material and/or require students to select, organize and explain ideas in writing.

C. Other:
Includes any assessment tools that do not logically fit into the above categories.

Textbooks (Typical):

Textbook:

1. Lorin A. Cartwright, Kimberly Peer *Fundamentals of Athletic Training and Sports Medicine-5th Edition*. 5th ed., Human Kinetics, 2025.
2. William E Prentice *Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice*. 17 ed., Mc Graw Hill, 2022.
3. David Perri *Athletic Taping and Bracing*. 3rd ed., MA, 2016.
4. Daniel Arnheim, William Prentice *Essentials of Athletic Injury Management*. 10th ed., McGraw Hill , 2016.
5. Chad Starkey, Sara Brown *Examination of Orthopedic & Athletic Injuries*. 4th ed., Human Kinetics, 2015.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. KIN 17
Content Review
Required
- Differentiate the skills necessary to tape or brace an athletic injury
- Differentiate the skills necessary to tape or brace an athletic injury
- Analysis of the nature of injury
- Analysis of the nature of injury

Recommended
- Evaluate effective communication strategies with the sports medicine department
- Demonstrate proper injury prevention techniques
- Demonstrate proper injury prevention techniques
- Evaluate effective communication strategies with the sports medicine department
- Design general organization and administration of a sports medicine facility
- Design general organization and administration of a sports medicine facility

Not Necessary Skills

- llustrate the principles of therapeutic modalitites
- Debate legal and ethical issues in the field of athletic training
- Categorize the educational preparation necessary to become a Certified Athletic Trainer
- Distinguish the psychological considerations when working with athletes
- Describe the history of the athletic training profession, define the role of an ATC
- llustrate the principles of therapeutic modalitites
- Debate legal and ethical issues in the field of athletic training
- Categorize the educational preparation necessary to become a Certified Athletic Trainer
- Distinguish the psychological considerations when working with athletes
- Describe the history of the athletic training profession, define the role of an ATC

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This course should be offered online for the flexibility and convenience of online learning and to accommodate and support students in their academic efforts.

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

Accessibility:

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

Syllabus:
Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Minimum four per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Minimum three per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum five per semester

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum four per semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 1 group project

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Minimum four per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum four per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584329

CB03: TOP Code

122800 - Athletic Training and Sports Medicine

CIP Code

51.0913 - Athletic Training/Trainer

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: NLIB 201 - Getting Started with Research

Course Modification: NLIB 201 - Getting Started with Research (Launched)
compared with
NLIB 201 - Getting Started with Research (Active - Implemented 08-15-2021)

Admin Outline for Noncredit Library Studies 201
Getting Started with Research
Effective: Fall ~~2021~~ 2027

Catalog Description:

NLIB 201 - Getting Started with Research
9 Hours

Introduction to characteristics of academic and workplace research, the research process, and libraries. _ Familiarizes students with physical and online library resources ; including availability, organization, and formats. - _ Students will gain confidence to create a research strategy and to seek help when needed.
3 hours lecture.

Total Lecture Hours	3
Total Inside of Class Hours	3
Total Outside of Class Hours	6
Total Student Learning Hours	9

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Library Science.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Create a research plan.
B. Explain different types and characteristics of research.
C. Navigate libraries with a general understanding of functions and services.

Course Objectives:

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

A. Identify relevant service areas based on information need.
B. Describe differences between public, academic, and corporate libraries.
C. Use the library catalog and organization system to find and check out physical and online materials.
D. Give examples of workplace and academic research.
E. Contrast primary and secondary research.
F. Discuss the importance of documenting sources.
G. Identify a research problem or topic.
H. Create an appropriate research strategy.

Course Content:

1. Characteristics of Research
    1. Academic
    2. Workplace
    3. Primary and Secondary Research

- Libraries
    1. Purpose and types of libraries :
    2. Tour of the library
    3. Location of resources and services
    4. Library Cards

5. Library Services
6. Library organization
7. Introduction to Catalog & Databases

- Research Plan

1. Identifying a subject and topic.
2. Presearching to identify a question.
3. Creating a preliminary research strategy.

Methods of Instruction:

1. Demonstration -
2. Lecture -
3. Classroom Activity -
4. Directed Study -

Methods of Evaluation

A. Class Work
   1. Multiple ~~Activities~~ activities throughout the course. For example, browse shelves to find and check out a book.

B. Projects
   1. Once. - For example, an end - - of - - class final project to create a research plan.

Typical Outside-of-Class Assignments

A. ~~Other~~ Activity :
   1. Library Treasure Hunt to locate library resources
   2. Find and check out an item.
   3. Evaluate research projects to decide if they were an academic research project or a workplace project.
   4. Create a research plan.

Textbooks (Typical):

Textbook:

1. Philip C. Kolin *Successful Writing at Work.* ~~11th~~ 12th ed., Cengage Learning, ~~2017~~ 2023 .
2. ~~Mike~~ McKinney, ~~Palmquist~~ M., Pattison, K., LeMire, S., Anders, K., & Hagstrom-Schmidt, N. ~~*The* *Howdy* *Bedford* *or* *Researcher*~~ *hello?: Technical and professional communication* . ~~6th~~ 2nd ed., ~~Bedford/St.~~ Texas ~~Martin's~~ A&M University , ~~2018.~~
3. ~~Modern Language Association of America~~ MLA Handbook. ~~8th ed., Modern Language Association of America, 2016.~~
4. ~~American Psychological Association~~ Publication Manual of the American Psychological Association: the Official Guide to APA Style. ~~7th ed., American Psychological Association, 2020~~ 2022 .

Other Materials Required of Students

1. Student ID Card .
2. Print Card.

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Offering this course as DE mode will provide students with more flexible scheduling options.

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

The decision to offer this course in DE mode was discussed and decided by the library faculty team.

Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Minimum of once per semester.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum of once per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Minimum of once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Minimum of one per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Minimum of one project per semester.
- **Other:**
  Frequency: Class Activities: Minimum of 3 per semester.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000618802

CB03: TOP Code
493012 - Job Seeking/Changing Skills

CIP Code

32.0105 - Job-Seeking/Changing Skills

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: NLIB 202 - Gathering Information

Course Modification: NLIB 202 - Gathering Information (Launched)
compared with
NLIB 202 - Gathering Information (Active - Implemented 08-15-2021)

Admin Outline for Noncredit Library Studies 202 Gathering Information

Effective: Fall ~~2021~~ 2027

Catalog Description:

NLIB 202 - Gathering Information
9 Hours

Introduction to gathering information used in academic and workplace research. ~~-~~ _ Familiarizes students with characteristics and types of information used ~~to~~ in research ~~;~~ , including primary and secondary research. _ Students will gain confidence with research terminology and to seek help when needed.
3 hours lecture.

Recommended Course Preparation:

- NLIB 201

Total Lecture Hours	3
Total Inside of Class Hours	3
Total Outside of Class Hours	6
Total Student Learning Hours	9

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Library Science.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. ~~Upon completion of NLIB 202, the student should be able to describe~~ Describe methods for primary research.
B. ~~Upon completion of NLIB 202, the student should be able to effectively~~ Effectively navigate the library and open web to - gather secondary information.
C. ~~Upon completion of NLIB 202, the student should be able to understand~~ Describe the difference between primary and - secondary research.

Course Objectives:

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

A. Define primary and secondary research.
B. Contextualize when primary and secondary research methods are appropriate.
C. Identify types of primary research.
D. Demonstrate general familiarity with at least one survey tool.
E. Use the library resources to find physical and online materials.
F. Use the open web to find relevant websites.

Course Content:

1. ~~Secondary Research~~
   Secondary Research

    1. Purpose

    2. Types of Information

        1. ~~Purpose~~
           Books

        2. ~~Types of Information~~
           Periodicals

3. Websites

3. Accessing information through Libraries

    1. ~~Books~~ Catalog

    2. ~~Periodicals~~ Databases

4. ~~Websites~~ Accessing through open web

2. Primary Research

    1. Purpose

    2. Types

1. Observation

2. Interviews/Focus Groups

3. Surveys

3. Survey Tools

- ~~Accessing information through Libraries~~

1. ~~Catalog~~
2. ~~Databases~~

- ~~Accessing through Open Web~~
- ~~Primary Research~~

1. ~~Purpose~~
2. ~~Types~~

    1. ~~Observation~~
    2. ~~Interviews/Focus Groups~~

3. ~~Surveys~~

- ~~Survey Tools~~

Methods of Instruction:

1. Demonstration -
2. Lecture -
3. Classroom Activity -
4. Directed Study -

Methods of Evaluation

A. Class Work
    1. Each meeting: for example, find different types of sources.
B. Projects
    1. Once. - For example, submit a selection of resources on a specific topic.

Typical Outside-of-Class Assignments

A. Other:
    1. Gather different types of information and identify differences.
    2. Use appropriate tools to find different types of information on a topic.
    3. Create and share a quick survey using a survey tool (for example, Google Forms).

Textbooks (Typical):

OER:

1. McKinney, M., Pattison, K., LeMire, S., Anders, K., & Hagstrom-Schmidt, N. *Howdy or hello?: Technical and professional communication.* , Texas A&M University, 2022. https://manifold.artsci.tamu.edu/projects/howdy-or-hello.

Textbook:

1. ~~Modern Language Association of America~~ MLA Handbook. ~~8th ed., Modern Language Association of America, 2016.~~
2. Mike Palmquist *The Bedford Researcher.* ~~6th~~ 8th ed., ~~Bedford/St. Martin's, 2018.~~
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4. ~~American Psychological Association~~ Publication Manual of the American Psychological Association: The Official Guide to APA Style. ~~7th ed., American Psychological Association, 2020~~ 2024 .

Other Materials Required of Students

1. Student ID Card .
2. Print Card.

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Offering this course as DE mode will provide students with more flexible scheduling options.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision to offer this course in DE mode was discussed and decided by the library faculty team.

Accessibility:

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

Syllabus:
Course Objectives:

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

- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Minimum of once per semester.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum of once per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Minimum of once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Minimum of one per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Minimum of one project per semester.
- **Other:**
  Frequency: Class Activities: Minimum of 3 per semester.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000618803

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493012 - Job Seeking/Changing Skills

CIP Code

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CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

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

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CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: NLIB 203 - Evaluating Information

Course Modification: NLIB 203 - Evaluating Information (Launched)
compared with
NLIB 203 - Evaluating Information (Active - Implemented 08-15-2021)

Admin Outline for Noncredit Library Studies 203 Evaluating Information

Effective: Fall ~~2021~~ 2027

Catalog Description:

NLIB 203 - Evaluating Information
9 Hours

Introduction to evaluating information used in academic and workplace research. - _ Familiarizes students with selecting suitable sources for academic and workplace research through examinations of source reliability, validity, accuracy, authority, timeliness, and objectivity. - _ Students will gain confidence with research terminology and to seek help when needed.
3 hours lecture.

Recommended Course Preparation:

- - NLIB 201 ~~**and**~~
- NLIB 202

Total Lecture Hours	3
Total Inside of Class Hours	3
Total Outside of Class Hours	6
Total Student Learning Hours	9

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Library Science.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. ~~Upon completion of NLIB 203, the student should be able to effectively use~~ Use online tools to find quality - information.
B. ~~Upon completion of NLIB 203, the student should be able to examine~~ Examine sources for characteristics that will - impact ~~its~~ their value as a research source.
C. ~~Upon completion of NLIB 203, the student should be able to identify~~ Identify different types of online content.

Course Objectives:

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

A. Define general evaluative characteristics.
B. Evaluate characteristics of a specific source.
C. Contextualize when use of different types of sources is appropriate.
D. Define ~~&~~ and identify different types of online content.
E. Define different types of online research tools and their uses.
F. Describe the relationship of research tools with each other.
G. Contextualize when use of different types of research tools are appropriate.

Course Content:

Lecture:

1. Evaluative Evaluate different types of sources

    1. Evaluative Characteristics characteristics ; for example, currency, authorship, authority, appropriateness, relevance, bias, and purpose;

    2. Applying evaluative characteristics to different types of information ; , such as online news articles, websites, and infographics.

2. Online Content
   content

    1. News Articles articles

    2. Websites

    3. Advertisements

4. Academic Material material

5. Government Documents documents

3. Finding Quality quality Information information online

    1. General infrastructure of online environments; for example, websites, webpages, URLs, open web, deep web, & paywalls.

    2. Different types of online search tools; for example, search engines, the library catalog, and databases.

Lab Activities:

Methods of Instruction:

1. **Demonstration -**
2. **Lecture -**
3. **Classroom Activity -**
4. **Directed Study -**

Methods of Evaluation

A. **Class Work**
    1. **Each ~~Class~~ class . - For example, evaluate several websites to assess the type, quality, and potential use.**
B. **Projects**
    1. **Once. For example, selection of quality sources found online.**

Typical Outside-of-Class Assignments

A. **Other:**
    1. **An online treasure hunt to locate different resources**
    2. **Apply evaluative characteristics to sources to determine the quality of each.**
    3. **Identify the bibliographic content of a particular source.**

Textbooks (Typical):

OER:

1. **McKinney, M., Pattison, K., LeMire, S., Anders, K., & Hagstrom-Schmidt, N. *Howdy or hello?: Technical and professional communication .* , Texas A&M University, 2022. https://manifold.artsci.tamu.edu/projects/howdy-or-hello.**

Textbook:

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4. ~~American Psychological Association~~ Publication Manual of the American Psychological Association: The Official Guide to APA Style. ~~7th ed ed., American Psychological Association, 2020~~ 2024 .

Other Materials Required of Students

1. ~~Student ID Card .~~
2. ~~Print Card.~~

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Offering this course as DE mode will provide students with more flexible scheduling options.

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

The decision to offer this course in DE mode was discussed and decided by the library faculty team.

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.**
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DE Course Interaction

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  Frequency: Feedback provided on each graded assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Once per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Minimum of once per semester.
- **Other:**
  Frequency: Demonstration: - _ Weekly.

Student-Student Interaction

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

Frequency: Minimum of once per semester.

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

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
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  Frequency: Minimum of one per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Minimum of one project per semester.
- **Other:**
  Frequency: Class Activities: Minimum of 3 per semester.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000618804

CB03: TOP Code
493012 - Job Seeking/Changing Skills

CIP Code

32.0105 - Job-Seeking/Changing Skills

CB04: Credit Status
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1 - Program Applicable

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Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: NLIB 204 - Using Information

Course Modification: NLIB 204 - Using Information (Launched)
compared with
NLIB 204 - Using Information (Active - Implemented 08-15-2021)

Admin Outline for Noncredit Library Studies 204 Using Information

Effective: Fall ~~2021~~ 2027

Catalog Description:

NLIB 204 - Using Information
9 Hours

Introduction to using - _ information for academic and workplace research. Familiarizes students with the organization, presentation, and ethical use of information in academic and workplace contexts. - _ Students will gain confidence with research - _ terminology and to seek help when needed.
3 hours lecture.

Recommended Course Preparation:

- NLIB 201
- NLIB 202
- NLIB 203

Total Lecture Hours	3
Total Inside of Class Hours	3
Total Outside of Class Hours	6
Total Student Learning Hours	9

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Library Science.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. ~~Upon completion of NLIB 204, the student should be able to use~~ Use appropriate productivity tools to manage a research project.
B. ~~Upon completion of NLIB 204, the student should be able to use~~ Use information ethically to avoid plagiarizing.
C. ~~Upon completion of NLIB 204, the student should be able to use~~ Use information for a defined purpose.

Course Objectives:

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

A. Use appropriate tools to set up a research work space; for example , Google Drive, ~~Noodletools~~ NoodleTools , Zotero, or Microsoft 360.
B. Understand different methods of presenting research (presentation, paper, etc.)
C. Explain different ways of plagiarizing.
D. Identify situations when a citation should be included.
E. Discuss why there are different styles for citing material.

Course Content:

1. Organizing Information
    1. Setting up a project workspace
2. Using Information for a Purpose
    1. Methods of communicating information in the workplace or in academics. For example, ~~Research~~ research papers, emails, presentations, and summaries.
    2. Organizing information for communication.
    3. Incorporating information into documents
3. Plagiarism ~~&~~ and Citing
    1. Introduction to plagiarism

2. In- ~~Text~~ text ~~Citations~~ citations
3. Bibliography
4. Citation ~~&~~ and ~~Bibliography~~ bibliography styles

Methods of Instruction:

1. Demonstration -
2. Lecture -
3. Classroom Activity -
4. Directed Study -

Methods of Evaluation

A. Class Work
    1. Once. For example, presentation of the selection of quality sources found online.
B. Projects
    1. Final project: Once. For example, the selection of quality sources found online.

Typical Outside-of-Class Assignments

A. Other:
    1. Create and share a project workspace in Google Drive (or another tool) to store research progress.
    2. Create a sample slide with information from an outside source incorporated.
    3. Cite a source appropriately for a specific scenario.

Textbooks (Typical):

OER:

1. McKinney, M., Pattison, K., LeMire, S., Anders, K., & Hagstrom-Schmidt, N. *Howdy or hello?: Technical and professional communication.* , Texas A&M University, 2022. https://manifold.artsci.tamu.edu/projects/howdy-or-hello.

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General Education/Transfer Request

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Y. Not Applicable

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LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 55 - Print Reading for Industry

Credit for Prior Learning: WLDT 55 - Print Reading for Industry (Launched)
compared with
WLDT 55 - Print Reading for Industry (Active - Implemented 03-23-2023)

Admin Outline for Welding Technology 55
Print Reading for Industry
Effective: Fall 2023

Catalog Description:

WLDT 55 - Print Reading for Industry
2.00 Units

Interpreting and visualizing drawings and prints used in industrial settings. The role of prints in the digital age, geometric dimensioning and tolerancing to current standards. Foundational skills needed for print reading success, including basic mathematics, geometry principles, measurement tools, and the design process. Welding symbols and their use in manufacturing.
2 Units Lecture

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Student Learning Hours	108

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate GD&T symbol identification and usage.
B. Identify the three primary views in an orthographic drawing.
C. Read and interpret a detail part drawing.

Course Objectives:

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

A. Describe line conventions and lettering used on prints
B. Interpret multiview drawings and prints
C. Demonstrate the fundamentals of size description and common drawing annotations
D. Use detail and assembly drawings
E. Interpret and sketch welding symbols

Course Content:

1. Introduction to Drafting, Print Reading Procedures and Lines
    1. Prints: The Language of Industry
    2. Line Conventions and Lettering
    3. Title Blocks and Part Lists
    4. ANSI Y14.100 - Engineering Drawing Practices
2. Fundamentals of Shape Description in Multivew Drawings
    1. Geometric Terms and Construction
    2. Multiview Drawings
    3. Section Views
    4. Auxiliary Views
    5. Screw Thread Representation
3. Fundamentals of Size Description and Annotation
    1. Dimensioning
    2. Tolerancing
    3. Machining Specifications and Drawing Notes
    4. Surface Texture Symbols
    5. ANSI Y14.5 Geometric Dimensioning and Tolerancing
    6. Drawing Revision Systems
4. Industrial Drawing Types
    1. Detail Drawings
    2. Assembly Drawings
5. Specialized Parts and Prints in Manufacturing
    1. Spring and Fasteners in Industrial Prints
    2. Gears, Splines, and Serrations
    3. Cam Diagrams and Prints
    4. Plastic Parts
    5. Precision Sheet Metal Parts
    6. Welding Symbols and Prints

Methods of Instruction:

1. Projects
2. Classroom Activity - Print reading from large format drawings, sketching
3. Discussion
4. Lecture - Uses and applications of prints in industry, common practices and standards.

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. Midterm/Final
C. Home Work
    1. Weekly
D. Quizzes
    1. Each Learning Module

Typical Outside-of-Class Assignments

A. Other:
    1. Read the chapter in the text covering Welding Symbols
    2. Participate in print reading discussions in class
    3. Develop a sketch of the part shown, including important dimensions
    4. Review the print for missing information with a group of other students
    5. Using the Bill of Materials, determine the quantity of material required to manufacture the part.

Textbooks (Typical):

Textbook:

1. John R Walker *Exploring Drafting.* 13th ed., Goodheart Willcox, 2022.
2. Bruce Wilson *GD&T Application and Interpretation* . 7th ed., Goodheart - Willcox, 2021.
3. Walter C. Brown, Ryan K. Brown *Print Reading for Industry.* 11th ed., Goodheart - Willcox, 2022.

Other Materials Required of Students

1. Calculator.

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584351

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: AJ 66 - Juvenile Procedures

Credit for Prior Learning: AJ 66 - Juvenile Procedures (Launched)
compared with
AJ 66 - Juvenile Procedures (Active - Implemented 10-01-2024)

Admin Outline for Administration of Justice 66
Juvenile Procedures
Effective: Fall ~~2025~~ 2026

Catalog Description:

AJ 66 - Juvenile Procedures
3.00 Units

This course is an examination of the origin, development, and organization of the juvenile justice system as it evolved in the U.S. justice system. The course explores the theories that focus on juvenile law, courts and processes, and the constitutional protections extended to juveniles in the U.S. justice system.
3 Units Lecture

Enrollment Limitation:

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

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Administration of Justice.

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. Explain the causes and effects of juvenile delinquency and crime.
B. Explain the historical evolution of the juvenile justice system and its processes.
C. Identify and discuss the differences between juvenile law and adult law.
D. Identify status offenses.

Course Objectives:

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

A. Critically analyze and describe the juvenile justice system and it context in the criminal justice system.
B. Apply California laws pertaining to juvenile delinquency and dependency to case studies.
C. Critically distinguish between delinquency, status offenses, and dependency.
D. Critically analyze the distinctions between the adult and juvenile justice systems.
E. Critically evaluate Constitutional protections extended to juveniles thru judicial decisions.
F. Critically appraise the Juvenile Court Dispositions.

Course Content:

1. History of the Juvenile Justice System
2. Measuring Juvenile Delinquency – UCR and /or victimization surveys
3. Theories of Juvenile Crime Causation and Delinquency
4. California Laws relating to Juvenile Delinquency and Dependency
5. Constitutional protections afforded to Juveniles through Judicial decisions.
6. Juvenile Court Procedures vs Adult Court Procedures
7. Juvenile Court Dispositions

Methods of Instruction:

1. Lecture
2. Discussion
3. Guest Lecturers
4. Audio-visual Activity

Methods of Evaluation

A. Class Participation
    1. Small group exercises
B. Exams/Tests
    1. Midterm and Final Exams
C. Papers
    1. Semester research project

D. Quizzes
    1. At least 3 quizzes each semester

Typical Outside-of-Class Assignments

A. Other:
    1. Answer study questions at the end of assigned chapters
    2. Submit a research paper on a contemporary issue in juvenile procedures such as under what circumstances juveniles should be tried as adults
    3. Prepare questions for and participate in a discussion with a guest lecturer
    4. Complete an analysis of a current event or issue pertaining to juvenile justice

Textbooks (Typical):

Textbook:

1. Kristin A Bates, Richelle S Swan *Juvenile Delinquency in a Diverse Society.* 4th ed., Sage, 2023.
2. John T. Whitehead, Steven P. Lab *Juvenile Justice An Introduction.* 10th ed., Routledge, 2022.
3. Peter C Kratcoski, Lucille D Kratcoski, Peter Christopher Kratcoski *Juvenile Delinquency Theory, Research, and the Juvenile Justice Process.* 6th ed., Pearson Education, Inc., 2020.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Eligibility for college-level composition as determined by college assessment or other appropriate method.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Student feedback has indicated a DE mode of course delivery would be beneficial. The on-line environment can support the course objectives and SLOs.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after hearing from students, and discussions with the Public Safety Programs Manager.

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Each student will be emailed a minimum of once every four weeks.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Participate in a minimum of one discussion board and provide feedback to each student on a biweekly 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: A minimum of one assignment or assessment on a biweekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: A minimum of one announcement each week.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Participate in a minimum of one discussion board per week, including a minimum of one reply to other student postings.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: A minimum of once per week.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: One per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: A minimum of five (5) quizzes, one (1) mid-term exam, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: A minimum of once per week.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: A minimum of once per semester.

General Education/Transfer

General Education/Transfer Request
Cal-GETC

- 4 - Social and Behavioral Sciences - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: AJ 220 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~California~~ POST ~~Commission on~~ - Peace Officer Standards and Training ~~(POST)~~ - Basic Certificate ~~:~~ ~~No~~ plus ~~recency~~ verified ~~requirement.~~
~~Courses~~ 2 ~~(including~~ years ~~this~~ full-time ~~one)~~ employment ~~for which~~ as a ~~student~~ School ~~will~~ Resource ~~earn credit:~~

~~AJ50 Intro to Administration of Justice~~
~~AJ60 Criminal Law~~
~~AJ61 Evidence~~
~~AJ70 Community Relations~~
~~AJ63 Criminal Investigation~~
~~AJ66 Juvenile Procedures~~
~~AJ55 Intro to Correctional Science~~
~~AJ68 Police Ethics & Leadership~~ Officer

Codes and Dates

Course CB Codes

CB00: State ID
CCC000566974

CB03: TOP Code
210500 - Administration of Justice

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: AJ 68 - Police Ethics and Leadership

Credit for Prior Learning: AJ 68 - Police Ethics and Leadership (Launched)
compared with
AJ 68 - Police Ethics and Leadership (Active - Implemented 10-01-2024)

Admin Outline for Administration of Justice 68
Police Ethics and Leadership
Effective: Fall ~~2023~~ 2026

Catalog Description:

AJ 68 - Police Ethics and Leadership
3.00 Units

This course will explore the ethical, legal and moral complexities of law enforcement in a democracy. From the initial application process and background investigation of a potential law enforcement recruit, to the working law enforcement officer, the course will examine society's need for organizational integrity and leadership in law enforcement agencies and the personal commitment to ethical behavior and individual leadership by law enforcement officers, both on the job and in their private lives.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Administration of Justice.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Describe effective responses when witnessing unethical behavior.
B. Discuss the importance of ethical conduct by law enforcement personnel and its impact on publicperception of police authority and legitimacy.
C. Working understanding of and explain the purpose and benefits of good leadership and the importance of sound ethical decision making in a law enforcement agency and by the individual officer.
D. Identify ethical and unethical behavior by police personnel, both on-duty and off-duty.

Course Objectives:

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

A. Explain the ethical, legal, and moral complexities of present day law enforcement
B. Recognize the behaviors that disqualify applicants from law enforcement careers
C. Describe the evolving relationship between American society and its police
D. Explain the potential for controversy in a community when faced with suspected unethical behavior by law enforcement
E. Identify key theoretical approaches to ethical leadership as applied to law enforcement
F. Recognize the relationship between unethical behavior by law enforcement officers and the loss of community trust
G. Explain the importance of moral and ethical decision making when enforcing laws and processing offenders
H. Describe how increased ethical awareness can foster behaviors that impact personal success and organizational integrity
I. Describe the underlying paradigms of law and differences between legal and moral culpability

Course Content:

1. Introduction
2. Definition of Ethics
    1. What are ethics?
    2. Leadership standards in law enforcement
    3. Are ethical standards different for police officers than for citizens?
    4. Why are law enforcement ethics important for the agency, the officer and the community?
3. Teaching Ethics in the Academy
    1. Law Enforcement Code of Ethics
    2. Professional Standards
    3. Code of Conduct
    4. Oath of Office
4. Application of Ethics
    1. The review of applicants for police positions; their demonstrated behavior compared to their real behavior
    2. Enforcing laws in the community

3. Ethical behavior on patrol
4. Ethical behavior as an investigator
5. Personal behavior as it relates to an officer's position
6. The cost of unethical behavior to the individual officer
7. The cost of unethical behavior to the community
8. The difference between "Noble Cause" corruption and corruption for personal gain
9. Describe various rationalizations used to support unethical behaviors, personal and professional
10. The impact of case decisions such as Brady v. Maryland on police behavior

5. Leadership in Law Enforcement
    1. Definition of leadership
    2. Definition of management
    3. Ethical leadership
    4. Making ethical decisions
    5. Moral vs. legal decisions
    6. Motivating subordinates
    7. Discipline, morale and their effect on officers and the agency
    8. How officer morale affects the community-at-large

Methods of Instruction:

1. Lecture
2. Discussion
3. Guest Lecturers
4. Audio-visual Activity
5. Group discussions
6. Case studies

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Exams/Tests
    1. At least twice each semester
D. Home Work
    1. At least twice each semester
E. Papers
    1. At least twice each semester
F. Quizzes
    1. At least twice each semester

Typical Outside-of-Class Assignments

A. Other:
    1. Homework assignment answering questions in assigned chapters.

2. Review audio-visual assignments, provide an analysis of the video content by comparing to in-class topics.
3. Write a paper covering topical areas from a lesson or readings.
4. Case study of historical events in law enforcement.
5. Follow a current event in the media in preparation for class discussion.
6. As a part of in-class lecture, discussion, and group activities, recognize ethical dilemmas and interactions in daily life and analyze student responses.

Textbooks (Typical):

Textbook:

1. Edwin J. Delattre *Character and Cops: Ethics in Policing*. 6th ed., The AEI Press, 2011.
2. Jones, B & Mendieta, E. (Eds.) *The Ethics of Policing: New Perspectives on Law Enforcement*. 1st ed., NYU Press, 2021.
3. Michael C. Braswell, Belinda R. McCarthy, Bernard J. McCarthy *Justice, Crime, and Ethics*. 9 ed., Routledge, 2017.
4. John C. Crank, Michael A. Caldero *Police Ethics The Corruption of the Noble Cause*. 4 ed., Routledge, 2018.

Other Materials Required of Students

1. Internet access.

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

The course is part of the major core for the A.A. degree, however it is only offered once per academic year and students have reported difficulty enrolling in an on-campus course. Moreover, an equivalent course at another community college does not appear to exist in this region. A DE offering would help prevent students in the program from prolonging their
academic career due limited availability of a core course.

The on-line environment can support the course objectives and SLOs.

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

The decision was made after hearing from students.

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: A minimum of three times each semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Participate in a minimum of three discussion boards during the semester, and provide feedback to each student for each.
- **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: A minimum of one assignment or assessment on a biweekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: A minimum of one announcement each week.

Student-Student Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Participate in a minimum of three discussion boards during the semester, including a minimum of three replies to other student postings.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: A minimum of one group work session biweekly.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: A minimum of three discussion boards during the semester.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: A minimum of one group work session biweekly.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: At least one written assignment or paper per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: A minimum of three (3) quizzes and a comprehensive final exam.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~California~~ POST ~~Commission on~~ - Peace Officer Standards and Training ~~(POST)~~ - Basic Certificate ~~.~~ ~~No~~ plus ~~recency~~ verified ~~requirement.~~
~~Courses~~ 2 ~~(including~~ years ~~this~~ full-time ~~one)~~ employment ~~for~~ as ~~which~~ any ranking of a ~~student~~ Sergeant ~~will~~ or ~~earn credit:~~
~~AJ50 Intro to Administration of Justice~~
~~AJ60 Criminal Law~~
~~AJ61 Evidence~~

~~AJ70 Community Relations~~
~~AJ63 Criminal Investigation~~
~~AJ66 Juvenile Procedures~~
~~AJ55 Intro to Correctional Science~~
~~AJ68 Police Ethics & Leadership~~ higher

Codes and Dates

Course CB Codes

CB00: State ID
CCC000516085

CB03: TOP Code
210500 - Administration of Justice

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: ARHS 1 - Introduction to Art History

Credit for Prior Learning: ARHS 1 - Introduction to Art History (Launched)
compared with
ARHS 1 - Introduction to Art History (Active - Implemented 08-15-2025)

Admin Outline for Art History 1
Introduction to Art History
Effective: Fall 2025

Catalog Description:

ARHS 1 - Introduction to Art History
3.00 Units

Architecture, sculpture, painting, photography and design in relation to human inventiveness in providing for material and aesthetic needs. This course provides a general introduction to art that offers a look at works of art through the study of theory, terminology, themes, design principles, media, techniques, with an introduction to the visual arts across time and diverse cultures.
3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Art History.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate critical and creative thinking by applying interdisciplinary approaches to the interpretation of artwork.
B. Identify formal elements in an artwork and be able to ascertain how these elements create meaning in the chosen art work.
C. Identify themes of art within a chosen art work across a broad range of cultures and time periods.

Course Objectives:

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

A. Evaluate and critique works of art and archetecture based on formal elements and principles of design and employing appropriate art historical terminology
B. Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture
C. Differentiate art historical methodologies
D. Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures

Course Content:

1. Defining Art: Functions
2. Visual Elements of Art
3. Principles of Design
4. Media and Techniques
5. Methodologies of Art History and Art Criticism
6. Overview of Art History from a global perspective

Methods of Instruction:

1. Lecture - lectures on art historical topics
2. Discussion - small group and class discussions
3. Audio-visual Activity - Slides, PowerPoint, and videos
4. Field Trips - A museum and a gallery visit with an appropriate exhibition
5. Classroom Activity - group workshops and discussions
6. Projects - course artistic projects
7. Research - research projects on art historical topics

Methods of Evaluation

A. Exams/Tests
    1. 3 essay exams
B. Home Work
    1. weekly
C. Projects
    1. course art project
D. Quizzes

1. weekly

Typical Outside-of-Class Assignments

A. Writing:
   1. Discuss the impact on the environment from such works as Smithson's Spiral Jetty or Christo's Running Fence.
   2. What are the advantages and disadvantages of painting with synthetic media as opposed to the more traditional oil paints?
   3. Compare and contrast the expressive possibilities of drawing with metalpoint and with charcoal.
   4. Explain why you think the authorship of a work of art is important to the viewer's appreciation of that work. Refer in your discussion specifically to The Polish Rider, which may or may not have been painted by Rembrandt himself.
   5. Explain the major differences between the Postmoden style of architecture that emerged in the 1980's and the International style prevalent in the 1960's and 1970's.

B. Project:
   1. Critique in detail one work you find personally the most interesting (include overlay). Make a comparison with another artist of another style or period (include overlay). Make sure your comparison relates by theme (war, love, fantasy, etc.), meaning (iconography or representation/abstract), or subject (landscape/landscape, portrait/portrait, still life/still life, etc.) Discuss how both images are the same, and how they are different in regards to the following: line, shape, mass, light, value, color (hues and chroma), texture, pattern, space, time and motion, theme, meaning, subject, and all the principles of design.
   2. Explain the various ways in which art is present in your daily life, and consider how you might live more actively with that art.

Textbooks (Typical):

Textbook:

1. Fred Kleiner *Gardner's Art through the Ages: A Global History.* 16 ed., Cengage Learning, 2019.
2. Debra J. DeWitte *Gateways to Art: Understanding the Visual Arts.* 4 ed., Thames and Hudson, 2021.
3. Mark Getlein *Living with Art.* 13 ed., McGraw Hill, 2023.

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This makes the course available to students who don't have predictable schedules or work better in an on-line format.

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: At least once per semester.

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once a week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once per assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Twice per semester.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Three essay exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once per week.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: One per semester.

General Education/Transfer

General Education/Transfer Request
Cal-GETC

- 3A - Arts - Approved

CSU Transfer
- Transfers to CSU - Approved

Las Positas College GE
- 3 - Arts and Humanities - Approved

UC Transfer
- Transfers to UC - Approved

C-ID: ARTH 100 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000521441

CB03: TOP Code
100100 - Fine Arts, General

CIP Code
50.0101 - Visual and Performing Arts, General

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: ARHS 2 - Art of the Ancient Americas

Credit for Prior Learning: ARHS 2 - Art of the Ancient Americas (Launched)
compared with
ARHS 2 - Art of the Ancient Americas (Active - Implemented 08-15-2025)

Admin Outline for Art History 2
Art of the Ancient Americas
Effective: Fall 2025

Catalog Description:

ARHS 2 - Art of the Ancient Americas
3.00 Units

Survey of visual culture within the historical context of select ancient civilizations in Mexico, Central American, and South America up to European contact.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Art History.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Analyze artwork of the Ancient Americas using art historical methodology.
B. Identify and evaluate art historical styles, movements, and concepts in the art of the Ancient Americas.
C. Recognize the relationship between art and its geographic, cultural, and historical context.

Course Objectives:

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

A. Summarize the cultural heritage of Mesoamerica and South America
B. Develop his or her own perceptual awareness
C. Develop a basic geographic awareness of the subject area, i.e. Lowlands and Highland plateau
D. Introduce theoretical concepts interrelating cultural development and geography
E. Present stylistic concepts and the awareness of basic differences that develop on a regional and chronological basis
F. Develop the vocabulary for general art terminology and a more specific ability in the subject area
G. Convey ideas of low and high relief and freestanding sculpture as well as the qualities of composition and interpretation
H. Identify painted decoration of all types based on color, line, shape, and tone
I. Explain the significance of the architecture of the regions

Course Content:

1. Identification by style and subject, social, political and economic issues, and how these impacted artists and art of the following time periods:
    1. Mesoamerica:
    2. Olmec
    3. Cultures of Middle to Late Formative
    4. West Mexico
    5. Teotihuacan
    6. Zapotec
    7. Classic Maya
    8. Classic Veracruz
    9. Toltec
    10. Aztec
    11. Spanish Contact:
    12. South America
    13. Pre-Ceramic Period
    14. Chavin
    15. Paracas
    16. Nasca
    17. Moche
    18. Tiwanaku
    19. Wari
    20. Chimu
    21. Inca
    22. European Contact

Methods of Instruction:

1. Lecture - lectures on art historical topics
2. Lecture - Lecture with slides, PowerPoint and videos
3. Field Trips - A museum and a gallery visit with an appropriate exhibition
4. Discussion - Large and small group discussions
5. Research - art historical research projects

Methods of Evaluation

A. Class Participation
    1. Daily.
B. Class Work
    1. Daily or weekly.
C. Exams/Tests
    1. 3 essay exams per semester
D. Papers
    1. 1 per semester.
E. Research Projects
    1. 1 per semester

Typical Outside-of-Class Assignments

A. Writing:
    1. Assigning writing activities, which may include short descriptions, paragraphs and compositions in order to help students compare and contrast, analyze and/or illustrate their observations on topics covered.
    2. Creating a study guide from the written materials, lectures, and videos.

Textbooks (Typical):

Textbook:

1. John Scott *Latin American Art: Ancient to Modern.*, University Press of Florida, 2020.
2. Michael D. Coe *The Maya.*, Thames and Hudson, 2022.
3. Rebecca R. Stone *Art of the Andes.*, Thames and Hudson, 2012.
4. Miller, Mary Ellen, *The Art of Mesoamerica: From Olmec to Aztec.* 5th ed., Thames & Hudson, 2019.

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

This makes the course available to students who don't have predictable schedules or work better in an on-line format.

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

The decision was made after discussion with colleagues, our supervisor, and hearing from students.

Accessibility:

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

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DE Course Interaction

Instructor-Student Interaction

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  Frequency: At least once per semester.
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  Frequency: Once a week.
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  Frequency: Once per assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Twice per semester.

Student-Student Interaction

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

Frequency: Once per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice per semester.
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  Frequency: Twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Three per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once per week.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3A - Arts - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ARTH 145 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID
CCC000595113

CB03: TOP Code
100100 - Fine Arts, General

CIP Code
50.0101 - Visual and Performing Arts, General

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas

Credit for Prior Learning: ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas (Launched)
compared with
ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas (Active - Implemented 01-20-2025)

Admin Outline for Art History 3
Arts of Africa, Oceania, and Indigenous North Americas

Effective: Fall 2025

Catalog Description:

ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas
3.00 Units

This course is an introduction to the visual arts produced by selected people of Africa, Oceania, and the Americas from the prehistoric to contemporary periods. The topics covered in the course are representative of the art and architecture produced by groups from Africa, Oceania and the Americas emphasizing how art is representative of the cultural, religious, social, or political orientation of each region.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Art History.

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. Examine the effect cultural context has on artistic production.
B. Recognize and describe the influence that materials and techniques have on the creative process.
C. Use appropriate art history terminology to analyze art.

Course Objectives:

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

A. Name specific works and specific styles of African, Oceanic, and the Americas, and identify their important characteristics
B. Analyze the formal elements and techniques of individual works of art in different media
C. Define the various styles of the tradition in art from Africa, Oceania, and the Americas, and demonstrate the ability to compare and contrast stylistic aspects and trends
D. Evaluate works of art in relation to the sociological, religious, historical, and the cultural context in which they were created
E. Identify individual works of art and architecture by the artists (if known) various communities in which they were created
F. Memorize the terminology in order to identify differing cultural ideologies, trends, and techniques in art
G. Critically analyze the concepts that define art from Africa, Oceania, and the Americas and demonstrate the ability to discuss these concepts contextually

Course Content:

1. Introduction to Art History
2. African Art
    1. Introduction to African Art
    2. Ancient Niolitic Cultures
    3. Nigerian Art
        1. Benin, Yoruba and Ibo Art
    4. Art of West Africa
        1. Dogon, Bamana, Senufo, Buale, Asante
    5. Art of Central Africa
        1. Fang, Bamum, Kuba
    6. Contemporary African Art
3. Art of Oceania
    1. Introduction to Oceanic Art
    2. Melanesia
    3. Polynesia
        1. Hawaii: Fiji, Tonga, Samoa
    4. Australian Aboriginal and New Guinea Art

5. Contemporary art of Oceania
4. Native American Art
    1. Introduction to Native North American Art
    2. Woodlands
    3. Southwest, Plains, Far West
    4. Northwest Coast, Artic and Subarctic
    5. Contemporary and Modern Native American Art

Methods of Instruction:

1. Field Trips - A museum and a gallery visit with an appropriate exhibition
2. Lecture - Lecture with slides, PowerPoint, and videos
3. Lecture - Discussion
4. Research - art historical research projects
5. Discussion - Class and small group discussions

Methods of Evaluation

A. Class Work
    1. daily
B. Exams/Tests
    1. 2 essay exams per semester
C. Home Work
    1. weekly
D. Projects
    1. group projects
E. Research Projects
    1. art history research project

Typical Outside-of-Class Assignments

A. Research:
    1. Choose at least 2 cultures related to Africa and The African Diiaspora which have not been discussed in the course, and discuss the cultural values and the arts of the peoples from the following options: Themes to choose from: Divine Kingship, Ancestor Worship, Masks and Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The report should be 3-4 pages not including the bibliography.
    2. Each student in their group will present a 7-8 minute summary of their research project in order to provide a cross cultural collective overview of one of the following themes: Divine Kingship, Ancestor Worship, Masks and Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The presentation should include visual images and provide a ciritical analysis of the research topic.

Textbooks (Typical):

Textbook:

1. Sidney Littlefield Kasfir *Contemporary African Art*. Revised ed., Thames & Hudson, 2020.
2. Suzanne Preston Blier *The History of African Art*. 1st ed., Thames & Hudson, 2023.
3. Jaune Quick-to-See Smith, Joy Harjo, Shana Bushyhead Condill *The Land Carries Our Ancestors: Contemporary Art by Native Americans*. 1st ed., Princeton University Press, 2023.
4. Janet Catherine Berlo, Ruth B Phillips *Native North American Art*. 2 ed., Oxford University Press, 2015.
5. John Gillow *African Textiles: Color and Creativity Across a Continent*. 1 ed., Thames and Hudson, 2016.
6. Fred S Kleiner *Gardner's Art through the Ages: A Concise Global History*. 4th ed., Cengage, 2016.

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

This makes the course available to students who don't have predictable schedules or work better in an on-line format.

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

The decision was made after discussion with colleagues, our supervisor, and hearing from students.

Accessibility:

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

Syllabus:

- Instructor response time.

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: At least once per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once a week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once per assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Twice per semester.
- **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 semester.

Student-Student Interaction

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

Student-Content Interaction

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

Frequency: Once per week.

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: At least once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Twice per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once per week.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3A - Arts - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ARTH 140 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000599274

CB03: TOP Code

100100 - Fine Arts, General

CIP Code

50.0101 - Visual and Performing Arts, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: ARHS 6 - Museum & Gallery Studies

Credit for Prior Learning: ARHS 6 - Museum & Gallery Studies (Launched)
compared with
ARHS 6 - Museum & Gallery Studies (Active - Implemented 04-06-2026)

Admin Outline for Art History 6
Museum & Gallery Studies
Effective: Fall 2026

Catalog Description:

ARHS 6 - Museum & Gallery Studies
3.00 Units

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

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Art History.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

Methods of Instruction:

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Writing:
    1. Identify a specific artist's motivation, artistic process, and hopes and expectations for the viewers.
    2. Select a specific work by an artist and write an informative and educational "talk" about the artist and his/her work that you could offer to gallery visitors.
B. Other:
    1. Survey of a museum
        1. List the name of the museum, the type of museum, the types of collections in the museum, the mission of the museum, the architecture of the building, the museum experience (the flow, presentation, lighting, etc.).
    2. Survey of an exhibition
        1. List the title of the exhibition, the objects in the exhibition, the presentation techniques, the sequence and flow of the exhibit, the lighting, labels, etc, publications associated

with the exhibit, and your experience of the exhibition.
3. Participate in the hanging of a Las Positas College art exhibit.
4. Greet and inform gallery visitors about the art currently on display.

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Equity Based Curriculum

- Course Content

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.
This makes the course available to students who don't have predictable schedules or work better in an on-line format.

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Syllabus:

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: At least once per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once a week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once per assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Twice per semester.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 4-5 per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 5-6 per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once per week.
- **Other:**
  Frequency: 2-3 docent/guide assignments.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

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

Credit-by-Exam No

Credit-by-Portfolio Yes

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

Resume, writing sample related to museum and gallery studies, and evidence of employment

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000658071

CB03: TOP Code

109900 - Other Fine and Applied Arts

CIP Code

30.1401 - Museology/Museum Studies

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: ARHS 7 - Modern Art History

Credit for Prior Learning: ARHS 7 - Modern Art History (Launched)
compared with
ARHS 7 - Modern Art History (Active - Implemented 08-15-2025)

Admin Outline for Art History 7
Modern Art History
Effective: Fall 2025

Catalog Description:

ARHS 7 - Modern Art History
3.00 Units

Presents an overview of the art movements, artists and issues of Modernism to Contemporary art. This includes art from the mid-nineteenth century, through the twentieth century and contemporary art. Incorporates the social, political, and aesthetic context of the time.
3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Art History.

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. Relate relevant culture and history to the various styles of Modern and Contemporary art.
B. Understand techniques and media used in art making processes.
C. Identify common ideas that envelope Modern and Contemporary art.
D. Distinguish between various styles developed during these historical eras.
E. Analyze formal elements and principles of art.

Course Objectives:

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

A. Identify common themes and purposes that underlie the art and architecture of the Modern and Post-Modern eras
B. Distinguish the various styles developed during these times
C. Analyze formal elements in a work of art and architecture, and explain how they function
D. Identify techniques and materials used to create various art forms
E. Relate modern culture and history to the various styles of Modern art and architecture

Course Content:

1. Identification of artists by style and subject, social, political and economic issues, and how these impacted artists, art, and architecture of the following time periods:
    1. Classisism and Romanticism
    2. Realism, Impressionism, Post-Impressionism, Symbolism
    3. Art Nouveau, Fauvism, Cubism, Non-Objectivity
    4. Expressionism, Dada, Surrealism, Regionalism
    5. American Moderism, including WPA and Abstract Expressionism
    6. Minimalism, Pop Art, Feminist Art
    7. Conceptual Art, Happenings, Earthworks, Installation, Site-specific art, Video
    8. Post-Modernism, Neo-Expressionism
    9. Globalization

Methods of Instruction:

1. Discussion - Large and small group discussions
2. Lecture - Lecture with slides, PowerPoint, and vidoes
3. Field Trips - A museum and a gallery visit with an appropriate exhibition
4. Research - art history research projects

Methods of Evaluation

A. Class Participation
    1. Daily.
B. Exams/Tests
    1. 3 essay exams
C. Field Trips

1. At least one.

D. Home Work
    1. Weekly.

E. Papers
    1. One research project or paper.

F. Quizzes
    1. One to four.

G. Research Projects
    1. 1-2 written essays.

Typical Outside-of-Class Assignments

A. Writing:
    1. Homework is designed to create class discussion on the topics of Modern and Contemporary Art History. Sample Assignments might include compare and contrast various art movements and historical developments, relevant to political happenings of their respective eras.

B. Reading:
    1. Assigned readings from the text.
        1. Identify major art movements, pivotal artists, artworks, crafts, and architecture.
        2. Distinguish and analyze Modern and Contemporary art movements and styles in the social, political and historical context of the time.
        3. Describe representative works of art and architecture utilizing art history terminology.
        4. Recognize major non-western aesthetic influences on western art. Evaluate how western cultures represent and appropriate non-western art and culture.

C. Other:
    1. Discuss dominant themes and trends found in contemporary art.
    2. Discuss the globalization of contemporary art, its causes and effects.

Textbooks (Typical):

Textbook:

1. Simon Morley *Modern Painting: A Concise History.*, Thames and Hudson, 2023.
2. David Cateforis *Modern Art: A Global Survey from the Mid-Nineteenth Century to the Present.*, Oxford University Press, 2023.
3. H H Arnason, Elizabeth C Mansfield *History of Modern Art* . 7th ed., Pearson, 2012.

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

This makes the course available to students who don't have predictable schedules or work better in an on-line format.

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

The decision was made after discussion with colleagues, our supervisor, and hearing from students.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: At least once per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once a week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once per assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Twice per semester.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: One midterm, one final, and 1-4 quizzes.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once per week.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: At least one per semester (may be virtual).

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3A - Arts - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities

UC Transfer

- Transfers to UC - Approved

C-ID: ARTH 150 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000580869

CB03: TOP Code

100100 - Fine Arts, General

CIP Code

50.0101 - Visual and Performing Arts, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: ARHS 8 - Asian Art History

Credit for Prior Learning: ARHS 8 - Asian Art History (Launched)
compared with
ARHS 8 - Asian Art History (Active - Implemented 08-15-2025)

Admin Outline for Art History 8
Asian Art History
Effective: Fall 2025

Catalog Description:

ARHS 8 - Asian Art History
3.00 Units

This course surveys the arts of India, China, Korea, and Japan. The architecture, painting, sculpture, and other arts are examined within their religious and social contexts.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Art History.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Analyze the religious, cultural, economic and political issues of Asian societies and their relationship to artistic and architectural production.
B. Articulate connections between artistic movements and historical events in Asian history.
C. Identify the art movements, artists, and technical processes of different Asian cultures.

Course Objectives:

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

A. Analyze terminology used in art history and criticism
B. Analyze the formal structure of a work of art
C. Recognize and describe the influence that materials and techniques have on the creative process
D. Recognize and describe the importance of the arts as a key to understanding the various Asian cultures
E. Compare and contrast the stye of works of art from different Asian cultures
F. Compare and contrast aesthetic systems from different Asian cultures
G. Examine the effect cultural context has on artistic production
H. Examine the historical significance of the major artistic periods in the visual arts of Asia

Course Content:

1. This course covers art and architecture of the following periods:
    1. Indus Valley
    2. Early Buddhist and Hindu art in India and Southeast Asia
    3. Later Indian art, including Mughal
    4. Neolithic through early Imperial China
    5. Northern Wei through Tang Dynasties
    6. Later China through contemporary
    7. Korea
    8. Archaeological Japan through Heian
    9. Later Japan through contemporary

Methods of Instruction:

1. Field Trips - A museum and a gallery visit with an appropriate exhibition
2. Lecture - art history lectures
3. Classroom Activity - In class discussion
4. Lecture - Lecture with slides, PowerPoint, and videos
5. Research - art history research projects

Methods of Evaluation

A. Class Participation
    1. Every class
B. Exams/Tests
    1. 3 essay exams per semester.
C. Home Work

1. Every class

D. Research Projects
    1. 1 per semester.

Typical Outside-of-Class Assignments

A. Reading:
    1. Read the chapter on Buddism and prepare to discuss in class how the visual language and context of the Chaitya Hall and its evolution.
    2. Read the Chapter on Literature, Calligraphy, and Painting in the text and prepare to discuss the visual languae and context of the hand scorll, The Tale of Genji from the Heian Period.

B. Writing:
    1. Write a comparison of the Chinese Mawangdui Funerary Banner of Xin Zhui and the 10th century of the Tibetan Thangka of Hayagriva.
    2. Write an essay explaining the visual language, meaning and function of the Great Stupa at Sanchi, Madhya Pradesh, India.

C. Research:
    1. Research the development of Chinese paper and be prepared to discuss the steps of production and materials involved in the process.
    2. Research the development of Buddhist imagery during the Kushan Dynasty and be prepared to discuss how images of the Buddha appear in Grandhara.

Textbooks (Typical):

Textbook:

1. Partha Mitter *20th Century Indian Art: Modern, Post-Independence, Contemporary.*, Thames and Hudson, 2022.
2. Youngna Kim *Korean Art Since 1945: Challenges and Changes.*, Brill Academic Pub, 2024.
3. Dorinda Neave, Lara C.W. Blanchard, Marika Sardar *Asian Art.* 1st ed., Pearson, 2014.

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This makes the course available to students who don't have predictable schedules or work better in an on-line format.

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: At least once per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once a week.

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once per assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Twice per semester.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once per week.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3A - Arts - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ARTH 130 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000595114

CB03: TOP Code
100100 - Fine Arts, General

CIP Code
50.0101 - Visual and Performing Arts, General

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: ARTH C1100 - Survey of Art from Prehistory to the Medieval Era

Credit for Prior Learning: ARTH C1100 - Survey of Art from Prehistory to the Medieval Era (Launched)

compared with

ARTH C1100 - Survey of Art from Prehistory to the Medieval Era (Active - Implemented 08-15-2026)

Admin Outline for Art History C1100
Survey of Art from Prehistory to the Medieval Era

Effective: Fall 2026

Catalog Description:

ARTH C1100 - Survey of Art from Prehistory to the Medieval Era
3.00 Units

This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Art History.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Analyze the religious, cultural, economic and political issues of the ancient Western world and their relationship to artistic and architectural production.
B. Articulate connections between artistic movements and historical events in the Western world from pre-history through the Gothic period.
C. Identify ancient Western art movements, artists, and technical processes.

Course Objectives:

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

A. Identify, examine, and assess representative works of art and architecture from prehistory to the medieval era employing appropriate art historical terminology
B. Analyze works of art and architecture in terms of aesthetic, socio-political, religious, historical, technological, and cultural contexts in which they were created.
C. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from prehistory to the medieval era

Course Content:

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. Prehistory, visual analysis before writing
    1. Paleolithic
    2. Mesolithic
    3. Neolithic
2. Mesopotamia
    1. Sumerian
    2. Akkadian
    3. Babylonian
    4. Assyrian
    5. Persian
3. Ancient Egypt
    1. Old Kingdom
    2. Middle Kingdom
    3. New Kingdom
4. Ancient Aegean cultures
    1. Minoan
    2. Mycenaean
    3. Cycladic
5. Ancient Greece
    1. Geometric

    2. Archaic
    3. Severe Style
    4. Age of Pericles/Classical
    5. 4th Century Classical
    6. Hellenistic
6. Etruria
7. Ancient Rome
    1. The republic
    2. The empire
8. Contextualizing Monotheism
    1. Judaism
    2. Early Christianity
    3. Early Islam
9. Byzantine
10. Medieval
    1. Carolingian
    2. Ottonian
11. Romanesque
12. Gothic

Methods of Instruction:

1. Lecture - Lectures with slides, PowerPoint and videos
2. Field Trips - A museum or a gallery visit with an appropriate exhibition
3. Discussion - Large and small group discussions
4. Research - art historical research projects

Methods of Evaluation

A. Class Participation
    1. daily
B. Class Work
    1. daily
C. Exams/Tests
    1. 3 essay exams
D. Home Work
    1. weekly
E. Quizzes
    1. weekly
F. Research Projects
    1. art history research projects
G. Methods of evaluation will include: 1. Written essays and/or research projects 2. Exam with essay component Methods of evaluation may also include: 1. Discussions 2. Objective exams 3. Projects and presentations 4. Quizzes 5. Group Assignments 6. Museum Assignments Methods of evaluation are at the discretion of faculty.

Typical Outside-of-Class Assignments

A. Project:
    1. Compare and contrast the development of the female figure in Greek sculpture as seen in the Peplos Kore, Nike Fastening her Sandal, The Nike of Samothrace, and The Lady of Auxerre. Pay particular attention to the amount of motion given to these figures, the degree of realism, and the means used by the sculptors to achieve these effects. How do these figures reflect the changing styles and concerns from the Archaic throughout the Hellenistic periods?
    2. Define the following architectural terms then cite examples of them in your textbook (give page and photo #). Altar Blind Arcade Compound Pier Portal Ambulatory Buttress Jambs Radiating Chapels Amphitheater Campanile Narthex Tracery Apse Choir Pendentive Tympanum Basilica Clerestory Pilgrimage Choir Vaults

B. Writing:
    1. Writing or Discussion
        1. Discuss the social and economic changes that took place in human development from the Paleolithic period through the Neolithic period and the ways in which art was affected by these changes.
        2. How is the Art of Akhenaten both typical and atypical of Egyptian Art?
        3. Roman architecture was both inventive and derivative. How are Roman temples related to both Greek and Etruscan designs? How is the Roman Temple a unique Roman invention in architecture?
        4. How was an increased awareness of divergent cultures achieved in the Middle Ages?
    2. Quizzes
        1. Short written responses to check for understanding on topics of discussion.

Textbooks (Typical):

OER:

1. Smarthistory's (Khan Academy) materials/books (available online and to print out for free). .
,
2. Smarthistory OER Commons. .
,
3. Smarthistory *Reframing Art History (global perspectives) open access.* latest /e, Smarthistory, 2025. https://smarthistory.org/reframing-art-history/.
,
4. Deborah Gustlin & Zoe Gustlin *A World Perspective of Art Appreciation.* 1st /e, Libretexts, 2020. https://human.libretexts.org/Bookshelves/Art/A_World_Perspective_of_Art_Appreciation_(Gustlin_and_Gustlin)_1.0.
,
5. Met Heilbrunn *Timeline of Art History.* Latest /e, The Met Museum, 2025. https://www.metmuseum.org/essays/timeline-of-art-history.

Textbook:

1. Janson, H. W. *History of Art.* 5th ed., Thames & Hudson Ltd, 1995.
2. Kleiner, Fred S. *Gardner's Art through the Ages: The Western Perspective, Volume I.* 15th ed., Cengage Learning, 2016.

3. Kleiner, Fred S. *Gardner's Art Through the Ages: A Global History, Volume I.* 16th ed., Cengage Learning, 2019.
4. Stokstad, Marilyn *Art History, Volume 1.* 6th ed., Pearson, 2017.

Other Learning Materials:

1. These are representative texts. Texts used by individual institutions and individual instructors will vary.

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This makes the course available to students who don't have predictable schedules or work better in an on-line format.

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

Accessibility:

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

Syllabus:

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: At least once per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once a week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once per assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Twice per semester.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester.

- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Once per week.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once per week.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3A - Arts - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ARTH 110 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000521440

CB03: TOP Code

100100 - Fine Arts, General

CIP Code

50.0101 - Visual and Performing Arts, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: ARTH C1200 - Survey of Art from the Renaissance to Contemporary

Credit for Prior Learning: ARTH C1200 - Survey of Art from the Renaissance to Contemporary (Launched)
compared with
ARTH C1200 - Survey of Art from the Renaissance to Contemporary (Active - Implemented 08-15-2026)

Admin Outline for Art History C1200
Survey of Art from the Renaissance to Contemporary

Effective: Fall 2026

Catalog Description:

ARTH C1200 - Survey of Art from the Renaissance to Contemporary
3.00 Units

This course provides an overview of art and architecture from the Renaissance to the contemporary period with a focus on art from Europe. The course will further consider global interactions involving this region.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Art History.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Analyze the religious, cultural, economic and political issues of the modern Western world and their relationship to artistic and architectural production.
B. Analyze works of art and how they relate to their associated world geography.
C. Identify Western art movements, artists, and technical processes from the Renaissance through the 20th century.

Course Objectives:

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

A. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology.
B. Analyze works of art and architecture and critique them in terms of aesthetic, sociopolitical, religious, historical, technological, and cultural contexts in which they were created.
C. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from the Renaissance to the contemporary period.

Course Content:

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. Italian Renaissance and Mannerism
2. Northern Renaissance
3. Baroque and Rococo
4. Neoclassicism, Romanticism, and Realism
5. Major movements of the late 19th Century including Impressionism and Post-Impressionism
    1. Symbolism
6. Introduction to major Modernist movements of the 20th-century
    1. Abstract Impressionism
    2. Fauvism
    3. Cubism
    4. Expressionism
    5. Futurism
    6. DeStijl
    7. Dada
    8. Surrealism
    9. Minimalism
    10. Social Realism
    11. Pop Art
7. A look towards the future: contemporary global considerations
8. 15th Century Flemish Art

Methods of Instruction:

1. Field Trips - A museum and a gallery visit with an appropriate exhibition
2. Lecture - Lecture with slides, PowerPoint and videos
3. Discussion - Large and small group discussions
4. Classroom Activity -
5. Projects -
6. Research -

Methods of Evaluation

A. Class Participation
    1. daily
B. Class Work
    1. daily
C. Exams/Tests
    1. minimum of three essay exams
D. Home Work
    1. weekly
E. Quizzes
    1. weekly
F. Research Projects
    1. 8 to 10 page term project
G. Methods of evaluation will include: 1. Written essays and/or research projects 2. Exam with essay component Methods of evaluation may also include: 1. Discussions 2. Objective exams 3. Projects and presentations 4. Quizzes 5. Group Assignments 6. Museum Assignments Methods of evaluation are at the discretion of faculty

Typical Outside-of-Class Assignments

A. Other:
    1. Discussion:
        1. Why is Giotto so important to the development of painting?
        2. How do the paintings of Raphael demonstrate his unique creative power to synthesize qualities of Leonardo and Michelangelo?
        3. Constable praised Turner's works as "airy visions, painted with tinted steam." How is this statement true as it related to Turner's "Rain, Steam, and Speed?" How is this painting a foreshadowing of Impressionism?
B. Writing:
    1. Although Post-Impressionist artists each created their own sharply individual style, two major tendencies are distinguishable. Describe the characteristic of the tendency led by: Cezanne and Surate: and VanGogh and Gauguin.
    2. Define Cubism; how would you distinguish between its three phases?
    3. Describe various ways in which the rise of the Nazis affected the course of Modern art.
    4. Quizzes - short written responses to demonstrate understanding of content material.

Textbooks (Typical):

OER:

1. Smarthistory's (Khan Academy) materials/books (available online and to print out for free) ., . .
   ,
2. Smarthistory OER Commons. .
   ,
3. Smarthistory *Reframing Art History*. latest /e, Smarthistory, 2025. https://smarthistory.org/reframing-art-history/.
   ,
4. Deborah Gustlin & Zoe Gustlin *A World Perspective of Art History: 1400CE to the 21st Century*. 1st /e, Libretexts, 2021. https://human.libretexts.org/Bookshelves/Art/A_World_Perspective_of_Art_History%3A_1400CE_to_the_21st_Century_(Gustlin_and_Gustlin).
   ,
5. Met Heilbrunn *Timeline of Art History*. Latest /e, The Met Museum, 2025. https://www.metmuseum.org/essays/timeline-of-art-history.

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Other Learning Materials:

1. These are representative texts. Texts used by individual institutions and individual instructors will vary.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Assignments
- Typical Texts

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

This makes the course available to students who don't have predictable schedules or work better in an on-line format

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

The decision was made after discussion with colleagues, our supervisor, and hearing from students.

Accessibility:

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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.
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DE Course Interaction

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  Frequency: At least once per semester.
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  Frequency: Once a week.

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once per assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Twice per semester.

Student-Student Interaction

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Student-Content Interaction

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  Frequency: Once per week.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Once per week.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3A - Arts - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC

C-ID: ARTH 120 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000521442

CB03: TOP Code
100100 - Fine Arts, General

CIP Code
50.0101 - Visual and Performing Arts, General

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 33 - The Fundamentals of Personal and Family Financial Planning

Credit for Prior Learning: BUSN 33 - The Fundamentals of Personal and Family Financial Planning (Launched)
compared with
BUSN 33 - The Fundamentals of Personal and Family Financial Planning (Active - Implemented 08-21-2024)

Admin Outline for Business 33
The Fundamentals of Personal and Family Financial Planning

Effective: Fall 2024

Catalog Description:

BUSN 33 - The Fundamentals of Personal and Family Financial Planning
3.00 Units

Designed to provide students with the practical, hands-on means of successfully managing their personal finances and of becoming financially empowered upon course completion. Among other topics, the course will cover the basics of credit management, assessing insurance needs, budgeting, personal financial statement preparation, investment and savings accounts, management of taxes, retirement accounts, will preparation and estate planning.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Accounting.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Compare the common types of consumer credits including credit cards and installment loans.
B. Develop a comprehensive personal financial plan.
C. Explain fundamental economic considerations that affect decision-making in personal finance.
D. Identify and categorize the financial statement elements associated with the balance sheet and income statement.

Course Objectives:

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

A. Analyze and evaluate personal financial goals and objectives
B. Create an individual and family budget
C. Describe how income and other forms of taxation affect financial plans
D. Interpret common financial planning terms
E. Evaluate various investing options
F. Contrast various classes of investments
G. Create an individual investment plan
H. Define the major types of insurance
I. Evaluate various financing options
J. Describe the proper use of credit
K. Calculate credit costs using interest rates
L. Analyze advantages and disadvantages of renting versus owning property
M. Identify various careers within the field of financial planning
N. Solve applied problems involving simple and compound interest.
O. Solve applied problems involving annuities, sinking funds, and amortization.
P. Translate an English statement into symbolic notation.
Q. Problem solve, model, use multiple representations of, and communicate clearly through a variety of mathematical concepts such as: Counting, Probability, Statistics, Voting, Apportionment, and Number Systems
R. Develop and reinforce conceptual understanding of mathematical topics through the use of patterns, problem solving, communication, connections, modeling, reasoning, and representation
S. Perform calculations with place value systems

Course Content:

1. Importance of Personal Finance
    1. Time Value of Money
    2. Career-related money decisions
    3. Key steps in financial planning
2. Financial Planning

    1. Balance Sheet and Cash Flow Statements
    2. Using Financial Ratios to evaluate financial strength
    3. Keeping financial records
    4. Selecting a Financial Planner
3. Budgeting and Cash Flow
    1. Organizing a budget
    2. Decision making phase of budgeting
    3. Implementation and control phases of budgeting
    4. Optimization of monthly income to allocate towards expenses, debt, savings and investing
4. Managing Income Taxes
    1. Income tax rates
    2. Ways to pay income taxes
    3. Calculating income taxes
5. Credit Use and Credit Cards
    1. Obtaining Credits
    2. Credit Scores
    3. Types of consumer credit
    4. Managing credit wisely
    5. Dealing with over-indebtedness
6. Managing major purchases
    1. Prioritizing needs
    2. Housing
    3. Automobile purchases
    4. Comparison shopping
    5. Negotiations
7. Risk Management and Insurance
    1. Understanding how insurance works
    2. Homeowners' Insurance
    3. Automobile Insurance
    4. Liability Insurance
    5. Health Insurance
    6. Life Insurance
8. Developing conceptual understanding
    1. Economic patterns
    2. Household income problem solving
    3. Modeling of investment decisions
9. Investment Fundamentals
    1. Creating an investment plan
    2. Steps to take for effective long-term investing
    3. Factors that affect the rate of return on investments
    4. Personal financial decisions
10. Finance
    1. Solving mathematical equations to determine simple and compound interest
    2. Using mathemetical formulas and tables to determine future value and present value using different variables

3. Preparing amortization tables to determine the amount of interest and principal assigned to monthly debt payments.

11. Exponential and Logarithmic growth and linear growth
    1. Creating Linear Functions to compare various financial products
        1. Slope and rate of change
        2. Applications and models
    2. Applying Exponential and Logarithmic Functions to compare various financial products
        1. Applications and models
12. Retirement and Estate Planning
    1. Calculating your financial need in retirement
    2. Employer and personal established retirement plans
    3. Government plans including Social Security
    4. Transferring your estate to your heirs
    5. Advance directive documents
    6. Impact of estate and inherentance taxation

Methods of Instruction:

1. Lecture - Instruction methods will include lecture and classroom discussions to introduce new concepts.
2. Classroom Activity - Instruction methods may include classroom activities such as in-class assignments individually and in groups.
3. Guest Lecturers - Instruction method may include guest lecturers on various investing strategies, as well as Certified Financial Planners.
4. Projects - Instruction method may include term projects such as creating personal balance sheet and cash flow statements.
5. Student Presentations - Instruction methods may include student presentations of long term investment strategies and major purchase decisions.
6. Simulations - Instruction method may include simulations such as tax preparation and investment strategies.
7. Audio-visual Activity - Instruction may include audio-visual activity such as videos and simulations.
8. Research - The instruction method may include research projects assigned to individual students such as monitoring stock prices.

Methods of Evaluation

A. Class Participation
    1. Class participation may be used as an assessment tool
B. Class Work
    1. Class work may be used as an assessment tool
C. Exams/Tests
    1. One or more exams during the semester
D. Group Projects
    1. A group project may be used as an assessment tool.
E. Home Work
    1. Periodic homework assignments will be assessed
F. Oral Presentation

1. One group project during the semester

G. Papers
    1. One or more written papers during the semester
H. Quizzes
    1. One or more quizzes during the semester
I. Research Projects
    1. One individual or group research project during the semester

Typical Outside-of-Class Assignments

A. Other:
    1. Prepare a personal balance sheet and personal cash flow statement.
    2. Determine which financial product will maximize annual yield using logarithmic equations.
    3. Calculate financial ratios and analyze the strength and weaknesses of various investments.
    4. Compare the expected future values of various financial products using annual percentage yields.
    5. Analyze a case from the textbook
    6. Complete homework assignments based on the textbook reading and lecture discussions.

Textbooks (Typical):

Textbook:

1. E. Thomas Garman *Personal Finance*. 14th ed., Cengage Learning, 2023.
2. Jack R Kapoor, Les R Dlablay *Personal Finance*. 14th ed., Mc-Graw Hill Education, 2022.
3. Arthur Keown *Personal Finance: Turning Money into Wealth*. 9th ed., Pearson, 2023.
4. Andy Schmitz *Personal Finance*. 1 ed., Saylor Academy, 2012.
5. Morgen Rochard *Personal Finance:The Simplified Beginner's Guide to Eliminating Financial Stress, Building Wealth*.... 1 ed., Quick Start Guides, 2023.

Other Materials Required of Students

1. Internet Access.

Equity Based Curriculum

- Course Content
- Assignments
- Typical Texts

Requisite Validation

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: At least weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: At least weekly

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: At least 8 discussion boards each semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 1 or 2 each semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: At least 3 assignments per semester should encourage outside research.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least two exams/quizzes per semester.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: The online class may include simulations to demonstrate the student's understanding of the material covered in the course. For example, students may participate in simulations such as “Assume your monthly salary is $5,000…” or “Assume you have $1,000 to invest in a long term strategy…”
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Utilized as needed to emphasize certain concepts. No minimum.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least one project, for example a Personal Financial Plan or creating a monthly budget.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Utilized as needed to emphasize a particular concept. No minimum.
- **Other:**
  Frequency: Utilized as needed to encourage effective learning. No minimum.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612472

CB03: TOP Code

130100 - Family and Consumer Sciences, General

CIP Code

19.0101 - Family and Consumer Sciences/Human 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

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

B. Course meets any of the following:

1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 40 - Introduction to Business

Credit for Prior Learning: BUSN 40 - Introduction to Business (Launched)
compared with
BUSN 40 - Introduction to Business (Active - Implemented 08-15-2025)

Admin Outline for Business 40
Introduction to Business
Effective: Fall 2025

Catalog Description:

BUSN 40 - Introduction to Business
3.00 Units

A multidisciplinary examination and introduction to business operations within the U.S. and internationally. Provides an overview of global economic systems, business formations, business ethics and laws, general accounting practices and financing, facility location and layout, production, organizational structures and management functions. Fundamentals of risk management, marketing, human resources, and employee motivation are covered. Demonstrates how culture, society, and external business environments impact a business' ability to achieve its organizational goals.
3 Units Lecture

Recommended Course Preparation:

- Eligibility for college-level composition as determined by college assessment or other appropriate method

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Law, or, Management, or, Marketing.

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. Communicate the impact of compliance-based and integrity-based ethics codes on the role of business in a market economy.
B. Compare the three primary business formations used by privately held American businesses.
C. Contrast management and leadership strategies in the function areas of management, marketing, finance, human resources and production.

Course Objectives:

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

A. Compare and contrast the three primary economic systems utilized in the international marketplace.
B. Evaluate the financial impact of safety, product liability, environmental and labor laws and the expanding concepts of social ethics on the competitiveness of U.S. businesses globally.
C. Discuss the forms of business ownership and list the advantages and disadvantages of each.
D. Explain what money is and how its value is determined.
E. Describe the essentials of three primary accounting statements and the uses of each.
F. Identify the different organizational structures of business and discuss the strengths and weaknesses of each.
G. Identify the functions of management and discuss how they relate to business decisions.
H. Identify the primary aspects of risk management and discuss the insurance options available for each.
I. Identify current production & operations processes. Address sustainability.
J. Identify the marketing mix and key tools, terms and strategies related to each element.
K. Identify key human resource management functions and laws.
L. List the theories of motivation and discuss the appropriate circumstances for using each to motivate employees.
M. Identify and describe the basics of business law including contracts, torts, intellectual property, and the American legal system.
N. Describe and identify how technology impacts all the primary functions of business.
O. Evaluate the basic components of financial statements and ratio analysis.
P. Explain the importance of finance to the operations of business; the various types of financing; and the process of internal and external financing and controls.
Q. Identify how business operates in an international/global environment including legal, social, cultural, and interdependence and integrated financial markets.

Course Content:

1. Foundations of American Business
2. Economic Foundations and Economic Systems in the 21st century

3. Business ethics and social responsibilities
4. Forms of business ownership including sole proprietorships partnerships, corporations, franchises, and cooperatives
5. Accounting and Financial Management
    1. Basic concepts of fiscal and monetary policies
    2. Budgets and Planning
    3. Securities Markets and the Financial System
6. Management, Leadership, and Motivation
    1. Managerial skills and needed competencies
    2. Leadership styles
7. Production and Operations Management
    1. Facility location and layout
    2. Production and Manufacturing processes
    3. Quality concerns and strategies
    4. Inventory management options
8. E-Business and Information Technology
9. Marketing and Consumer Behavior
10. Human Resource Management
11. International Business
12. Business Law
13. Risk Management and Insurance

Methods of Instruction:

1. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
2. Efforts which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
3. Tasks that enable students to develop a variety of learning strategies: repletion, categorization, restatement, comparison and contrast, memorization, identification of repetition, critical thinking and collaboration.
4. Critical thinking exercises to integrate students' overall ability to understand the material.
5. Written exercises and case studies to evaluate concepts and facts.
6. Informal lectures and classroom discussion based on student questions related to the material.
7. Lecture utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard.
8. Audio-visual materials including but not limited to video tapes and Internet web casts with handouts for note taking and small group discussion.
9. In class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class.
10. Readings in text and handouts or study guide applications.
11. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Work
    1. Daily
C. Exams/Tests
    1. 1 per semester
D. Group Projects
    1. 1 per semester
E. Home Work
    1. Daily
F. Papers
    1. 1 per semester
G. Quizzes
    1. 1 per semester
H. Substantial writing assignments are required, 1 per semester A. Informal essay/short composition B. Writing assignments include short-answer exam questions, written plans, and analysis of case studies.

Typical Outside-of-Class Assignments

A. Other:
    1. Recognition tasks: matching, identifying correct facts, etc. Complete a crossword puzzle based on the terms for the chapter.
    2. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. For example:
        1. Read assigned sections or chapters in the textbook
            1. Answer the assigned questions that review, summarize and analyze the reading material(s)
            2. Relying on and referencing the concepts presented in the text, create an organization chart from the company information provided.
        2. Read the chapter in the text on “Producing World Class Goods and Services” complete the concept development assignment.
        3. 3. Complete the case study at the end of a chapter and be prepared to discuss the proposed questions within small groups in class.
        4. Chapter Review: Using complete sentence structure, write answers to the questions at the end of the chapter that require definitions, identifications of methodologies, descriptions of assessments of evaluation systems, extrinsic and intrinsic rewards and composition of good/poor performance reviews to employee compensation.
        5. Write a review and analysis of the chapter’s video case study.
        6. Project: Obtain a copy of an annual report for any publicity traded company. Compare the financial statements presented in the annual report to those discussed in the text. Identify the differences and discuss your impression of the information presented in the annual report.
        7. Watch a video case study on facility layout and read the chapter’s summary of the video case study. Answer five questions about facility layout based on the video case.

8. Business presentation on a business related topic in the news, that can be explained with a topic in the textbook or lecture.

Textbooks (Typical):

Textbook:

1. Lawrence Gitman *Introduction to Business*. 1 ed., openstax, 2018.
2. Marcela Kelly, Chuck Williams *BUSN*. 12th ed., Cengage, 2023.
3. William G Nickels, James McHugh, Susan McHugh *Understanding Business*. 13th ed., McGraw-Hill Irwin, 2022.
4. Ricky Griffin, Robert Ebert *Business Essentials*. 13th ed., Pearson Prentice Hall, 2021.

Other Materials Required of Students

1. Computer and Internet access.
2. Basic supplies such as paper, pencil, pens, Scantrons..
3. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review).

Equity Based Curriculum

- Course Content
- Typical Texts
- DE Course Interaction

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.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. Offering online 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. BUSN 40 is a requirement for a number of BUSN degrees and certificates, as well as a General Education course. In discussion with my colleagues, we discovered that many students were requesting this course to be offered fully online so they can complete their academic goals.

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

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

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum once per week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: At least 4 times per semester for meetings and office hours

Student-Student Interaction

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

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once per week
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 2 quizzes per semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: Minimum of 2 quizzes per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once per week
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: BUS 110 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000348750

CB03: TOP Code

050100 - Business and Commerce, General

CIP Code

52.0101 - Business/Commerce, 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

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 45 - Entrepreneurship

Credit for Prior Learning: BUSN 45 - Entrepreneurship (Launched)
compared with
BUSN 45 - Entrepreneurship (Active - Implemented 08-15-2025)

Admin Outline for Business 45 Entrepreneurship

Effective: Fall 2025

Catalog Description:

BUSN 45 - Entrepreneurship
3.00 Units

This course is designed for students who are interested in starting an entrepreneurial venture or new business. This course will cover the process of successfully launching, managing and growing their idea, emphasizing opportunity recognition and feasibility analysis. A practical study of the creation and essential skills required to start and grow an entrepreneur venture. It will also cover important topics such as developing a competitive advantage, protecting intellectual property and obtaining venture capital financing.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Explain why creativity and innovation are integral parts of entrepreneurship.
B. Assess their readiness/ability/aptitude for entrepreneurship.
C. Create a lean business model.
D. Describe attributes required for being an entrepreneur.

Course Objectives:

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

A. Explain the entrepreneur life and the skills, motivation, and aptitude required for being a happy, passionate, and successful entrepreneur
B. Describe why creativity and innovation are such an integral part of entrepreneurship
C. Evaluate ethical situations facing entrepreneurship to the U.S. and global economies
D. Identify methods for recognizing business opportunities
E. Analyze various business opportunity for attractiveness and feasibility
F. Identify and explore sources of financing
G. Evaluate growth strategies
H. Create a lean business model
I. Describe the advantages of copyright and patent law in a business application

Course Content:

1. Identify and evaluate personal interests, characteristics and talents, and overall readiness to undertake an entrepreneurial venture.
    1. Risk tolerance
    2. Self-direction and motivation
    3. Impact on personal life
    4. Examine profiles of a diverse set of famous entrepreneurs
    5. Evaluate one's own motivation for becoming an entrepreneur
    6. Discuss the advantages and disadvantages of entrepreneurship as a career choice
2. Describe sources of start-up capital.
    1. Personal savings
    2. Partners, family, and friends
    3. Credit cards
    4. Bank loans
    5. Government programs
    6. Venture capital/Angels/private investors
    7. Vendor/supplier financing
    8. Crowdfunding
3. Ethical issues.
    1. Social responsibility
    2. Consumerism

    3. Employee relations and diversity
    4. Environmental protection and conservation
    5. Community relations
    6. Personal ethics
    7. Current trends
4. Brainstorming new business ideas.
    1. Opportunity Analysis
    2. Feasibility Analysis
    3. Business idea creation and screening
    4. Primary and secondary market research
    5. Sources of business advice for entrepreneurs
5. Fundamental legal principles.
    1. Confidential information
    2. Copyright
    3. Patents
    4. Designs
    5. Trademarks
6. Entrepreneurship and Business Opportunities.
    1. Preparation
    2. Lean business model creation
    3. New business idea "elevator pitch”
    4. Action plans

Methods of Instruction:

1. Lecture - Provide verbal description of thematic topic with clear examples either hypothetically constructed or based upon real life scenarios.
2. Classroom Activity - Case study analysis
3. Guest Lecturers - Guest speaker lectures through zoom, in-person, or pre-recorded. The sharing of professional experience by specialist at all stages of career levels.
4. Projects - Create a business plan
5. Student Presentations - Presentation of business plan or elevator pitch
6. Discussion - Online and in-person discussions depending on modality
7. Audio-visual Activity - Use various forms of film, video, and other digital resources to convey fundamental concepts.

Methods of Evaluation

A. Class Participation
    1. 15 per semester
B. Class Work
    1. 10 per semester
C. Exams/Tests
    1. 2 per semester
D. Oral Presentation
    1. 2 per semester

E. Projects
    1. 1 per semester
F. Quizzes
    1. 4 per semester
G. Simulation
    1. 1 per semester

Typical Outside-of-Class Assignments

A. Other:
    1. Instructors will utilize a variety of assignments designed to meet the objectives of the course, to enhance the students' varied strengths and to minimize learning weaknesses in students
    2. Discuss creativity and innovation and how it will impact the changing business environment
    3. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. Examples include:
        1. Students are expected to review sources of idea generation for business opportunities.
        2. Group Presentations - students may select from a provided list of topics and present to the class using PowerPoint, video and/or other multimedia.
        3. Reading - Current business article about how an entrepreneur started his/her business.
        4. Writing - prepare a journal or research paper.
    4. Case Studies
        1. Determine the missteps of entrepreneurs and highlight what action created success.
B. Project:
    1. Lean business model and executable action plan

Textbooks (Typical):

Textbook:

1. Laura Portolese, Jaclyn Krause, and Julie R. Bonner *Entrepreneurship* . 2 ed., Flatworld , 2020.
2. Prentice Hall *Entrepreneurship: Successfully Launching New Ventures*. 6 ed., Prentice Hall, 2019.
3. Steve Mariotti *Entrepreneurship: Starting and Operating a Small Business*. 5 ed., Prentice Hall, 2020.
4. Justin Longenecker *Small Business Management, Launching and Growing Entrepreneurial Ventures*. 19 ed., Cengage Learning, 2020.
5. Norman Scarborough *Essentials of Entrepreneurship and Small Business Management*. 9 ed., Prentice Hall, 2020.

Other Learning Materials:

1. The textbooks have been selected to represent a variety of voices, backgrounds, and experiences.

Other Materials Required of Students

1. Computer and printer access.
2. Internet access.
3. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review).
4. Access to recording equipment (i.e. smartphone).

Equity Based Curriculum

- Methods of Instruction
- Typical Texts

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Accessibility: Distance education breaks geographical barriers, allowing students from diverse locations to access the course. This inclusivity can attract a wider range of participants, including those from underserved communities or remote areas.

Flexibility: Entrepreneurship often requires juggling multiple responsibilities. Online learning allows students to engage with course materials at their own pace and schedule, accommodating their unique commitments, whether they're working, caring for family, or pursuing other ventures.

Diverse Learning Styles: Distance education can incorporate various multimedia resources—videos, podcasts, interactive quizzes—catering to different learning preferences. This diversity can enhance engagement and retention of entrepreneurial concepts.

Real-World Application: Online platforms can facilitate connections with global networks, enabling students to collaborate with peers and entrepreneurs worldwide. This exposure can enrich their learning experience and provide valuable insights into different markets and cultures.

Cost-Effectiveness: Offering the course online can reduce overhead costs associated with physical classrooms, allowing more funds to be allocated toward resources, guest speakers, and practical projects that enhance the entrepreneurial experience.

Technological Proficiency: Entrepreneurship inherently involves utilizing technology and digital tools. An online course can help students become comfortable with these tools, equipping them with essential skills for modern business environments.

Scalability: Distance education can accommodate a larger number of students compared to traditional classrooms, making it easier to scale the course and reach more aspiring entrepreneurs.

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

One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provide another avenue for our students -- most of whom work full- or part-time-- to access our courses. Additionally, it would help with students who do not have the time or means to commute to the classroom weekly.

With the addition of BUSN 45, the Business Entrepreneurship Certificate of Achievement would be able to be completed wholly online.

Finally, the Entrepreneurship certificate and this course fits our Educational Master Plan strategies A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness."

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:

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: 2 per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 10 per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1 bi-weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: The instructor will use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students for example screen sharing, tutoring, and other student specific interaction.

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 10 per semester
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 10 per semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: 2 per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 15 per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: 1 per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No

Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606101

CB03: TOP Code

050100 - Business and Commerce, General

CIP Code

52.0101 - Business/Commerce, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 48 - Human Relations in Organizations

Credit for Prior Learning: BUSN 48 - Human Relations in Organizations (Launched)
compared with
BUSN 48 - Human Relations in Organizations (Active - Implemented 01-01-2024)

Admin Outline for Business 48
Human Relations in Organizations
Effective: Fall 2024

Catalog Description:

BUSN 48 - Human Relations in Organizations
3.00 Units

An introduction to the interpersonal skills needed in today's workplace with a focus on effective communication, decision making, cross cultural relations, diversity, resolving conflict, managing change, group dynamics, and ethical behavior.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Management.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Analyze the primary leadership styles.
B. Compare and contrast the concepts of work, worth and leisure in the United States.
C. Describe the characteristics of change.
D. Evaluate organizational strategies of motivation.

Course Objectives:

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

A. Summarize the main tenets of individual and group human behavioral theories and concepts;
B. Identify the concepts of work, worth, and leisure as they relate to human relations in the workplace;
C. List the skills that assist us in developing motivation and setting goals;
D. Recall the sources of stress and the appropriate strategies for managing stress;
E. Describe a goal setting process and discuss the steps involved;
F. List the situational factors that affect our impressions of others;
G. Discuss how individuals combine information to make judgments about others;
H. Recognize the benefits and challenges of group interactions and team projects;
I. Name the primary leadership styles and the main aspects of each;
J. Explain the individual, group, and organizational qualities and concepts that contribute to job motivation, success, evaluation, and rewards;
K. Compare/contrast the styles of leadership and discuss the appropriate use of each;
L. Describe the advantages and disadvantages of the primary motivational theories;
M. Compare the management models and identify the strengths and weaknesses of each;
N. Define discrimination and identify the major aspects of it;
O. Identify actions that help reduce the impact of discrimination and harassment in the workplace;
P. List and describe the characteristics of change and identify methodologies to deal with managing change within the workplace;
Q. Name the steps in the communication process and demonstrate how to use them when dealing with difficult people; and
R. Discuss the types of job descriptions and compare the strengths and weaknesses of each.

Course Content:

1. Intrapersonal Skills
    1. Attitudes, Values and Ethics
    2. The Reasoning Process
    3. Developing Motivation and Setting goals
    4. Self-Esteem Influencers
2. Managing Stress
    1. Sources/Causes and consequences of Stress
    2. Emotions and emotional styles
    3. Workplace Violence
3. Time Management
4. Interpersonal Communication: Keys to Working with Others

    1. Forming Impressions
    2. Improving Perceptions
    3. Communication Filters
    4. Positive Reinforcement
5. Understanding and defining Leadership
6. Employee Motivation and Satisfaction
    1. Theories
    2. Impacts on the Organization
    3. Consistency
7. Work Force Diversity
    1. Defining Diversity, Equity, and Inclusion and its impact
    2. Forms of Discrimination and Racism
8. Developing Others: Organization Development Job redesign
    1. Managing and Coping with change
    2. Consistency and its Role
    3. Organizational Culture
    4. Empowering Employees
    5. Team Building
    6. Group Decision Making Models
9. Resolving Conflict and Dealing with Difficult People
10. Communicating Expectations
    1. Performance Standards
    2. Performance Appraisals
    3. Performance Improvement Strategies

Methods of Instruction:

1. Audio-visual Activity
2. Classroom Activity
3. Projects
4. Observation
5. Research
6. Student Presentations
7.

Methods of Evaluation

A. Class Participation
    1. Weekly participation
B. Exams/Tests
    1. Exams/Tests
C. Group Projects
    1. Periodic group projects
D. Home Work
    1. Weekly homework
E. Papers

1. Weekly papers

F. Projects
    1. Periodic projects
G. Quizzes
    1. Weekly Quizzes
H. Research Projects
    1. Periodic research
I. Simulation
    1. Periodic simulation

Typical Outside-of-Class Assignments

A. Other:
    1. Students are expected to read assigned sections of the textbook before each class.
        1. Answer questions that review each week's reading material(s).
        2. Ask questions that clear up any gaps in the student's understanding of the assigned reading material(s).
    2. Group Presentations
        1. Why is empowerment of employees important in today's workplace?
        2. How is power in the work place perceived by various cultures? How is it developed?
        3. Resolving assignment conflict between individuals of very different age groups.
    3. Reading
        1. Read chapter "Diversity: A Business Imperative" in text for vocabulary development and concept development.
        2. Complete the two "Recognizing Ethical dilemmas" case studies at the end of the chapter and be prepared to discuss within small groups in class and demonstrate potential solutions..
    4. Writing
        1. Chapter Review: Using complete sentence structure, write answers to questions at the end of the chapter that require definitions, identifications of methodologies, descriptions of assessments of evaluation systems, extrinsic and intrinsic rewards and composition of good/poor performance reviews to employee compensation. Write a Case review of the chapter's Case Study.
        2. Project: Obtain a copy of a harassment training program for a specific employee group used in a workplace or in a periodical/book. Individually analyze the strengths and weaknesses of the training program and create a list of suggestions, comments with recommendations.
    5. Small Group Work
        1. Review the performance evaluation forms provided by the instructor and brought in by yourself and others in the class. Analyze the forms and the accompanying directions. Create a list of strengths and weaknesses of the forms. Critique, appraise, and then share the recommendations with the class.
        2. Each group will prepare a one-to two-page report on ways the members of the group worked well together, on ways that members did not work well together, and on recommendations of how they could have worked better together.

Textbooks (Typical):

Textbook:

1. Andrew Dubrin *Human Relations: Interpersonal Job-0riented Skills.* 13th ed., Prentice Hall, 2019.
2. Robert N. Lussier *Human Relations in Organizations: Applications and Skill Building.* 12th ed., McGraw Hill, 2022.
3. Andrew Dubrin *Human Relations.* 11th ed., Prentice Hall, 2017.

Other Materials Required of Students

1. Computer and Internet access.
2. Access to recent editions of journals, newspapers and periodicals.
3. Basic supplies, paper, notebook, pens, pencils, Scantrons and highlighters.

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
BUSN 48 is a requirement for a number of BUSN degrees and certificates, as well as a General Education course. In discussion with my colleagues, we discovered that many students were requesting this course to be offered fully online so they complete their academic goals

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues and our supervisor, and hearing from students.We have offered this course in DE format successfuly for the last five years. We plan to have this course OEI approved soon.

Accessibility:

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

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

Syllabus:
Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum once per week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Minimum once per week
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once a week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum once per week
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Once a semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Once a week
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Minimum twice per semester

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Resume with relevant industry experience of 3 to 5 years
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000379902

CB03: TOP Code

050100 - Business and Commerce, General

CIP Code

52.0101 - Business/Commerce, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 56 - Introduction to Management

Credit for Prior Learning: BUSN 56 - Introduction to Management (Launched)
compared with
BUSN 56 - Introduction to Management (Active - Implemented 08-15-2025)

Admin Outline for Business 56
Introduction to Management
Effective: Fall 2025

Catalog Description:

BUSN 56 - Introduction to Management
3.00 Units

Introduction to the application of tools, principles and concepts in business management. Emphasis will be on planning, organizing, leading, and controlling. Additional topics will include decision-making, employee motivation, team work, and current trends.
3 Units Lecture

Recommended Course Preparation:

- Eligibility for college-level composition as determined by college assessment or other appropriate method

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Management.

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. Communicate the roles managers play in organizations.
B. Compare and contrast the primary managerial functions.
C. Model the primary state laws that govern managerial decisions.

Course Objectives:

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

A. Compare and contrast the primary managerial functions of planning, organizing, leading, and controlling.
B. Discuss the importance of management in delivering successful results in today's organizations.
C. Describe the skills required and the challenges those different skills present.
D. Debate the role of social responsibility and ethics for managers within a business;
E. Demonstrate skill in thinking conceptually about management problems and theories.
F. Apply decision-making tools and techniques to new multicultural business scenarios
G. Evaluate and critique approaches to business leadership, employee motivation, group work, and organizational communications
H. Evaluate the relationship between human resources and operations management.

Course Content:

1. Introduction
    1. Define Management
    2. Primary Functions
    3. Management Theory and History
2. Characteristics, Values, and Culture
3. Ethics and Diversity
    1. Stakeholders and Ethics
    2. Diversity in the Workforce
4. Global Economy and Understanding the Various Other Business Environments and Cultures
5. Decision Making and Learning
6. Creativity and Entrepreneurship
7. Planning and Strategy
8. Organizational Structures and Job Design
9. Control and Change in the Organization
10. Leadership and Motivation
11. Team Management
12. Human Resources
13. Operations Management

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Research -
4. Observation -
5. Simulations -
6. Written Exercises -
7. Classroom Activity -
8. Audio-visual Activity -
9. Projects -

Methods of Evaluation

A. Exams/Tests
    1. Twice a semester
B. Home Work
    1. Weekly
C. Papers
    1. Written assignments weekly
D. Projects
    1. Once a semester
E. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Other:
    1. Discussion: Compare pros and cons of leadership styles.
    2. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. Examples include:
        1. Students are expected to review assigned section on cultural work styles. Identify differences which may create work group conflict.
        2. Group Presentations - students may select from a provided list of topics and present to class using video and/or other multimedia.
        3. Reading - A sample assignment may be to read chapter 5 on Scheduling Demands and prepare 5 discussion topics.
        4. Writing - Reflect on current ethical challenges in the business environment
    3. Case Studies: Follow the steps of nominal group decision making.
    4. Project: research business situation or chapter topic. Analyze and evaluate the information based on textbook information, student experience, interviews, and/or researched sources.
    5. Peer Review/Evaluation of assignments such as peer evaluation of student presentions in terms of content and accuracy.

Textbooks (Typical):

Textbook:

1. Gareth Jones, Jennifer Jones *Essentials of Contemporary Management.* 9th ed., McGraw-Hill , 2021.
2. Chuck Williams *Management.* 12th ed., Cengage , 2022.
3. Talya Bauer, Berrin Erdogan, Jeremy Short *Principles of Management.* 5th ed., FlatWorld, 2021.

Other Materials Required of Students

1. Computer and printer access.
2. Internet access.
3. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review).

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Typical Texts

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.

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. Lastly, offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis.

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

The decision was made discussing with fellow faculty, students, and our advisory board.

Accessibility:

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

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Each student will be emailed a minimum of once every two weeks
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Participate in 1 discussion board every other week, and provide feedback to each student on a weekly basis
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on every homework, quiz, and exam
- **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: If offered partially online, students will come to campus at least once per semester for assessments or activities.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 1 every 2 weeks
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 1 per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1 every 2 weeks
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: 1 per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 4 quizzes, and 2 exams
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: 2 practice quizzes and 1 practice exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 12 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: 2 short videos per semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: 1 brainstorming session per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: 1 group project per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000373289

CB03: TOP Code

050100 - Business and Commerce, General

CIP Code

52.0201 - Business Administration and Management, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 58 - Small Business Management

Credit for Prior Learning: BUSN 58 - Small Business Management (Launched)
compared with
BUSN 58 - Small Business Management (Active - Implemented 03-25-2023)

Admin Outline for Business 58
Small Business Management
Effective: Fall 2023

Catalog Description:

BUSN 58 - Small Business Management
3.00 Units

Fundamentals for individuals starting, operating, and growing a successful small business enterprise. Emphasis on all endeavaors: self-employment; freelancing; brick and mortar, pop-up and Internet retailing; technical and professional services; and franchising. Focus on achieving optimum benefits from limited resources; financing strategies; marketing options; legal, ethical, and regulatory issues encountered by all start-ups.
3 Units Lecture

Recommended Course Preparation:

- BUSN 1A

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Accounting, or, Business, or, Law, or, Management, or, Marketing.

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. Break down the financial requirements and risks for starting a business.
B. Contrast the advantages and disadvantages of small business ownership.
C. Develop a marketing strategy for a small business launch.

Course Objectives:

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

A. explain the role of small business in our economic system;
B. list the advantages and disadvantages of small business ownership;
C. recall the pros and cons of the types of business opportunities;
D. analyze the capital and financial requirements for starting and maintaining business;
E. differentiate between the required and desired operational needs;
F. evaluate an operating budget for a business;
G. identify major small business risk areas and resources to assist with solutions;
H. design a marketing strategy for a small business launch;
I. create a business plan for a small business enterprise.
J. Identify major legal and ethical issues impacting all business endeavors
K. List the governmental requirements and standards for a specific business endeavor

Course Content:

1. Definition and role of small business
2. Entrepreneur, Intrapreneur, or Micropreneur
3. Factors in business success and failure
4. Survey of small business opportunities
    1. Service businesses: Professional and Technical
    2. Retail
        1. Internet
        2. Brick and Mortar
        3. Pop-Up
    3. Exporting and importing
    4. Manufacturing and distribution
    5. Home-based
    6. Franchises and buyouts
5. Shared Issues
    1. Government Regulations
    2. Legal Requirements
    3. Ethical Standards
    4. Insurance

6. Preliminary planning, selection and implementation
7. Operational planning
    1. Human resources
    2. Accounting methods, records and control
    3. Finance, credit and collections
    4. Sourcing inventory, pricing, turnover and profit
    5. Marketing sales, sales promotion and advertising
    6. Customer Service
8. Risk management
    1. Security
    2. Workplace safety and health
    3. Insurance
9. Marketing strategies
    1. Research
        1. Competiton
        2. Target Markets
    2. Promotions
    3. Global opportunity
10. Future Considerations
    1. Growth and Expansion
    2. Consultants
    3. Professional Advisors
    4. Outsourcing and staffing
    5. Financial analysis and goals
11. The business plan
    1. Financial Projections
    2. Goal Setting
    3. Resource Planning

Methods of Instruction:

1. Discussion
2. Projects
3. Research
4. Student Presentations
5. Written Exercises
6. Classroom Activity
7. Lecture

Methods of Evaluation

A. Class Participation
    1. Daily
B. Exams/Tests
    1. 1 per semester
C. Group Projects

1. 1 per semester

D. Home Work
    1. Daily
E. Oral Presentation
    1. 1 per semester
F. Portfolios
    1. 1 per semester
G. Projects
    1. 1 per semester
H. Quizzes
    1. 2 per semester

Typical Outside-of-Class Assignments

A. Other:
    1. Lecture component to provide foundational information and demonstrate needed resources.
    2. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. Examples include:
        1. Students are expected to read assigned sections fo the textbook before eah class
        2. Group Presentations
            1. Sources of Financing
            2. Pros and Cons of Family Businesses
            3. Franchising: Costs and Rewards
        3. Reading
            1. Read the chapter "E-Commerce and the Entrepreneur" in the text. Complete the "Reognizing Ethical Dilemmas" case study at the end of the chapter and be prepared to discuss within small groups in class.
            2. Read the Tri-Valley Business Journal article "Growth in the Valley" posted on Blackboard. Answer the four questions and be prepared to discuss them during class.
        4. Writing
            1. Business Plan
            2. Write an analysis of a section of a business plan: and/or
            3. Project: "Research the strengths and weaknesses of a business idea and identify the pros and cons for launching that business in the Tri-Valley"
            4. Identify six sources for critical resources needed for the student's business. Evaluate the resource on six key points.
        5. Small Group Work
            1. Collect promotional ideas being used by local small businesses. Critique their effectiveness.
            2. Using the input from the rest of the group and the research on small business promotional strategies, each student will prepare a report identifying additional potential strategies: and/or
            3. Prepare a one-to-two page report discussing the ways the members of the group worked well together, the deficiencies of the group, and the ways the group could have been more effective.

Textbooks (Typical):

Textbook:

1. Justin G. Longenecker, J. William Petty *Small Business Managment: Launching and Growing an Entrepreneurial Venture*. 20th ed., Cengage, 2023.
2. T. S. Hatten *Small Business Management: Entrepreneurship and Beyond*. 6th ed., Cengage, 2016.
3. Norman M. Scarborough, Jeffrey Cornwall *Essentials of Entrepreneuship and Small Business Management*. 9th ed., Pearson Prentice-Hall, 2019.
4. David Cadden, Sandra Lueder *Modern Management of Small Businesses*. 1 ed., Creative Commons, 2012.
5. Tim Mazzarol, Sophie Reboud *Small Business Management: Theory and Practice*. 4th ed., Springer Singapore, 2020.

Other Materials Required of Students

1. Computer access.
2. Internet access.

Equity Based Curriculum

- Course Content
- Typical Texts
- DE Course Interaction

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.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. Offering online 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. BUSN 58 is a requirement for a number of BUSN degrees and certificates, as well as a General Education course. In discussion with my colleagues, we discovered that many students were requesting this course to be offered fully online so they can complete their academic goals.

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

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

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum once per week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: At least four times per semester for meetings and office hours

Student-Student Interaction

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

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once a week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Once per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 2 quizzes per semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: Minimum of 2 quizzes per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once a week
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000352931

CB03: TOP Code

050100 - Business and Commerce, General

CIP Code

52.0201 - Business Administration and Management, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 61 - Quickbooks Accounting

Credit for Prior Learning: BUSN 61 - Quickbooks Accounting (Launched)
compared with
BUSN 61 - Quickbooks Accounting (Active - Implemented 08-16-2024)

Admin Outline for Business 61
Quickbooks Accounting
Effective: Fall 2024

Catalog Description:

BUSN 61 - Quickbooks Accounting
2.00 Units

Introduction to the use of QuickBooks accounting software to process transactions related to a service and merchandising company. Specific topics include using company files, sales and receivables, payables and purchases, bank and credit card reconciliations, end of period transactions and payroll. Transactions include journalizing, adjusting entries, closing entries, bank reconciliation and preparing financial statements.
1 Units Lecture 1 Units Lab

Recommended Course Preparation:

- BUSN 51
- BUSN 1A

Total Lecture Hours	18
Total Lab Hours	54
Total Inside of Class Hours	72
Total Outside of Class Hours	36
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Accounting.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Complete end-of-period accounting procedures.
B. Correctly reconcile the bank statement.
C. Record depreciation and enter the adjusting entries required for accrual-basis accounting.
D. Record owner's equity transactions.

Course Objectives:

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

A. Use QuickBooks to establish a company, input data, and backup and save company files and information
B. Prepare invoices and keep track of customer payments
C. Pay bills and enter billing information with and without an accounts payable register
D. Input end-of-period transactions accurately
E. Process employee payroll and related payroll taxes
F. Generate financial statements and other reports for all of the above objectives

Course Content:

Lecture:

1. Introduction to QuickBooks
    1. Using QuickBooks
    2. Establishing company files
    3. Managing the chart of accounts
    4. Saving files and exiting QuickBooks
2. Sales and Receivables: Service Business
    1. Accounting for sales and receivables
    2. Entering sales on accounts
    3. Working with invoices
    4. Collecting payments and managing customer records
    5. Analyze sales and prepare graphs
3. Payables and Purchases: Service Business
    1. Accounting for payables and purchases
    2. Paying bills and the accounts payable register
    3. Dealing with petty cash
    4. Writing and recording checks
    5. Analyze payables and prepare graphs
4. General Accounting and End-of-Period Procedures: Service Business
    1. Dealing with prepaid and accrual accounts

2. Owner investment and withdrawals
3. Preparing bank reconciliations
4. Preparing the trial balance and post closing trial balance
5. Printing financial statements
6. Formatting and printing reports both old and new

5. Payroll
    1. Creating and printing paychecks
    2. Preparing employee earnings summary reports
    3. Paying taxes
    4. Printing and preparing federal tax forms
    5. Preparing and previewing employee W2 forms

Lab Activities:
During Lab hours, students are expected to complete tasks using a test drive company. The following topics will be covered during the lab hours:

1. Entering sales on accounts
2. Working with invoices
3. Collecting payments and managing customer records
4. Analyze sales and prepare graphs
5. Paying bills and the accounts payable register
6. Dealing with petty cash
7. Writing and recording checks
8. Analyze payables and prepare graph
9. Dealing with prepaid and accrual accounts
10. Owner investment and withdrawals
11. Preparing bank reconciliations
12. Preparing the trial balance and post closing trial balance
13. Printing financial statements
14. Formatting and printing reports both old and new
15. Creating and printing paychecks
16. Preparing employee earnings summary reports
17. Paying taxes
18. Printing and preparing federal tax forms
19. Preparing and previewing employee W2 forms

Methods of Instruction:

1. Directed Study - Students read and follow the instructions in the textbook.
2. Simulations - Students create a business and prepare fictitious transactions
3. Hands-on opportunities using computer and software
4. Module instructions and summaries
5. Mini lectures and demonstrations
6. Software simulation using practice companies

Methods of Evaluation

A. Class Participation
    1. Class participation is critical to the success of the student, and will be monitored on a regular basis (daily or weekly).
B. Exams/Tests
    1. Exams may be administered multiple times during a semester.
C. Home Work
    1. Homework is evidence of obtaining and/or mastering a specific topic. Homework will be administered with each chapter.
D. Quizzes
    1. Quizzes may be administered after each chapter.
E. Simulation
    1. Simulation is a necessary step, and will occur frequently within each chapter.
F. In class module assignments Final exam or comprehensive problem Online discussions

Typical Outside-of-Class Assignments

A. Other:
    1. Record customer sales
        1. Enter both cash sales and sales on account into QuickBooks
        2. Generate and print an accounts receivable report
        3. Verify account balances to check numbers
    2. Prepare financial statements
        1. Complete all stages of the accounting cycle for a service company
        2. Verify accuracy and prepare adjusted trial balance
        3. Prepare and print financial statements

Textbooks (Typical):

Textbook:

1. Janet Horne *QuickBooks Online Plus: A Complete Course, 2021*. 4th ed., Pearson, 2021.
2. Gayle Williams *Computerized Accounting with QuickBooks Online: 2019 Update*. 5th ed., Cambridge Business Publishers, 2022.
3. Carol Yacht, Matthew Lowenkron *Computerized Accounting with QuickBooks Online: A Cloud Based Approach*. 3rd ed., McGraw Hill, 2021.

Other Materials Required of Students

1. Removable storage medium, such as a USB Flash Drive.
2. Computer with Internet access (preferably through Chrome), email and Excel.

Equity Based Curriculum

- Course Content
- Methods of Instruction

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.
he 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.

Explain how the decision was made to offer this course in a Distance Education mode.
The course teaches how to use online and desktop software. Most of the student learning, homework, and assessments involves hands on a computer.

Accessibility:

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

Syllabus:
Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Used by students to contact instructor with questions and concerns about assignments, homework, discussions, exercises and projects. This will offer an opportunity for one-on-one interaction

and individual assistance. Replies will be made in a timely fashion. Email can also be used to alert the instructor of issues that would prevent the student from completing the coursework on time. This type of communication will help with the goal of moving the students forward toward the fulfillment of the course objectives.

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: The instructor will design and facilitate discussions in the class discussion board that pertain to the course content. Examples include using the discussion board for module exercises and semester projects. This will supplement and reinforce the learnings from the text examples. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings based upon their importance to attaining the course objectives. Replies will be substantive and timely. Students will be able to see frequently asked questions, including instructor comments, suggestions, and responses.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Announcement will be posted in the Announcements area of Blackboard. Announcements will include a welcome letter, when assignments are due, when quizzes are closed, exercise and project deadlines, special reminders, netiquette, and other course related information. Announcements will be posted on a consistent and regular basis.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Office hours are conducted via video conferencing, which includes the ability to share computer screens. Students are also invited and encouraged to meet during face to face office hours.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Students will be encouraged to connect with each other to develop relationships to assist in completing assignments. Students may communicate through the course platform, or provide contact information to the instructor that will be shared with the other students.
- **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: This will be used by students to respond to questions by the instructor and to share answers with each other. It will also be used to share information and to reply to each other's postings. The topics may be general in nature or more specific to the software. An example question is "How does an Accounts Recievable Subsidary Ledger work?" or "What are the steps for preparing and invoice?" Student-to-student discussion boards will be monitored by the instructor to insure appropriateness of content and interactions.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Discussion boards are a method for students to interact regarding course exercises and assignments. Materials in addition to the text could be made available. Each module will contain at least one discussion relating to the textbook topic. Students will share their ideas, opinion, suggestions and experiences as well as reply to their classmates' posts. An example assignment is "Discuss the steps for completing a Bank Reconciliation using the software. How does this differ from your personal experiences."

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Provide quizzes and a final exam online for students to complete. The quizzes will ensure that students keep current with the material. The quizzes will be "open book" but the questions will be randomized so different students will get different questions. Time limits will be set, backtracking will be allowed, and students must complete the quiz in one sitting. The final exam will be comprehensive and ensure that the course objectives have been met.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Each module will contain one video presentation that corresponds to a chapter in the main text. The presentations are approximately 7-10 minutes in length. The purpose is to provide students with the accounting concepts that are explained within the chapter.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Resume with relevant industry experience of 3 to 5 years
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000618274

CB03: TOP Code
050200 - Accounting

CIP Code
52.0302 - Accounting Technology/Technician and Bookkeeping

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 65 - Federal Income Tax Accounting

Credit for Prior Learning: BUSN 65 - Federal Income Tax Accounting (Launched)
compared with
BUSN 65 - Federal Income Tax Accounting (Active - Implemented 08-22-2024)

Admin Outline for Business 65
Federal Income Tax Accounting
Effective: Fall 2024

Catalog Description:

BUSN 65 - Federal Income Tax Accounting
3.00 Units

A study and analysis of the principles of federal income tax applied to employees, self-employed individuals and rental income. Includes an overview of taxes related to partnerships, informational returns and corporate tax returns. Analysis of the Internal Revenue Code with examination of court rulings and regulations. Review of new legislation that alters existing tax law. Introduction to tax preparation software is included.
3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Accounting.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. describe the differences between an average and marginal tax rate.
B. explain and use the expanded income tax formula to determine a tax liability or refund.
C. identify and explain the general dependency tests as well as the tests for a dependent child and dependent relative.

Course Objectives:

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

A. Prepare a federal income tax return for an employee, a self-employed person or for rental property income;
B. Prepare an individual federal income tax return using applicable software;
C. State and explain the expanded income tax formula and its components, including W2 income, Investment income, deductions, credits and exemptions;
D. Analyze income tax problems for individuals and offer solutions including identifying gross income, adjustments, deductions, exemptions, credits and correct filing status.
E. Develop elementary tax savings and tax planning techniques, including;Retirement and educational savings plans;
F. Use IRS publications to research tax questions and provide solutions for tax related issues;
G. Identify the differences between an individual return and each of the following; a partnership, informational and corporate federal income tax return;

Course Content:

1. Introduction to Taxation
    1. History of federal income taxes and the progress tax system
    2. Simple income tax formula
    3. 1040 EZ
    4. Calculation of tax
    5. Using income tax preparation software
2. Expanded Tax Formula
    1. 1040A and 1040
    2. Personal and dependency exemptions
    3. Standard deduction
    4. Interest and tax penalties
3. Gross Income
    1. When and how to record income
    2. Cash method of accounting
    3. Inclusions and exclusions
    4. Tips for savings bond interest
4. Adjustments for Adjusted Gross Income
    1. Student loan interest
    2. Health savings accounts (HSA)
    3. Moving expenses

    4. Half of self employment tax
    5. Self-employed health insurance
    6. Penalty on early withdrawal of savings
    7. Alimony paid
    8. Educator expense if applicable
    9. Tuition and fees deduction
5. Itemized Deductions
    1. Using Schedule A
    2. Medical expenses
    3. State and local taxes
    4. Interest
    5. Gifts to charities
    6. Casualty and theft losses
    7. Miscellaneous itemized deductions
    8. Limitation for higher income taxpayers
6. Self-employed Business Income
    1. Using Schedule C for a trade or business
    2. Ordinary and necessary expenses
    3. Depreciation as an expense
    4. Business use of home
    5. Self-employment tax
7. Capital Gains and Other Sales of Property
    1. Terms and tax forms
    2. Classification of assets
    3. Acquisition of property
    4. Cost recovery of property
    5. Sale of property
8. Rental Property and Royalties
    1. Rental property including rental of a vacation home
    2. Royalty income
    3. Flow-through entities
9. Tax Credits
    1. Non refundable credits
    2. Refundable credits
    3. Difference between federal and California law
10. Retirement and Other Tax Deferred Plans and Annuities
    1. Employer sponsored plans
    2. Individual sponsored plans
    3. Distributions from plans
    4. Educational savings plans
11. Special Property Transactions
    1. Like-kind exchanges
    2. Sale of personal residence
    3. Wash sales
12. Additional Tax Items

    1. At-risk rules
    2. Passive activity losses
    3. Alternative minimum tax
13. Partnership and Corporate Taxation
    1. Considerations for partnerships
    2. Considerations for corporations
    3. Considerations for informational returns
14. Current year changes to exist tax law
15. Research tax related issues and questions using IRS website and publications

Methods of Instruction:

1. Directed Study - Reading of text and instructor handouts
2. Lecture - utilizing Power Point, Overhead transparencies, computer media, handouts, whiteboard and/or blackboard
3. Research - Research tax questions using IRS publications and website
4. Audio-visual Activity - Computer demonstrations using overhead display panel and tax software
5. Demonstration - Using tax preparation software to demonstrate steps in completing various tax forms
6. Classroom Activity - Small group and individual problem solving tasks
7. Discussion - Small group discussions pertaining to current tax related issues and new rulings

Methods of Evaluation

A. Class Participation
    1. Attendance and participation grades
B. Class Work
    1. Class practice problems and exam study guides.
C. Exams/Tests
    1. 2-3 exams
D. Home Work
    1. Completing short and long problems and tax returns.
E. Quizzes
    1. 3-4 quizzes

Typical Outside-of-Class Assignments

A. Other:
    1. Textbook reading and end of chapter problems and questions
        1. Read chapter 3 “Gross Income: Inclusions and Exclusions” for vocabulary development and application to tax problems.
        2. “Define Unemployment Income and explain whether it is taxable and why.”
    2. Tax problem using appropriate tax software
        1. Using personal, employment, and investment data found in chapter exercise section; complete the tax return for the Jones family using the tax software
    3. Take-home questions provided by instructor

    1. "In which of the following situations must the taxpayer reduce itemized deductions due to the high income limit? Explain how and why."
4. Research using Pub 17 and online resources
    1. "Research whether a taxpayer must pay taxes on income earned overseas."
    2. "Identify the 5 criteria for a Dependent Child and explain the Support Test."
5. Discussion: For income tax purpose compare pros and cons for unincorporated and incoporated business entities

Textbooks (Typical):

Textbook:

1. Thomas Pope, Timothy Rupert, Kenneth Anderson *Federal Taxation - Individual*. 35 ed., Pearson, 2022.
2. Brian Spilker, Benjamin Ayers *Taxation of Individuals*. 13th ed., McGraw-Hill, 2022.
3. William Hoffman, James Young, William Rabbe, David Maloney, Annette Nellen *Federal Taxation - Individual*. 40th ed., South-Western, 2017.

Other Materials Required of Students

1. IRS Publication 17.
2. Computer with Internet connectivity for tax software work and tax research.
3. Basic four function calculator.

Equity Based Curriculum

- Course Content
- Assignments

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.
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.

Explain how the decision was made to offer this course in a Distance Education mode.
Already approved for Hybrid. This course is currently been offered at many colleges as an online course and current homework management system will facilitate us to teach this course fully online.

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Each student will be emailed a minimum of once every week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Participation in 1 discussion board every week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1 to 2 weekly announcements.

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 to 2 every 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: One per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1 to 2 times a week.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 3-4 Quizzes per semester, minimum 2 Exams per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum one lecture per chapter previously recorded and uploaded to the course module.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum one short video per chapter.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Resume with relevant industry experience of 3 to 5 years.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
IRS Enrolled Agent within the last 10 years or State of California CTEC certified within the last 10 years.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000521407

CB03: TOP Code
050200 - Accounting

CIP Code
52.0302 - Accounting Technology/Technician and Bookkeeping

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 88 - Human Resources Management

Credit for Prior Learning: BUSN 88 - Human Resources Management (Launched)
compared with
Course Modification: BUSN 88 - Human Resources Management (Approved - Implemented 08-15-2027)

Admin Outline for Business 88
Human Resources Management

Effective: Fall 2027

Catalog Description:

BUSN 88 - Human Resources Management
3.00 Units

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

3 Units Lecture

Recommended Course Preparation:

- BUSN 56

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Law, or, Management.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Other:
    1. Analysis of current events in human resources from business publications (i.e. Wall Street Journal, Fortune, local business section.)
        1. Typical question:
            1. Why did Ameritech refuse to allow employees to have facial piercing?
            2. On what grounds did the employees dispute the charges?
            3. What happened?
    2. Application of class concepts to personal experience
        1. Typical question:
            1. In your most recent job, describe the hiring process from your perspective.
            2. Did you see the application of the principles in the text being used?
            3. If not, do you think these might make your employer more successful in their hiring?
B. Project:
    1. Group project to analyze a company's human resources planning.
        1. Study company information
        2. Read articles and present findings regarding staffing related ethics issues
        3. From the essential functions for a job and an employee case study, write the associated employee evaluation and a performance improvement plan.

Textbooks (Typical):

Textbook:

1. Raymond Stone, Anne Cox, Mihajla Gavin, Joseph Carpini *Human Resource Management.* 11th ed., Wiley, 2024.
2. Robert N. Lussier and John R. Hendon *Fundamentals of Human Resource Management: Functions, Applications, and Skill Development.* 3rd ed., SAGE Publications, Inc, 2023.
3. *HR.* 6th ed., Cengage Learning, 2024.

Other Materials Required of Students

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

Equity Based Curriculum

- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues and our supervisor, and hearing from students.We have offered this course in DE format successfuly for the last five years. We plan to have this course OEI approved soon.

Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum once per week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once per week
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once a week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly

Student-Student Interaction

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

Frequency: Minimum once per week
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Once a semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Once a week
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Minimum twice per semester

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584376

CB03: TOP Code

050630 - Management Development and Supervision

CIP Code

52.0205 - Operations Management and Supervision

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: FST 1 - Fire Protection Organization

Credit for Prior Learning: FST 1 - Fire Protection Organization (Launched)
compared with
FST 1 - Fire Protection Organization (Active - Implemented 08-15-2026)

Admin Outline for Fire Service Technology 1
Fire Protection Organization
Effective: Fall 2026

Catalog Description:

FST 1 - Fire Protection Organization
3.00 Units

This course provides an overview to fire protection and emergency services, career opportunities in fire protection and related fields, culture and history of emergency services, fire loss analysis, organization and function of public and private fire protection services, fire departments as part of local government, laws and regulations affecting the fire service; fire service nomenclature, specific fire protection functions, basic fire chemistry and physics, introduction to fire protection systems, introduction to fire strategy and tactics, and life safety initiatives.

3 Units Lecture

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Fire Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Explain the educational requirements and duties of a firefighter.
B. Explain the purpose of the various Fire Protection agencies.
C. Identify and explain the use of common fire department apparatus and equipment.

Course Objectives:

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

A. Describe the components and development of the fire and emergency services.
B. Recognize and illustrate the history of the fire service.
C. Recognize careers in fire and emergency services.
D. Illustrate and explain the history and culture of the fire service.
E. Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior.
F. Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service.
G. List and describe the major organizations that provide emergency response service and illustrate how they relate.
H. Identify fire protection and emergency-service careers in both public and private sector.
I. Define the role of national, state and local support organizations in fire service and emergency services.
J. Discuss and describe the scope, purpose, and organizational structure of fire and emergency services.
K. Describe the common types of fire and emergency service facilities, equipment and apparatus.
L. Compare and contrast effective management concepts for various emergency situations.
M. Identify the primary responsibilities of fire prevention personnel including, code enforcement, public information, public and private protection systems.
N. Recognize the components of career preparation and goal setting.
O. Describe the importance of wellness and fitness as it relates to emergency services.
P. Identify different programs to ensure equitable access and opportunities in fire and emergency services
Q. Describe equitable work environments and what constitutes discrimination and a hostile work environment.

Course Content:

1. Careers in Fire Protection/Emergency Services
    1. Scope and content of fire technology curriculum
    2. Career potential assessment
    3. Work ethics and human relations
    4. Available training programs
    5. Personnel development programs
    6. Public Fire Protection Careers

7. Private Fire Protection Careers
8. Maintaining a Fitness Profile for the Fire Service
    1. CPAT vs Biddle Test and Traditional Physical Agilities
2. History of Fire Protection
    1. Fire Loses
    2. Purpose and scope of fire service agencies
    3. Fire Defense Planning
3. Scientific Terminology and Fire Chemistry
    1. Introduction to the characteristics and behavior of fire
        1. Theories of fire
    2. Fire triangle
    3. Fire tetrahedron
        1. Physics of fire
        2. Types of fuel
        3. Flame spread characteristic
    4. Heat and temperature
        1. BTU's
    5. Heat transfer
    6. Classification of fires
    7. Phases of fire
    8. Extinguishing agents and methods of application.
4. Building Design and Construction
    1. Five types and names of construction
    2. Occupancy types
5. Fire Detection and Supression Systems
    1. Most common types
        1. Portable Fire Extinguishers
        2. Sprinklers
        3. Standpipes
        4. Smoke Detectors vs. thermal detectors
        5. Manual Pull Stations
6. The Role of Public and Private Support Organizations
    1. Types of organizations
        1. Advisory and regulatory agencies
        2. Private vs Public fire suppression organizations
        3. Proprietary services
        4. Volunteer
7. Fire and Emergency Services Equipment and Facilities
    1. Types of apparatus and their function
    2. Equipment and tools carried on apparatus
    3. Types of Agency support facilities
        1. Administration
        2. Training
        3. Prevention
        4. Supplies and Facilities

5. Communications/Dispatch
4. Personal safety equipment
    1. SCBA
    2. PPE Ensembles

8. Management in the Fire Service
    1. ICS
    2. NIMS
    3. SEMS
    4. Theories X,Y and Z
    5. MBO - Management by Objectives
    6. Relationship of strategy to tactics
9. Emergency operations
    1. Fire Alarm Activation
        1. How alarms are received
            1. 9-1-1
    2. Standard operating procedures
10. Fire prevention and public fire education
    1. Personnel/positions
        1. Responsibilities of the fire prevention bureau
        2. Company inspection programs
        3. Fire information reporting systems
        4. Arson
        5. Relationship of codes and standards
        6. Relationship of federal, state, and local regulations
11. Training
    1. Personnel and positions
        1. Skill development/maintenance
        2. Performance standards
12. Fire administration
    1. Personnel and positions
        1. Functions
        2. Rules and regulations
        3. Unity of command
        4. Chain of command
        5. Span of control
        6. Division of labor
        7. Delegation of authority
        8. Emergency incident management
13. Cultural diversity and pertinent laws
    1. Cultures within the fire service and general population
    2. Individual life experiences and their impact on attitudes and behaviors
    3. Define diversity
        1. Age
        2. Race/color
        3. Gender

4. Ethnic
5. Religious
6. Sexual Orientation
7. Physically disadvantaged
8. Gender dysphoria

4. Equality in the workplace
5. Affirmative action
6. Discrimination and harassment laws and regulations
7. Hostile work environment and violence in the workplace
8. ADA – Americans with Disabilities Act
9. Teamwork – Methods to overcome hostile work environment
10. Verbal and non-verbal communications

Methods of Instruction:

1. Discussion -
2. Lecture -
3. Audio-visual Activity -
4. Classroom Activity - Role playing, group activities
5. Written Exercises - Student Workbook
6. Problem-solving exercises
7. Diagnostic
8. Reading assignments

Methods of Evaluation

A. Class Participation
    1. daily
B. Exams/Tests
    1. one midterm and final exam
C. Home Work
    1. one resume/portfolio and application
D. Quizzes
    1. weekly
E. Research Projects
    1. one
F. Completion of ICS 100 from National Fire Academy Online Services Completion of NIMS 700 and NIMS 800 from NIMS Online Services

Typical Outside-of-Class Assignments

A. Reading:
    1. Weekly reading assignments
        1. Read the chapters assigned from primary text "Introduction to Fire Protection and Emergency Services"
B. Other:

1. Individual "Department Overview Project"
    1. Develop an agency profile based on an assigned "Agency Visitation"
2. Complete an application and resume to simulate hiring processes.
3. Public speaking exercise with mock oral for employment.
    1. Prepare for a mock oral with professional panel - evaluators

Textbooks (Typical):

Textbook:

1. IAFC and NFPA *Essential of Firefighter Skills* . 4th ed., Jones and Barlett , 2018.
2. Robert Klinoff *Introduction to Fire Protection and Emergency Services*. th ed., Jones and Bartlett, 2026.
3. Loyd & Richardson *Fundamentals of Fire and Emergency Services*. 3d ed., Pearson-Brady Publishing , 202.
4. IAFC and NFPA *Fundamentals of Firefighter Skills 4th*. 4th edition ed., Jones and Barlett Publishing, 2018.

Other Materials Required of Students

1. LPC Fire Service Technology Uniform.
2. BDU style pants Approved FST T-Shirt Belt Black boots .

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

LPC FST students have asked about this course moving to DE. At this time we have a handful of LPC FST students taking this and other Fire Tech courses at other Community Colleges in California who offer them DE. After consulting with our FST Faculty, a decision was made to move in this direction and make this course DE. We believe that offering this course DE primarily in Summer and on alternating semesters in this format will increase degree completion and remove yet another barrier for student success.

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

We brought this up during a meeting of our Fire Service Technology advisory board and the idea of converting this course was supported. We also consulted with our faculty and the majority agreed to make this and other

degree-leading FST courses DE. This will allow for more flexibility for our students, and we hope it will lead to a faster and more efficient way to complete their FST degrees.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Bi-weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: On all assignments, 7-10 days after due date
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: weekly

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Bi-weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: At least two times per semester for career fairs, mock oral interviews, and other events

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Formative weekly quizzes Summative Midterm Exam Summative Final Exam
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: At least twice per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Bi-weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Bi-weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: At least once per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Twice per semester
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency: Once, at the end of the semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Bi-Weekly
- **Other:**
  Frequency: Once per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: FIRE 100X - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Completed Firefighter 1 and 2 certificate and verified 1 year full-time employment

Codes and Dates

Course CB Codes

CB00: State ID
CCC000366472

CB03: TOP Code
213300 - Fire Technology

CIP Code
43.0203 - Fire Science/Fire-fighting

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: HORT 55 - Greenhouse, Nursery, and Garden Center Management

Credit for Prior Learning: HORT 55 - Greenhouse, Nursery, and Garden Center Management (Launched)
compared with
Course Modification: HORT 55 - Greenhouse, Nursery, and Garden Center Management (Approved - Implemented 08-15-2027)

Admin Outline for Horticulture 55
Greenhouse, Nursery, and Garden Center Management

Effective: Fall 2027

Catalog Description:

HORT 55 - Greenhouse, Nursery, and Garden Center Management
1.50 Units

Explores many horticulture specializations including management and operations of retail and wholesale nurseries, greenhouse growers, specialized growers of trees, shrubs, flowers, hydroponics growers, vegetable growers. Emphasis on plant propagation, propagation structures, greenhouses, nursery and garden center management and operations. Employment opportunities are in the wholesale and retail horticulture industry.
1.5 Units Lecture

Total Lecture Hours	27
Total Inside of Class Hours	27
Total Outside of Class Hours	54
Total Student Learning Hours	81

Course Grading:

Optional

Justification for course proposal

Discipline:

Ornamental Horticulture.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Be able to evaluate appropriate greenhouse lighting and irrigation systems.
B. Be familiar with various growing systems within a greenhouse setting.
C. Accurately describe the various specialties within the nursery industry.
D. Successfully grow, merchandise and sell plants.

Course Objectives:

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

A. Operate a horticultural facility to maintain garden and landscape plants.
B. Evaluate and implement sound business practices used in wholesale and retail horticultural businesses.
C. Implement plant propagation protocols and raise plants to a marketable size.
D. Design and implement an Integrated Pest Management Program for a wholesale or retail horticultural business.
E. Design and supervise construction of greenhouses, shadehouses and other facilities used in horticultural businesses.

Course Content:

1. Operational principles of greenhouses, wholesale and retail nurseries, and garden centers.
2. Management of horticultural businesses, including: sales, marketing, operating costs and profitability, and developing a business plan.
3. Plant propagation and production.
4. Plant pest management
5. Design and construction of greenhouses, shade structures, and related growing facilities.

Methods of Instruction:

1. Lecture - Operational principles of greenhouses, wholesale and retail nurseries, and garden centers. Management of horticultural businesses, including: sales, marketing, operating costs and profitability, and developing a business plan. Plant propagation and production. Plant pest management Design and construction of greenhouses, shade structures, and related growing facilities.
2. Demonstration - Demonstration of various growing techniques in the greenhouse.
3. Field Trips - 1. Nurseries 2. Growers 3. Greenhouse operations and botanical gardens
4. Resource speakers: 1. Management 2. Owner-operators from various areas within the horticulture industry

Methods of Evaluation

A. Class Participation
    1. Students are encouraged to participate in weekly class discussions

B. Exams/Tests
    1. Midterm and Final exams
C. Field Trips
    1. twice per semester to commercial greenhouse growing operations and nurseries.
D. Projects
    1. Term project to design a greenhouse for a particular crop.
E. Quizzes
    1. weekly

Typical Outside-of-Class Assignments

A. Reading:
    1. Weekly reading assignments in text.
B. Laboratory:
    1. Field trips to specified locations.
    2. Hands-on field practice.
    3. Greenhouse and field projects.

Textbooks (Typical):

Textbook:

1. P.K. Ray *Essentials of Plant Nursery Management.* 2nd ed., Scientific Publishers, 2021.
2. Ted Goldammer *Greenhouse Management.* 2nd ed., Apex Publishers, 2024.

Other Learning Materials:

1. UCANR Best Management Practices for Nursery Management https://ucanr.edu/sites/default/files/2011-09/121815.pdf

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Horticulture courses need to continue to be offered during an emergency in order for the students to complete their educational goals. It was decided that this course, like other Horticulture courses, needed to continue hands-on in-person laboratory activities, but lectures could be done online. The physical layout of the campus horticultural facilities makes it possible to offer labs with appropriate social distancing and PPE.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after consultation with Horticulture faculty, with student needs in mind.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: weekly

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Frequency based on assignments submitted.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: When required
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: When required

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Midterm and Final, weekly quizzes
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Two per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: One per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

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

Current California Certified Nursery Professional from the California Association of Nurseries

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589246

CB03: TOP Code

010900 - Horticulture

CIP Code

01.0601 - Applied Horticulture/Horticulture Operations, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: HORT 56 - Arboriculture/Urban Forestry

Credit for Prior Learning: HORT 56 - Arboriculture/Urban Forestry (Launched)
compared with
HORT 56 - Arboriculture/Urban Forestry (Active - Implemented 08-15-2026)

Admin Outline for Horticulture 56
Arboriculture/Urban Forestry
Effective: Fall 2026

Catalog Description:

HORT 56 - Arboriculture/Urban Forestry
3.00 Units

Care, maintenance, planting, and pruning of trees, shrubs, and vines are discussed. Specific pruning techniques for ornamental trees, fruit trees, shrubs, roses, and other woody plants are demonstrated. Principles of urban forestry, tree preservation, health, growth characteristics, plant selection, planting, irrigation, fertilization, and damage repair are studied. (8 hours of lab to be scheduled on Saturdays, which may include one or more field trips)

2.5 Units Lecture 0.5 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Ornamental Horticulture.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate proper pruning techniques for various ornamental and fruit trees as well as proper timing for pruning.
B. Research a tree assessment/survey and extract the knowledge contained therein to make sound tree maintenance decisions.
C. Safely demonstrate the proper, safe use and application of tools and equipment used specifically for arboriculture.
D. Understand how good quality nursery trees are selected and trained.

Course Objectives:

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

A. Use knowledge of plant structure and function to describe correct training techniques for young trees
B. Identify the site needs of selected tree species, and choose the necessary site modification necessary for successful tree installation
C. Use knowledge of plant structure and site conditions to choose suitable nursery for trees for specific landscape site
D. Use knowledge of plant structure to prune selected trees
E. Identify plant defects and potential hazards to choose appropriate repair and maintenance procedures for selected trees

Course Content:

Lecture:

1. Study the Plant structure of trees and the functions of their systems
2. Selection and modification of planting sites
3. Selection of tree species and cultivars for successful landscape installation
4. Identify techniques of tree preservation
5. study nutrient and water management of trees in the landscape
6. Learn techniques of pruning of various tree species for health and structural stability
7. Study methods of preventive maintenance and repair of mature trees

Lab Activities:

1. Inspect campus trees to access health and maintenance practices
2. Practice pruning
3. practice proper planting of trees

Methods of Instruction:

1. Lab - activities include pruning, training of young trees, planting and staking.
2. Projects - ie. a research paper about the uses of structural soils in urban forestry

3. Field Trips
4. Lecture

Methods of Evaluation

A. Class Participation
    1. Students will discuss and share information
B. Exams/Tests
    1. mid-term exam final exam
C. Home Work
    1. Homework regarding selection, care, and maintenance of trees
D. Lab Activities
    1. Observe landscape trees on campus. Participate in tree pruning and planting.
E. Quizzes
    1. bi-weekly quizzes

Typical Outside-of-Class Assignments

A. Reading:
    1. Weekly reading assignments in textbook
B. Writing:
    1. Prepare tree assessment reports for characteristics, health, and potential hazards of selected trees
C. Laboratory:
    1. Hands-on pruning practice on various fruit and ornamental trees, shrubs and vines
    2. Hands on pruning and care of roses

Textbooks (Typical):

OER:

1. Lindsey Purcell *Arboricultural Practices- A Science- Based Approach.*, Waveland Press, 2024. .
,
2. Carol King, Laura Marlowe *Tree Steward Manual.*, Virginia Tech Publishing, 2021. https://pressbooks.lib.vt.edu/treesteward/.

Textbook:

1. Richard W. Harris, James R. Clark, Nelda P. Matheny *Arboriculture- Integrated Management of Landscape Trees, Shrubs, and Vines.* 4th ed., Prentice Hall, 2004.
2. Robert W. Miller, Richard J. Hauer, Les P. Werner *Urban Forestry: Planning and Managing Urban Greenspaces.* 3rd ed., Waveland Press, 2015.

Other Materials Required of Students

1. Appropriate sturdy footwear, and personal protective equipment, such as ear plugs, gloves, and safety glasses must be worn during certain lab activities, such as motorized equipment operation. .
2. Access to internet, in order to utilize online resource material and Canvas..

Equity Based Curriculum

- Other Materials Required of Students

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

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

Current Arborist Certification from the International Society of Arboriculture

Codes and Dates

Course CB Codes

CB00: State ID

CCC000560981

CB03: TOP Code

010910 - Landscape Design and Maintenance

CIP Code

01.0605 - Landscaping and Groundskeeping

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: HORT 57 - Landscape and Turfgrass Management

Credit for Prior Learning: HORT 57 - Landscape and Turfgrass Management (Launched)
compared with
HORT 57 - Landscape and Turfgrass Management (Active - Implemented 08-15-2026)

Admin Outline for Horticulture 57
Landscape and Turfgrass Management
Effective: Fall 2025

Catalog Description:

HORT 57 - Landscape and Turfgrass Management
2.00 Units

Principles and practices of landscape and turfgrass management as practiced by horticultural professionals, landscape contractors, and grounds keepers will be covered, including preparation, installation, maintenance, renovation, irrigation, fertilization, pruning, and pest control of landscape developments for residential, commercial, public grounds, golf courses, and gardens.
1.5 Units Lecture 0.5 Units Lab

Total Lecture Hours	27
Total Lab Hours	27
Total Inside of Class Hours	54
Total Outside of Class Hours	54
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Ornamental Horticulture.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Demonstrate how to properly schedule and perform basic landscape and turf maintenance tasks such as mowing, edging, nutritional amendments, and irrigation system adjustment and monitoring.
B. Identify the species and varieties of turf grasses commonly used in Northern California.
C. Understand and communicate landscape maintenance industry standards and businesspractices.
D. Identify and use basic landscape and garden tools, including the PPE associated with them.

Course Objectives:

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

A. Give examples of suitable turfgrass species and varieties for sports turf and ornamental lawn uses
B. Describe the steps that should be taken when installing, maintaining, or renovating turfgrass
C. Demonstrate methods of basic care and pruning needed to care for trees, shrubs, ground covers and perennials
D. Organize a complex irrigation program and list elements of a standard irrigation maintenance check
E. Select the correct fertilizers and horticultural chemicals used in various turf and landscape situations and demonstrate understanding of the safe and legal way to apply them
F. Identify sound maintenance standards and business practices used in the landscape industry

Course Content:

Lecture:

1. Identification of botanical classification of turfgrass species and varieties
2. Techniques of ornamental lawn and sports turf installation, maintenance and renovation
3. Basic techniques for care and pruning of trees, shrubs, ground covers and perennial landscape plants
4. Basic principles of irrigation system operation
5. Basic principles of fertilizer and horticultural chemical applications
6. Maintenance industry standards and business practices
7. Alternatives to traditional turfgrass, such as no-mow turf, meadows, and artificial turf

Lab Activities:

1. Training in safe and effective operation of turf and landscape equipment
2. Practice in operating a variety of powered and non-powered tools used in the landscape industry
3. On and off campus study trips to examine standards of turf and lanscape standards, and how they are applied
4. Participation in various project activities related to turf and landscape management

Methods of Instruction:

1. Lab
2. Lecture
3. Field Trips - visits to campus sports fields at Las Positas college and Chabot College

4. Demonstration - motorized and non-motorized equipment commonly used in landscape and turfgrass management.

Methods of Evaluation

A. Class Participation
    1. Students share observations and experiences
B. Exams/Tests
    1. mid-term exam, final exam
C. Lab Activities
    1. landscape equipment safety and operational training
D. Quizzes
    1. six short quizzes
E. Research Projects
    1. one per semester

Typical Outside-of-Class Assignments

A. Writing:
    1. A homework paper that describes an essential process in turf or landscape management, such as installation of a sand-base sports field.
B. Reading:
    1. Weekly reading assignments in text related to lecture
C. Laboratory:
    1. Field study to identify and list various species of turf and ornamental grasses

Textbooks (Typical):

Textbook:

1. Hart, Christopher D., Ivy R. Lee *Landscape- Design, Installation and Management.* 2nd ed., Goodheart-Willco, 2025.
2. Nick Christians *Fundamentals of Turfgrass Management.* 5th ed., John Wiley & Sons, 2019.

Other Materials Required of Students

1. Access to internet is required, in order to use online resource material and information posted on Canvas..
2. Appropriate sturdy footwear, and personal protective equipment, such as ear plugs, gloves, and safety glasses must be worn during certain lab activities, such as motorized equipment operation..

Equity Based Curriculum

- Other Materials Required of Students

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

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

Current Landscape Industry Certified Technician from the National Association of Landscape Professionals (NALP).

Codes and Dates

Course CB Codes

CB00: State ID

CCC000359884

CB03: TOP Code

010940 - Turfgrass Technology

CIP Code

01.0607 - Turf and Turfgrass Management

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: HORT 59 - Landscape Design

Credit for Prior Learning: HORT 59 - Landscape Design (Launched)
compared with
HORT 59 - Landscape Design (Active - Implemented 08-15-2026)

Admin Outline for Horticulture 59
Landscape Design
Effective: Fall 2026

Catalog Description:

HORT 59 - Landscape Design
2.00 Units

Landscape site planning and landscape architectural design for residential properties, home gardens, and small-scale use areas. Procedures and methods required in the planning and design process; site inventory, site analysis, user group analysis, preparation of site study diagrams, preliminary designs, and master site plans. Theory and principles of design, site layout, landscape elements, and material selection. Sketching, drafting, delineation, reproduction, and coloring techniques for landscape architectural plans. Selection and use of drawing tools, materials, and equipment.
1.5 Units Lecture 0.5 Units Lab

Total Lecture Hours	27
Total Lab Hours	27
Total Inside of Class Hours	54
Total Outside of Class Hours	54
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Ornamental Horticulture.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate understanding of fundamental landscape design principles and how to move through the design process.
B. Draw landscape site plans and planting plans within acceptable landscape architectural standards.
C. Demonstrate elements and procedures involved in the client-designer relationship during the landscape plans development process.
D. Demonstrate graphics drawing skills for landscape architectural design.

Course Objectives:

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

A. Use materials, tools and techniques incorporated in drawing landscape plans
B. Utilize color graphic media to enhance landscape site plans for presentation
C. Draw landscape site plans and planting plans within acceptable landscape architectural standards
D. Prepare accurate cost estimate for landscape development
E. Demonstrate elements and procedures involved in the client-designer relationship during the landscape plans development process and during construction
F. Prepare a design contract
G. Prepare a planning/design schedule
H. Prepare a fees schedule for a design project

Course Content:

Lecture:

1. Drawing equipment, tools, materials, and plan reproductions
2. Color rendering techniques for landscape site plans
3. Landscape site and planting plans
4. Cost estimation
5. Client-designer relationships
6. Design contracts
7. Planning and design scheduling
8. Fee schedules for design projects

Lab Activities:

1. Architectural lettering exercises
2. Site measuring and base map preparation
3. Site analysis
4. Two- dimensional site plans
5. Functional diagrams
6. Preliminary designs
7. Master Plan

8. Plant material selection

Methods of Instruction:

1. Lab - Classroom activity will focus on practicing architectural lettering and plan graphics.
2. Lecture - Lecture will consist of weekly PowerPoint presentations focusing on the sequence of the design process. This content will be reinforced in lab exercises.
3. Classroom Activity - Classroom activity will be a combination of lecture and lab assignments.
4. Directed Study - Students will have a term project that will consist of taking a chosen site through the design process and completeing a Master Plan for that site.
5. Handout materials
6. Examples of design work and plans, slides and video media

Methods of Evaluation

A. Class Participation
    1. Weekly student participation is required
B. Exams/Tests
    1. Midterm and Final
C. Lab Activities
    1. Weekly lab exercises are required
D. Projects
    1. Students will have a term project that will consist of taking a chosen site through the design process and completeing a Master Plan for that site.
E. Quizzes
    1. Once weekly

Typical Outside-of-Class Assignments

A. Reading:
    1. Weekly reading assignments in textbook
B. Other:
    1. Graphic design/drawing assignments
    2. Complete landscape designs/plans
    3. Landscape project cost estimate

Textbooks (Typical):

Textbook:

1. Tony Bertauski, *Plan Graphics for the Landscape Designer.* 3rd ed., Prentice Hall Publishing, 2019.
2. Norman K. Booth *Residential Landscape Architecture.* seventh ed., Pearson, 2017.
3. Tim Waterman *The Fundamentals of Landscape Architecture.* 2nd ed., Bloomsbury Publishing, 2020.

Other Materials Required of Students

1. Drafting equipment, tools, and graphic materials.
2. Mechanical pencils, rulers and stencils will be provided to students..

Equity Based Curriculum

- Other Materials Required of Students

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Current Certified Professional Landscape Designer (CPLD) from the Association of Professional Landscape Designers (APLD).

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589260

CB03: TOP Code
010910 - Landscape Design and Maintenance

CIP Code
01.0605 - Landscaping and Groundskeeping

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: HORT 60 - Landscape Irrigation Systems

Credit for Prior Learning: HORT 60 - Landscape Irrigation Systems (Launched)
compared with
HORT 60 - Landscape Irrigation Systems (Active - Implemented 08-15-2025)

Admin Outline for Horticulture 60
Landscape Irrigation Systems
Effective: Fall 2025

Catalog Description:

HORT 60 - Landscape Irrigation Systems
3.00 Units

Planning, design, engineering, construction, and maintenance of sprinkler and drip irrigation systems for landscape, garden, and turfgrass use. Principles of hydraulics, layout, and equipment application. Irrigation system equipment, components, methods of installation and repair. Principles and techniques of water conservation and plant-water-soil relations.
2.5 Units Lecture 0.5 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Agricultural Production, or, Ornamental Horticulture.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. identify and install landscape irrigation components.
B. read and prepare a landscape irrigation plan.
C. repair common irrigation malfunctions.

Course Objectives:

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

A. Apply principles and application of water conservation, management, wise use of water resources;
B. Prepare successful, efficient, and sound sprinkler and drip irrigation system designs;
C. Install irrigation systems correctly and to current industry standards;
D. Implement irrigation system layout, installation, and construction from professionally prepared plans;
E. Trouble-shoot irrigation system problems and make necessary repairs;
F. Make accurate cost estimates for irrigation system design, installation, and repairs.

Course Content:

Lecture:

1. Principles of basic hydraulics, water management, and water conservation
2. Concepts of site evaluation and matching plant needs to system design
3. Familiarization with various irrigation components, both plumbing and electrical
4. Techniques and details of implementing plans and drawings to actual landscape installations for conventional and drip irrigation systems
5. Techniques of testing for system malfunctions, trouble-shooting, and repair of malfunctioning irrigation components
6. Principles of cost estimation for design, installation, and repair of sprinkler systems

Lab Activities:

1. Perform site evaluation to assess irrigation system needs
2. Design water-efficient irrigation systems for various landscape types
3. Perform tests to troubleshoot and repair irrigation malfunctions
4. Accurately measure and glue PVC pipe
5. Demonstrate knowledge of various irrigation components and their uses
6. Install and test an irrigation system
7. Calculate flow rates relative to water pressure and irrigation delivery system used

Methods of Instruction:

1. Material presented by the instructor, including handouts and video presentations

Methods of Evaluation

A. Class Work

1. Class Discussions

B. Exams/Tests
    1. Mid-term and Final Exams
C. Home Work
    1. Textbook, as well as assignments through canvas
D. Lab Activities
    1. Irrigation repairs and installation
E. Projects
    1. Irrigation planning
F. Quizzes
    1. Frequent short quizzes

Typical Outside-of-Class Assignments

A. Other:
    1. Weekly reading assignments
    2. Homework assignments: including site assesments, drawings, and preparing cost estimates
    3. Group projects involving irrigation installation and renovations

Textbooks (Typical):

Textbook:

1. Christopher D. Hart, R. Lee Ivy *Landscape Design, Installation and Management , Chapter 14* . 2nd ed., Goodheart- Willcox, 2025.
2. Larry E. Keesen *The Complete Irrigation Workbook: Design, Installation, Maintenance and Water Management* . 2nd ed., CreateSpace Independent Publishing Platform, 2013.
3. Keith J. Hageman, Patrick C. Morse *Landscape Irrigation System Repair Manual.* 1st ed., Turning Pro Productions LLC, 2010.

Manual:

1. Larry Schwankl. Drip Irrigation in the Home Landscape. Regents of the University of California, Division of Agriculture and Natural Resources, 1999.
2. Sonoma- Marin Saving Water Partnership. Qualified Water Efficient Landscaper Reference Manual - California Version . Sonoma- Marin Saving Water Partnership, 2018.

Other Materials Required of Students

1. In order to participate in lab activities students are required to wear appropriate clothing, sturdy shoes, and personal protective equipment suitable to the tasks being performed..

Equity Based Curriculum

- Assignments

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Current Certified Irrigation Technician (CIT) from the Irrigation Association.

Codes and Dates

Course CB Codes
CB00: State ID
Control Numb
CB03: TOP Code
010910 - Landscape Design and Maintenance
CIP Code

01.0207 - Irrigation Management Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable
CB05: Transfer Status
B - Transferable to CSU only.
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code
C - Clearly Occupational
CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: JAMS 12 - Introduction to Photojournalism

Credit for Prior Learning: JAMS 12 - Introduction to Photojournalism (Launched)
compared with
JAMS 12 - Introduction to Photojournalism (Active - Implemented 03-25-2026)

Admin Outline for Journalism and Media Studies 12
Introduction to Photojournalism
Effective: Fall 2026

Catalog Description:

JAMS 12 - Introduction to Photojournalism
3.00 Units

(Cross Listed with PHTO 72)

This course deals with the photographer as a journalist, focusing on theory and practice in press and publications photography, with emphasis on using the camera as a reporting and communications tool. Covered are news and feature photography and photographic essays, including composition, impact, and creativity, for newspapers, magazines, the Internet, and other mass communications media. Understanding and applying photojournalistic and basic technical and visual skills in the making of successful reportage photographs. Consideration of the work of major 20th and 21st century photojournalists. Students may receive credit for JAMS 12 or PHTO 72, but not both.
1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation:

- PHTO 50 **or** GDDM 53 **or** PHTO 56

Total Lecture Hours	27
Total Lab Hours	81
Total Inside of Class Hours	108
Total Outside of Class Hours	54
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Photographic Technology/Commercial Photography, or, Mass Communication, or, Photography.

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. Abide by ethical journalistic standards.
B. Write complete and effective captions for images to be used by a news publication.
C. Use their photojournalism skills to document events in the categories of News, Features, Story Telling, Sports and Spot News for the purpose of providing creative and unique imagery for the use of daily production purposes for a daily newspaper.

Course Objectives:

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

A. Explain in writing the role of photojournalism and photojournalists.
B. Describe the history and development of photojournalism.
C. Identify career options and processes in photojournalism.
D. Practice using elements of photo composition and lighting to produce photographs.
E. Practice capturing peak action or storytelling composition.
F. Demonstrate a working familiarity with the camera.
G. Prepare effective cutlines for photos.
H. Practice using hardware and software used in photojournalism.
I. Analyze legal and ethical situations in photojournalism.
J. Explain elements of a good news photograph and produce good news photographs.
K. Edit and store photos on a computer.
L. Create storytelling images, slideshows, or videos for the web.
M. Practice using different electronic photo storage formats.

Course Content:

Lecture:

1. Role of photojournalism and press photography in modern mass media
2. History and development of the camera as a reporting tool
    1. Early pioneers, their equipment, and their work
    2. Major photojournalists of the 20th and 21st centuries
    3. Social impact of photojournalism as communication medium
3. Careers in photojournalism
4. High impact photography: the decisive moment
5. Photo composition and lighting
    1. Understanding the camera/film system’s response to light
    2. Understanding fundamentals of composition, visual design, and cropping for final image

    3. Understanding the technical and visual circumstances of typical photojournalistic situations
6. Camera and photography basics
    1. The digital single-lens reflex camera
    2. Aperture, shutter speed, and equivalent exposure
    3. Film speed and image characteristics
    4. Panning, stop action, blurring to show motion
    5. Depth of field and selective focus for creative controls
    6. Light meters and exposure calculation
    7. Lenses, their effects and appropriate use
    8. Mastering the electronic flash
    9. Basic processing procedures
    10. Negative processing/push processing, digital scanning, and software manipulation for fully paginated images
7. Cutlines: The photographer as writer
8. The tools of photojournalism: hardware and software
9. What makes a good news photo?
10. Ethics and legal issues of photojournalism
11. Introduction to electronic editing of photos
12. Introduction to web images and video
13. Electronic photo storage formats

Lab Activities:
During lab time, students should apply concepts discussed in the lecture. They should:

1. Work on photography projects using lighting, composition, and editing software.
2. Use cameras, equipment, and software to experiment with aperture, shutter speed, exposure, film speed, panning, stop action, blurring, focus, exposure, light meters, flash, processing, digital scanning, and software manipulation of images.
3. Practice writing effective cutlines for images.
4. Analyze images for newsworthiness.
5. Use different types of software to edit photos for web and print distribution.
6. Practice creating short videos using digital cameras.
7. Store photos using different formats.
8. Collaborate with classmates on projects.

Methods of Instruction:

1. Lecture - discuss methods of photojournalism and ethical concern
2. Field Trips - to galleries and publishers
3. Audio-visual Activity - use audio and video to discuss concepts and practices of photojournalism
4. Discussion - discuss student projects and concepts of photojournalism
5. Lab - work with student photos in the lab
6. Demonstration - of effective techniques in class
7. Guest Lecturers - visiting professionals
8. Projects - complete individual projects in photojournalism and discuss with the class

Methods of Evaluation

A. Class Participation
    1. Weekly class participation in discussions and performance of task
B. Exams/Tests
    1. Final examination covering all elements in the class.
C. Field Trips
    1. At least once a semester field trip for local shooting assignment
D. Lab Activities
    1. Weekly lab activities
E. Portfolios
    1. Semester Project on Extended Photo Story, including portfolio of images
F. Projects
    1. Semester Project on Extended Photo Story, including portfolio of images
G. Quizzes
    1. Weekly quizzes on reading

Typical Outside-of-Class Assignments

A. Reading:
Read and report on articles from at least three photojournalistic publications.

B. Other:
    1. Photographically illustrate a chosen human subject in the course of a day's work
    2. Document from a variety of viewpoints the physical situation at a given location.
    3. Create a photographic essay to accompany a short non-fiction narrative.
    4. Choose an article from *Double Take* magazine that you can emulate, and reexamine this topic in a local setting. Shoot at least 100 exposures, editing them down to ten for final presentation. Write up a descriptive summary to accompany your work.
    5. Give students the topic: "Oakland's Chinatown." Capture the outdoor street life of the area. Write up descriptive captions for each of the photographs submitted to accompany your work.

Textbooks (Typical):

Textbook:

1. Jimmy Chin *There and Back: Photographs from the Edge* . 1s ed., Ten Speed Press, 2021.
2. Philip Brookman *Dorothea Lange: Seeing People*. 1s ed., Yale University Press, 2023.
3. Reuters *In the Moment: 40 Years of Reuters Photojournalism*. 1st ed., Rueters, 2025.
4. Kenneth Kobre *Photojournalism: The Professional's Approach*. 7th ed., Focal, 2016.

Other Materials Required of Students

1. DSLR or 35 mm film camera with a lens, built-in light meter and manual control of focus, aperture, and shutter; one that accepts interchangeable lenses preferred..
2. Photographic film, paper, and mounting materials.
3. A USB drive, External Hard Drive or DVD to transport digital files..

Equity Based Curriculum

- Course Content
- Typical Assignments

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: JOUR 160 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Student will prepare a cohesive and organized digital portfolio, using a website or slideshow software, containing the following elements produced by student:
• A resume highlighting photography and photojournalism experience
• One to three examples of work from prominent photojournalists with a short description of their careers and the relevance of their work
• Lighting: At least three examples of your own work, showcasing lighting, and including properly formatted captions in AP Style.
• Composition: At least three examples of your own work, showcasing composition, and including properly formatted captions in AP Style.
• Peak Action: At least three examples of your own work, showcasing peak action, and including properly formatted captions in AP Style. (Sports photography may be used.)
• News Photos: At least three examples of your own
Credit-by-Military-JST ~~No~~ Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes
CB00: State ID

CCC000564170

CB03: TOP Code
060200 - Journalism

CIP Code
09.0401 - Journalism

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
D - Possibly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: JAMS 23 - Digital Storytelling

Credit for Prior Learning: JAMS 23 - Digital Storytelling (Launched)
compared with
JAMS 23 - Digital Storytelling (Active - Implemented 08-15-2025)

Admin Outline for Journalism and Media Studies 23
Digital Storytelling
Effective: Fall 2025

Catalog Description:

JAMS 23 - Digital Storytelling
3.00 Units

This course will provide an introduction to multimedia storytelling with a journalism emphasis. Techniques that will be explored include use of video, photos, audio, animation, and text to convey interactive news and feature stories through the Internet and other electronic media. It also will include techniques in digital research, critical thinking, and synthesis. It will introduce the legal and ethical issues in the recording of sources. - _ Emphasis is placed upon the methods and techniques of multimedia reporting, including scripting, storyboarding, camera use, lighting, sound, and editing with video editing software such as Adobe Premiere Pro.
2 Units Lecture 1 Units Lab

Total Lecture Hours	36
Total Lab Hours	54
Total Inside of Class Hours	90
Total Outside of Class Hours	72
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Mass Communication, or, Journalism, or, Multimedia.

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. Produce video that presents local news in a professional manner.

Course Objectives:

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

A. Use of all components of a prosumer-level digital video and still camera
B. Produce and edit digital video and audio using video editing software such as Adobe Premiere Pro
C. Describe conventions of journalism
D. Assess digital storytelling strategies and demonstrate effective storytelling techniques, knowing when and how to use traditional print, audio, video, multimedia, other visual and social media
E. Demonstrate appropriate use of copy editing techniques for written work
F. Demonstrate use of omni-directional and shotgun microphone for sound recording
G. Explain the basic components of digital reporting including use of visual communications, use of stand-ins, and the impact of camera movements
H. Describe basic elements of composition
I. Produce digital slideshow stories using still photographs and integrate still photos into video
J. Produce and upload videos online
K. Identify and access digital media sources, including databases
L. Produce a finished video and/or slideshow for integration into the web sites of the other college media
M. Interpret and apply legal and ethical issues to works created, including copyright
N. Critique digital stories and identify specific areas in which improvement can be made
O. Produce and demonstrate effective use of blogs and interactive social media in digital reporting

Course Content:

Lecture:

1. Use of equipment in digital reporting
    1. Camera
    2. Video camera
2. Introduction and practice with video and audio editing
    1. Video production using a digital camera
        1. Focusing
        2. Lighting
        3. Tripod use
    2. iMovie
    3. Adobe Premiere Pro
        1. Three-point editing
        2. Fades and transitions
        3. Stills

4. Audio
3. Conventions of journalism
4. Digital storytelling
    1. Scripting and storyboarding
        1. Identifying and scouting for stories
        2. Brainstorming and scripting
        3. Storyboarding
            1. Scenes and shots
            2. Framing
            3. Camera movement
            4. Stills
            5. Stand-ins
            6. Equipment and crew organization
    2. Research, including digital research techniques
    3. Questions and interviewing
    4. The role of multimedia storytelling in digital media
    5. Identifying when and how to use traditional print, audio, video, multimedia, other visual, and social media in reporting
5. Conventions of editing
    1. Copy editing
    2. Photo editing
    3. Video editing
    4. Audio editing
6. Sound during video production
    1. Omni-directional microphones
    2. Shotgun microphones
7. Digital storytelling techniques
    1. Visual communications
    2. Interviewing and researching
    3. Use of stand-ins
    4. Camera movement
8. Composition in video production
9. Still photos in digital storytelling
    1. Photoshop
    2. Slideshows
    3. Stills in video production
10. Uploading to the web
11. Assess digital media sources, including database
12. Video and or slideshow production through collaboration with team members and the college media
13. Introduction to legal and ethical concerns in multimedia reporting, including copyright
14. Critique and analysis of multimedia reporting
15. Blogs and interactive social media in multimedia reporting

Lab Activities:

1. Introductions and interviews
2. Cutting/Slicing story arc

3. Man on the Street
4. Guest interview
5. Text on Screen, Text videos
6. Intros, Transitions, and Lower-thirds
7. Narration and Voice Overs
8. Front of the camera/Broadcast
9. Live footage and action (Blood drive/on-campus event)
10. Social Media and Promotion
11. The Market (on-campus event)
12. Profiles assigned: Begin preparation
13. Profile: Script and interviews
14. Profile: Editing and finishing
15. Profile Due: Share and critique
16. Enterprise Assigned: Brainstorming and preparation
17. Enterprise: Research, script, and interviews
18. Enterprise: Editing and finishing
19. Enterprise Due: Share and critique
20. Podcasting
21. Simulcast show
22. Express Pairing: Brainstorming and preparation
23. Express Pairing: Research, script, and interviews
24. Express Pairing: Editing and finishing
25. Express Assignment Due: Share and critique
26. Media Packaging
27. Final Project Assigned: Brainstorming and preparation
28. Final Project Prep: Research, script, and interviews
29. Final Project: Editing and finishing
30. Final Project Due: Share and critique

Methods of Instruction:

1. Audio-visual Activity - Review audio-visual work in class
2. Classroom Activity - Groups will with others to create a plan for a digital story
3. Critique - Students will critique and discuss a digital story created in class
4. Demonstration - Demonstrate interviewing techniques
5. Discussion - Discuss current ethical issues in digital media
6. Field Trips - Travel to digital media outlet to learn about the industry
7. Guest Lecturers - Guest speaker from podcast will present
8. Lab - Work on digital story project with a group in the lab
9. Lecture - Lecture on ethical standards in video production
10. Projects - Students will complete a digital story with a group
11. Research - Students will conduct background research for a group project
12. Student Presentations - Students will present digital story to the class and discuss the process of creating it
13. Written Exercises - Students will complete written exercises related to copy editing text
14. Coached supervision during lab sessions

15. Individual conferences about work produced

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Performance
    1. Weekly
C. Class Work
    1. Weekly
D. Exams/Tests
    1. Once per month
E. Field Trips
    1. One time during the semester
F. Final Class Performance
    1. One time, at end of semester
G. Final Public Performance
    1. One time, at end of semester (project published)
H. Group Projects
    1. Monthly
I. Home Work
    1. Weekly
J. Individual consultation with students
    1. Once per month
K. Lab Activities
    1. Weekly
L. Portfolios
    1. One time, at end of semester
M. Projects
    1. Monthly
N. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Project:
    1. Storyboards:
        1. Create a storyboard outlining all scenes, camera movements, stills, and narration.
        2. Include responsibilities of sound and lighting technician.
    2. Shooting:
        1. Shoot all scenes of video as sequenced in storyboard without editing during post-production.
    3. Adobe Premiere Pro:
        1. Edit identical reel in two styles:
            1. the first conveying opinion, the second conveying fact.

Textbooks (Typical):

Textbook:

1. Bob Dotson *Make It Memorable* . 3rd ed., Rowman & Littlefield Publishers, 2023.
2. Seth Gitner *Multimedia Storytelling for Digital Communicators in a Multiplatform World* . 2nd ed., Routledge, 2022.
3. Anthony Adornato *Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism.* 2nd ed., Routledge, 2022.

Other Materials Required of Students

1. Flash drive and a camera with video capability.
2. Access to the internet..

Equity Based Curriculum

- Assignments
- Typical Texts

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: JOUR 120 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
The portfolio will include:

- Video news story
- Audio news story or podcast
- Images, graphics, and infographics created for online distribution
- Social media, including interactive media
- Text for online media
- Basic website creation

Credit-by-Military-JST ~~No~~ Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000595152

CB03: TOP Code
060200 - Journalism

CIP Code
09.0401 - Journalism

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN 5 - Sports Management

Credit for Prior Learning: KIN 5 - Sports Management (Launched)
compared with
KIN 5 - Sports Management (Active - Implemented 08-15-2025)

Admin Outline for Kinesiology 5
Sports Management
Effective: Fall 2025

Catalog Description:

KIN 5 - Sports Management
3.00 Units

Course content includes how to organize, manage, plan, staff, direct, and control a sports program. Furthermore, areas such as Title IX, budget, facilities management, sports law, scheduling, officials, sports marketing, transportation, public relations, parent and booster clubs, purchase and care of athletic equipment, fund raising. This course will provide an overview of the many careers available in the sports management industry.

3 Units Lecture

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Kinesiology.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Evaluate the value of an athletic scholarship when compared to the revenue generated by collegiate athletic programs.
B. Interpret performance data from a team/athlete and provide guidance to the coach based on your analysis.

Course Objectives:

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

A. Recognize, explain and discuss the unique characteristics of sports and how they influence the management of sports
B. Interpret Title IX and understand its ramifications
C. Assess all aspects of an athletic equipment facility and review areas such as budget, purchasing, and maintenance
D. Examine sports facilities and event management
E. Compare, contrast and evaluate the different types of organizational structures employed by a sport organization to achieve their goals
F. Compare and contrast a high school, community college, or university sports program
G. Develop "game day" procedures and produce a checklist for games
H. Develop a budget for a sport
I. Identify the potential career fields and the qualifications required in the sports management industry

Course Content:

1. Basic principles and organization of sports
    1. Philosophy of physical education and sports
    2. Cardinal principles
    3. Leadership
    4. Leaders philosophy
    5. Flow chart
    6. Organization of high school, community college, and university program
2. Title IX
    1. History
    2. The law
    3. Results
    4. Multicultural and female experts and writers provide perspectives
3. Job opportunities
    1. Various sports
    2. Levels
    3. Related opportunities
4. Sport Management and Marketing Agencies
    1. Functions of Sport Management and Marketing Agencies

    2. Types of Sport Management and Marketing Agencies
    3. Sport Management and Marketing Careers and Challenges
5. Procedures, policies, and communication
    1. Sports policy handbook
6. Duties and responsibilities of sports personnel
    1. Principal
    2. Athletic Director
    3. Principal
    4. Head coach
    5. Assistant coach
7. Assignment and supervision of coaches
    1. Meetings
    2. Evaluations
8. Equipment and facilities
    1. Basic principles
    2. Safety
    3. Specific guidelines
    4. Buying procedures
    5. Cleaning and reconditioning
    6. Facilities construction
    7. Maintenance procedures
    8. Equipment personnel
    9. Game day procedures
9. Budget and finance
    1. General principles
    2. Booster club budget
    3. Board of Education
    4. Service clubs
    5. Fund raising
    6. Physical education department budget
    7. Budgets
        1. Associated student body
        2. Athletic budget
        3. District funds
        4. Various sports
10. Financial report
    1. Monthly
    2. Annual
    3. Purchase order

Methods of Instruction:

1. Classroom Activity - Classroom discussions related to sports and management, marketing and Title IX.
2. Lecture - Lecture pertaining to material presented in course content.
3. Projects - Students will do projects related to developing a handbook, sports management plan, or a sports marketing plan. Student will also do a research paper relevant to topic.

4. Audio-visual Activity - Variance - Present the same information in different ways for visual, aural and verbal learners Make technology accessible (e.g., give students the ability to increase text size or adjust brightness)
5. Written Exercises - Provide supplemental materials to the lesson plan (e.g., glossaries, illustrations)
6. Simulations - For presentations, use dyslexia-friendly fonts. Use a variety of media (e.g., audiobooks, movies) Include transcripts for multimedia materials

Methods of Evaluation

A. Class Participation
    1. At every class
B. Class Work
    1. At every class
C. Exams/Tests
    1. Mid term test as well as comprehensive Final exam at the conclusion of the course
D. Home Work
    1. weekly home work assignments
E. Oral Presentation
    1. Pairs Power-Point presentations: 2 presentations are to be delivered with a partner over the course of the semester
F. Projects
    1. 2 projects over the course of the semester that pertain to video analysis.
G. Quizzes
    1. Quizzes on the topic being covered will occur 2 times per week.
H. Research Projects
    1. One research project is assigned during the course pertaining to careers in Sport Management.

Typical Outside-of-Class Assignments

A. Other:
    A. Attendance/Class Participation
    B. Sports policy handbook
    C. Supplemental reading critiques
    D. Chapter Quizzes
    E. Written assignment analyzing the employment market for sports professionals
    F. Supervised out-of-class assignment at related institution or program (YMCA, Boys/Girls Club, fitness club, schools, etc.)
    G. Interview assignment with a member of the sports management field
    H. Comprehensive mid term and final exam

Textbooks (Typical):

Textbook:

1. Russell Hoye *Sport Management Principles and Applications.* 6th ed., Routledge, 2022.
2. Lisa Masteralexis, Carol Barr, Mary Hums *Principles and Practice of Sports Management.* 6th ed., Jones & Bartlett Learning, 2021.

3. Paul Pedersen, Lucie Thibault *Contemporary Sport Management.* 7th ed., Human Kinetics, 2021.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

This course was approved for DE instruction in 2020.
A primary target audience of this course will be sport managers, coaches, and students aspiring to a career in these fields. The
working commitments of this profession are unpredictable and sporadic. Thus, to meet the needs of this target audience, it is important
that an option for this course delivery is provided through Distance Education.

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

During the spring 2019 semester, four tenured faculty members were consulted and approved of this course moving to DE. On 20th February, 2019 a Division meeting was convened, and and the rationale for moving this course to DE was supported.

Accessibility:

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

Syllabus:

- Instructor response time.

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Instructor will post discussions that deal with academic content, and will provide substantive feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and provide individual responses to discussion posts each 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: Instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: The telephone will be used to interact with students individually to answer questions, review student work, etc.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is... 3. What career opportunities within youth sport can you identify within community sport? Which opportunities are most attractive to you and why? (6th edition p137-p140). Furthermore, the student must comment on another student's post by providing career advice in a respectful manner.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Students work in groups of 3 or 4 to complete this project. Each group member produces a video (duration 3-5 minutes) and places this on instructor's Sport Management YouTube Channel. The content of the video must address the following for a sport of the student's choosing: 1. What are some of the things to consider when pricing sport (6th edition p263-264)? 2. What are the key motives for sport spectating in their chosen sport (6th edition p277-279)? And 3. Cite a major professional sports facility for your chosen sport. List the personnel who would be involved in the management at this type of facility (6th edition p341-344). Group members must not choose the same sport. After student's video is complete, all group members must compare/contrast their sport with a different sport from within their group. The student's video may be a 'talking head-shot' of the student answering the questions, or of a Power-Point and the student discussing their observations.
- **Wikis:** *Students will use wikis to work collaboratively.*
  Frequency: Students will use wikis to work collaboratively on a project. For example, students placed in groups of 2: Each student produces a video (duration 4-5 minutes) and place this on the instructor's Sport Management YouTube Channel. Student's must consider this question: What are the arguments for and against a city's hosting of the Olympic Games (6th edition Chapter 11)? One of the students selects the argument for hosting the Olympics, the other argues against its hosting. After the student's video is complete, the student will analyze and critique their partner's presentation on a Wiki page in a respectful manner. The student's video may be a 'talking head-shot' of the student explaining their reasoning, or of a Power-Point and the student stating their observations.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Each module will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example discussion board assignment is... Has commercialization affected the sport industry negatively or positively? Provide evidence from the past and how it is currently influencing the industry (6th edition, Chapter 3)? Each student must critique another student's post in a respectful manner.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Papers will be written on various topics. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. There will be short paper on... What is ethical leadership and provide an example (6th edition chapter 5)? There will be a

term paper on… What was the relationship between the NCAA and the NAIA in the 19070s? How has that relationship changed? (6th edition Chapter 8).

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Students will use the Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. An example research assignment is… How have advances in the recruitment of athletes in a given sport, along with a focus on more globalized marketing, affected international sport?
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is… What are 3 elements of a valid contract? Explain each element (6th edition, Chapter 17).
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the midterm and final exam. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000595141

CB03: TOP Code

127000 - Kinesiology

CIP Code

31.0505 - Exercise Science and Kinesiology

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN 6 - Personal Trainer

Credit for Prior Learning: KIN 6 - Personal Trainer (Launched)
compared with
KIN 6 - Personal Trainer (Active - Implemented 08-16-2024)

Admin Outline for Kinesiology 6
Personal Trainer
Effective: Fall 2024

Catalog Description:

KIN 6 - Personal Trainer
3.50 Units

This course emphasizes the theoretical and hands on skills required of personal trainers, coaches and fitness professionals. This course will bridge the gap between exercise science, kinesiology and practical hands-on learning by integrating the latest in scientific and physiologically based research. This class will have lectures, labs, group work/discussions and assignments.
3 Units Lecture 0.5 Units Lab

Total Lecture Hours	54
Total Lab Hours	27
Total Inside of Class Hours	81
Total Outside of Class Hours	108
Total Student Learning Hours	189

Course Grading:

Optional

Justification for course proposal

Discipline:

Kinesiology.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Design a safe and effective workout program.
B. Describe the role of a personal trainer in the scope of the allied health care profession.

Course Objectives:

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

A. Compare and contrast the structure, role, and the function of skeletal muscle.
B. Identify factors that effect the magnitude and rate of adaptations to resistance training.
C. Differentiate between the positive and the negative coronary risk factors associated with cardiovascular disease.
D. Evaluate and stratify the health status of potential clients.
E. Critique a sample client's diet and estimate his or her energy expenditure and daily requirements.
F. Construct valid and reliable measurements of a theoretical clients' fitness level and select appropriate tests for individual clients utilizing normative data.
G. Identify and illustrate the personal trainers' role in relation to specific orthopedic injury, musculoskeletal and rehabilitation concerns.

Course Content:

Lecture:

1. Structure and Function of the Skeletal, Nervous and Muscular Systems
    1. Introduction to the skeletal, muscular, connective and nervous systems
    2. Biomechanics
    3. Cardiovascular and respiratory system
    4. Resistance training
2. Nutrition and Dietary Assessment
    1. Energy
    2. Nutrients
    3. Weight gain and loss
    4. Evaluating weight loss diets
3. Consultation and Evaluation
    1. Purpose of health appraisal and consult
    2. Fitness assessment and evaluation
    3. Assessment case studies
    4. Fitness testing protocols and norms
    5. Assessment of specific orthopedic or musculoskeletal concerns.
4. Body Composition
    1. Essential body fat and body mass index
    2. Weight management and factors affecting caloric balance
    3. Components of metabolism
5. Aerobic, Anaerobic Training and Flexibility

    1. Resistance training
    2. Cardiovascular training
    3. Flexibility and passive stretching
6. Creating a Program
    1. F.I.T.T.
    2. Rest and variation
7. Safety and Special Populations
    1. Facilities
    2. Special populations, geriatrics etc.
    3. Safety and legal concerns

Lab Activities:

Methods of Instruction:

1. Critique - In class and online practice quizzes- The practice quizzes will be incorporated into the curriculum in order to help facilitate further understanding and facilitate clarity from the classroom lectures. The quizzes will be helpful in aiding the students understanding of the material previously covered and with material in the mid-term and final.
2. Lab - The labs will be used to enhance the lectures and for the students to obtain practical experience in the implementation, delivery and administration of a personal and group fitness program.
3. Observation - The fitness instructor will show and give demonstrations on how to properly train various body parts and muscle systems.
4. Lecture - The instructor will give targeted lectures that cover the material that is in the book, covered in handouts or needs to be clarified/delivered.
5. Discussion - The instructor will use Scenarios that enhance learning opportunities by augmenting the lab and classroom discussion, for example; Various students- will be asked to prepare and then name/demonstrate eight safety guidelines for weight training.
6. Student Presentations - The instructor will critique at least two of the students' projects during the semester.
7. Projects - There will be at least one group project during the semester that enhances student cooperation. Students will collaborate in private groups to solve problems, become more proficient in on a certain topic or concept.

Methods of Evaluation

A. Class Participation
    1. daily
B. Class Work
    1. daily
C. Exams/Tests
    1. at least one
D. Group Projects

1. at least one

E. Lab Activities
    1. daily
F. Oral Presentation
    1. at least two
G. Papers
    1. at least one
H. Projects
    1. at least one
I. Quizzes
    1. at least three
J. Research Projects
    1. at least one
K. Simulation
    1. at least two

Typical Outside-of-Class Assignments

A. Other:
    1. Writing, problem-solving, critical thinking or performance:
        1. Organize and relate the three basic principles of weight training;
            1. overload principle
            2. variation principle
            3. specificity principle
        2. Students will each keep a four-day log recording everything they eat (two weekdays and two weekend days) utilizing an online program. This record will include the type of food and amount. Then the students will analyze their diets and prepare a written self-assessment.
    2. Readings:
        1. Read Chapter 10 and 11, in "Advanced Concepts of Personal Training," be prepared to analyze results and be able to make recommendations based on current percent body fat norms.
        2. Find a journal article on a specific injury in the ACSM journal or the Journal of Strength and Conditioning, and report on it to the class in either the form of a oral presentation or a written report.
    3. Group Work:
        1. The students will create a functional training exercise progression model for the upper body musculature in groups of two or four.
        2. The students will work cooperatively to design a fitness program based on the individual needs described in case studies.
    4. Term Paper:
        1. Students will choose an appropriate topic (with the guidance of the Instructor) and prepare a research paper and a power-point presentation at the end of the term.
        2. Students will be asked to write about a specific biomechanical pattern and analyse the movement applying Newton's second law of motion. And develop activities that directly apply the correct techniques to the kinesis.

Textbooks (Typical):

Textbook:

1. American Council on Exercise *The Exercise Professional's Guide to Personal Training*. 6 ed., American Council on Exercise, 2020.
2. Chris Jarmey *The Pocket Atlas of Skeletal Muscle*. 1 ed., Human Kinetics, 2024.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Textbooks/Materials
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussing this with Kinesiology colleagues, we felt that when this class cannot be offered in person/hybrid due to an emergency, it could still be offered with similar quality standards to the hybrid version. In addition, this course is part of the Fitness Trainer Certification, so offering this fully online allows students to complete this certification.

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

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: 2 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 4-6 per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on all assignments, discussion boards, and testing at least 1 time per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 1 per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: At least 1 time per week

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 4-6 per semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: At least 1 per semester

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 4-6 per semester
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: At least 1 per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: At least 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 4-6 per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least 1 per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: At least 2 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least 1 per semester (may include research)
- **Other:**
  Frequency: At least 2 per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training 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.

Certified Personal Trainer issued by NASM – National Academy of Sports Medicine within the last 2 years.
Personal Trainer certification issued by ACE – American Council on Exercise within the last 2 years.
Certified Personal Trainer issued by ISSA – International Sports Sciences Association within the last 2 years.
Certified Personal Trainer issued by NCSF – National Council on Strength and Fitness within the last 2 years.
Certified Personal Trainer issued by ACSM – American College of Sports Medicine within the last 2 years.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000595142

CB03: TOP Code
083520 - Fitness Trainer

CIP Code
31.0507 - Physical Fitness Technician

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN AF1 - Aerobic Fitness 1

Credit for Prior Learning: KIN AF1 - Aerobic Fitness 1 (Launched)
compared with
KIN AF1 - Aerobic Fitness 1 (Active - Implemented 08-17-2024)

Admin Outline for Kinesiology AF1
Aerobic Fitness 1
Effective: Fall 2024

Catalog Description:

KIN AF1 - Aerobic Fitness 1
1.00 Units

This course will present and implement the fundamental principles of Cardio/Aerobic Fitness training. Methods of assessing and monitoring aerobic intensity will be discussed and documented in class. The health and fitness benefits of cardio/aerobic conditioning will be presented. A variety of aerobic gym equipment will be used to achieve cardiopulmonary fitness and healthy body composition.
1 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Kinesiology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Compare and contrast various methods of evaluating exercise intensity.
B. Demonstrate an increase in their cardiorespiratory fitness.
C. Safely use a variety of cardiovascular gym equipment.

Course Objectives:

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

A. Demonstrate proper use of aerobic equipment.
B. Calculate Aerobic Training Zone utilizing the Karvonen Formula.
C. Identify the physical, observational, and social/emotional benefits of aerobic training.
D. Perform methods of aerobic assessment to determine a fitness baseline and progressive overload for improvement.

Course Content:

1. Fundamental Principles of Cardio/Aerobic endurance conditioning
    1. intensity, frequency, duration
    2. heart rate & pulmonary rate
2. Demonstration & Instruction on the use of Aerobic equipment in gym, which will include safety issues.
    1. equipment available: Treadmills, recumbent bicycles, stair climbers, aerobic ladders, & ellipticals.
3. Monitoring Methods of Aerobic Activity:
    1. Karvonen Formula - heart rate intensity
    2. vocal assessment
    3. perceived exertion scale
4. The Health and Fitness benefits: (this list is not all inclusive)
    1. prevention/management of cardiopulmonary disease and improved cardio function
    2. body composition and body weight management
    3. elevation of liver metabolism and HDL cholesterol
    4. elevation of beta endorphins resulting in decrease in depression and mental stress
5. Evaluation of Cardio Physical Fitness and Aerobic capacity/functioning
    1. 3 minute step test
    2. 1 mile walk test
    3. 9 minute treadmill assessment (Mets measured)

Methods of Instruction:

1. Demonstration - Demonstrate exercises and techniques
2. Lecture - Explain exercises and techniques
3. Critique - Critique exercises and techniques

Methods of Evaluation

A. Class Participation
    1. Daily

B. Exams/Tests
    1. 2-4 xs/semester

Typical Outside-of-Class Assignments

A. Other:
    1. Active class participation
    2. Demonstration of proper exercise technique
    3. Assess resting heart rate
    4. Calculate various heart rate zones

Textbooks (Typical):

Textbook:

1. Christina Muir, Zoe Rom *Becoming a Sustainable Runner.* 1 ed., Human Kinetics, 2024.
2. Chris Jarmey *Pocket Atlas of Skeletal Muscles.* 1 ed., Human Kinetics, 2024.

Other Materials Required of Students

1. Students will be required to dress in appropriate active attire & proper footwear.

Equity Based Curriculum

- Course Content
- Course Objectives
- Methods of Instruction
- Textbooks/Materials
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Offers flexibility to students while maintaining the integrity of measurable objectives and Student Learning Outcomes.

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

Kinesiology faculty and dean felt this class lends itself well to being offered online

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly
- **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: 8-10xs/semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 8-10 xs/semester
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Bi-weekly

Student-Content Interaction

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

Frequency: 8-10 xs/semester

- **Written papers:** *Papers will be written on various topics.*
  Frequency: 4-6 xs/semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 4-6 xs/semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606186

CB03: TOP Code

083500 - Physical Education

CIP Code

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

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

Y - Credit Course

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

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

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN FJW1 - Fitness Jog Walk 1

Credit for Prior Learning: KIN FJW1 - Fitness Jog Walk 1 (Launched)
compared with
KIN FJW1 - Fitness Jog Walk 1 (Active - Implemented 01-01-2024)

Admin Outline for Kinesiology FJW1
Fitness Jog Walk 1
Effective: Fall 2024

Catalog Description:

KIN FJW1 - Fitness Jog Walk 1
1.00 Units

This course is an introduction to a cardiovascular activity that will benefit anyone, regardless of age or fitness level. Individualized walking programs are designed to promote general overall fitness. Jogging and walking capabilities will be enhanced as a result of the exercise undertaken and the cardiovascular training related assignments.
1 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education, or, Kinesiology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Compare and contrast various methods of evaluating exercise intensity.
B. Demonstrate an increase in their cardiorespiratory fitness.
C. Demonstrate safe walking posture, gait, and foot placement while walking at an easy pace.

Course Objectives:

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

A. Differentiate anatomical techniques for jogging and walking.
B. Calculate training heart rate zones for cardiovascular fitness.
C. Design an exercise routine that plans for gradual improvement cardiovascular fitness
D. Discuss the benefits of a consistent exercise program.

Course Content:

1. Fundamental biomechanical illustrations of jogging and walking.
2. Measure one's heart rate after exercise and the calculation of heart rate training zones.
3. Design an exercise routine to enhance cardiovascular fitness.
4. Physiological and psychological consequences of a consistent exercise routine.
5. Post-exercise 1 minute heart rate score, and its implication for heart health.

Methods of Instruction:

1. Projects - Students will (i) to calculate their target heart rates for training at 50% and 70% of their maximal heart rate and heart rate reserve. (ii) Describe why they should measure their pulse after exercise, and (iii) Explain the difference between aerobic and anaerobic exercise, and provide examples to illustrate their answer.
2. Research - Students will be provided information on the physiological and psychological benefits of exercise. They will utilize LPC library databases for research assignments. Example research assignments are...Provide research to support or refute the following exercise related claims: Does exercise boost your mood? Does exercise make you appear healthier? Does exercise improve one's complexion and skin? Does exercise enhance concentration and focus?
3. Classroom Activity - Student participation in class workouts.
4. Individualized Instruction - Individual comments and/or corrections on walk/jog technique are provided.
5. Demonstration - Demonstration of correct walk/jog technique is provided.

Methods of Evaluation

A. Class Participation
    1. At every class meeting
B. Exams/Tests
    1. Basic anatomy, methods of measuring exercise intensity
C. Final Class Performance
    1. Post Test and Pre Test on Mile time and heart rate recovery.
D. Lab Activities

1. Weekly jogs/walks with logs

Typical Outside-of-Class Assignments

A. Other:
   1. Students record training heart rate immediately following exercise.
   2. Students will conduct a weekly pace/mile activity.
   3. What factors should be considered to influence how frequently one should exercise?
   4. Discuss the difference between dynamic and static stretching and when each is optimal.

Textbooks (Typical):

Textbook:

1. Denise Smith *Advanced Cardiovascular Exercise Physiology* . 2 ed., Human Kinetics, 2023.
2. Human Kinetics *The Walking Solution.* 1 ed., Human Kinetics, 2020.

Other Materials Required of Students

1. When walking, students should wear appropriate footwear and attire..

Equity Based Curriculum

- Course Content
- Other Materials Required of Students
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

Students can meet all measurable objectives, student learning outcomes in an online format. DE offers opportunities to a wider range of students to complete the course, while maintaining the integrity of the course .

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

The decision was made after discussion with colleagues, our supervisor, and hearing from students.

(1) Students can utilize basic technology to (a) Map their walk/jog, investigate distance information, and submit this to the instructor (b) plan and find new places to walk/jog, (c) view elevation changes, level of

difficulty information and ascents. The instructor can obtain evidence from the student to illustrate the student's completion of jog/walk routes. It also provides the student with flexibility to conduct their jogs/walks at convenient locations, and allows them to explore new jogging/walking destinations. Furthermore, Chabot College currently runs this class as an online/DE course with considerable success.

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 4-6/semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on all assignments, discussion boards, and testing.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 1/week.

Student-Student Interaction

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

Frequency: 4-6x 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: 4-6x/semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2-4/semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: 2-4/semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000606202
CB03: TOP Code

083500 - Physical Education

CIP Code

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

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN GBW1 - Guts and Butts Workout 1

Credit for Prior Learning: KIN GBW1 - Guts and Butts Workout 1 (Launched)
compared with
KIN GBW1 - Guts and Butts Workout 1 (Active - Implemented 01-01-2024)

Admin Outline for Kinesiology GBW1
Guts and Butts Workout 1
Effective: Fall 2024

Catalog Description:

KIN GBW1 - Guts and Butts Workout 1
1.00 Units

This course will focus on improving muscle strength and endurance of the abdominals, gluteals, quadriceps, and hamstrings. Functional exercises such as squats, lunges and planks will be utilized.

1 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education, Kinesiology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate an increase in their core and glute strength.
B. Demonstrate proper form during beginning level exercises that target the gluteal and abdominal musculature.
C. Identify the major muscle groups of the gluteal and abdominal musculature.

Course Objectives:

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

A. Describe the format of a safe and effective exercise session;
B. Demonstrate correct technique for lunges, squats, abdominal training;
C. List and describe the components of fitness;
D. Measure/assess exercise intensity through several techniques including target heart rate and rating of perceived exertion;
E. Modify his/her exercise intensity as appropriate;
F. Complete all assignments in a professional and timely manner;
G. Improve his/her fitness level;

Course Content:

1. Safe and effective exercise session format
    1. Proper warm up and cool down
    2. Maintain target heart rate zone and individual pacing of effort level
    3. Flexibility exercises performed after initial warm up and at end of class
    4. Interval training principles
    5. Overload principle
    6. Progression
2. Measuring Resting Heart Rate
    1. Location of pulse, how to measure
    2. Factors effecting heart rate
3. Techniques to assess exercise intensity
    1. Target Heart Rate Zone
    2. Karvonen Formula
    3. Ratings of Perceived Exertion (RPE)
4. How to modify exercise intensity
    1. Importance of working at one's own pace
5. How to modify impact levels
    1. High and low impact variations
6. Proper technique
    1. Lunges
    2. Squats
    3. Core stabilization
    4. Bridges
    5. Abdominal exercises
7. Muscle groups utilized in Lunges, Squats, Core stabilization, Bridges and Abdominal exercises
8. Progressive application of the Overload Principle for the following exercises:
    1. Lunges

    2. Squats
    3. Core Stabilization
    4. Bridges
    5. Abdominal exercises
9. Components of Fitness and their importance to a healthy lifestyle
    1. Cardiovascular endurance
    2. Muscular strength and endurance
    3. Flexibility
    4. Body composition

Methods of Instruction:

1. Demonstration - Demonstration of techniques
2. Lecture - Explanation of techniques
3. Classroom Activity - Individual, small group and entire class activities
4. Handout

Methods of Evaluation

A. Class Participation
    1. Daily
B. Exams/Tests
    1. 3-4/semester
C. Lab Activities
    1. Weekly

Typical Outside-of-Class Assignments

A. Other:
    1. Active class participation
    2. Demonstration of proper exercise technique

Textbooks (Typical):

Textbook:

1. Human Kinetics *Strength Training for All Body Types*. 1 ed., Human Kinetics, 2024.
2. Keven Arseneault *The Complete Guide to Strength Training Methods*. 1 ed., Human Kinetics, 2024.

Other Materials Required of Students

1. Students will have to provide their own clothing, foot apparel, towel and water bottle for class participation. .

Equity Based Curriculum

- Course Objectives
- Methods of Instruction
- Other Materials Required of Students

- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

In discussing this with Kinesiology colleagues, we felt that since this course could be offered with the same quality standards that the in-person version has. In addition, making sure students in the Kinesiology program have access to courses needed to graduate was an important factor in offering this course in a DE format.

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

The decision was made after discussion with colleagues, our supervisor, and hearing from students.

Accessibility:

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

Syllabus:

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: 2x/semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 4-6/semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on all assignments, discussion boards,and testing.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 1/week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: 2x/week.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 4-6x per semester.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Instagram posts by instructor 1-4x/ semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Weekly.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 4-6x/semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2-4/semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2x/week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000606209

CB03: TOP Code
083500 - Physical Education

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

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN PF - Personal Fitness

Credit for Prior Learning: KIN PF - Personal Fitness (Launched)
compared with
KIN PF - Personal Fitness (Active - Implemented 03-23-2023)

Admin Outline for Kinesiology PF
Personal Fitness
Effective: Fall 2023

Catalog Description:

KIN PF - Personal Fitness
1.00 Units

An independent, self paced, personal activity program planned and implemented in conjunction with student goals. Based on goals and results of a fitness assessment and health risk appraisal, an individualized program is developed through personal counseling. Programs can include a physical assessment profile, a health risk appraisal, an individualized exercise/activity program, health/wellness education, and behavior modification. Students' fitness will be tested at the beginning and at the end of the semester to determine if the student achieved their goals.
0.5 Units Lecture 0.5 Units Lab

Total Lecture Hours	9
Total Lab Hours	27
Total Inside of Class Hours	36
Total Outside of Class Hours	18
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Calculate the "Target Heart Rate Formula."
B. Complete a mile distance while doing a combination of walking and jogging within 15 minutes.
C. Complete one mile walking in under 20 minutes.

Course Objectives:

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

A. Establish an activity program based on assessment results and individual goals;
B. Complete a log of activity;
C. Evaluate a course of training by comparing pre and post assessments;
D. Define the components of fitness for use in developing fitness programs;
E. Discuss the benefits of maintaining a regular activity program;
F. Identify appropriate lifestyle modification techniques;
G. Analyze and interpret the results of a physical fitness assessment and health risk appraisal;

Course Content:

Lecture:

1. Orientation to course
2. Health Risk Appraisal including evaluation of risk for:
    1. Heart Disease
    2. Cancer
    3. Diabetes
    4. Stress
    5. Depression
    6. Nutrition habits
    7. Health Care Prevention
    8. Safety Habits
3. Physical Fitness Assessment including:
    1. Resting Heart Rate
    2. Resting Blood Pressure
    3. Cardiorespiratory endurance
    4. Muscular strength
    5. Muscular endurance
    6. Flexibility
    7. Body Composition
4. Evaluation and Interpretation of Health Risk Appraisal
    1. Appropriate lifestyle modifications
5. Evaluation and Interpretation of Physical Fitness Assessment

6. Self –evaluation of goals for the course in conjunction with instructor
7. Exercise Program Design
    1. Development of exercise program based on
        1. assessment results
        2. student goals
        3. student preferences
        4. available time/time required for course
        5. health risk factors
        6. components of fitness
8. Exercise log
    1. Daily log
    2. Nutritional diary and nutrient evaluation
9. Behavior modification log and exercises
10. Referral to Student Health Center, when appropriate

Lab Activities:

Methods of Instruction:

1. Discussion - The students will have a discussion board with current events or a topic of concern.
2. Audio-visual Activity - Audio/visual presentations will be used during the course of the semester.
3. Lecture - Lecture/presentations and assignments
4. Individualized Instruction - One on one instruction and nutritional and fitness counseling will be provided.
5. Demonstration - The instructor will provide online instruction on the correct technique for pre and post assessments.
6. Projects - Self paced individualized projects and learning modules will be utilized in this class.

Methods of Evaluation

A. Projects
    1. Develop & maintain an activity program based on assessment results and individual goals
B. Research Projects
    1. Analyze and interpret the results of a physical fitness assessment and health risk appraisal.
C. Completion of pre and post fitness assessment - twice per semester Improvement in fitness assessment - over course of semester Completion of exercise log - On a weekly basis Completion of discussion board research projects - on a weekly basis

Typical Outside-of-Class Assignments

A. Other:
    1. Participate in individualized fitness program

2. Complete an online health risk appraisal, and research methods to reduce the prospect of ill-health
3. Completion of exercise log
4. Discussion board assignments to analyze and assess healthy eating and exercise protocols

Textbooks (Typical):

Textbook:

1. Lee Brown *Conditioning for Strength & Human Performance*. 3rd ed., Routledge, 2019.
2. Alwyn Cosgrove *Secrets of Successful Program Design*. 1st ed., Human Kinetics, 2021.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Course Objectives
- Methods of Instruction
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

Before the pandemic the majority of this class was offered as DE (only 2 face-to-face meetings). Throughout the pandemic, this class was delivered successfully as 100% DE. This platform provides students with the flexibility to complete PE units, while enhancing their cardiovascular fitness and knowledge of training methods.

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

Previously this was a hybrid course with only 2 face-to-face meetings. The pandemic proved that this class can be delivered successfully as 100% DE format.

Accessibility:

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- Transcription for audio.
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- Modifying assignment time limits for students with accommodations.

Syllabus:
Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: During each module.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At the commencement of each module.

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000445554

CB03: TOP Code

083500 - Physical Education

CIP Code

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

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN SW1 - Swimming 1

Credit for Prior Learning: KIN SW1 - Swimming 1 (Launched)
compared with
Course Modification: KIN SW1 - Swimming 1 (Approved - Implemented 08-15-2027)

Admin Outline for Kinesiology SW1
Swimming 1
Effective: Fall 2027

Catalog Description:

KIN SW1 - Swimming 1
1.00 Units

An introductory course designed to teach basic swimming skills and is designed for non-swimmers who cannot complete one length of the pool (25 yards). Emphasis will be on the physical and psychological adjustment to the water as well as basic swimming stroke technique. Students will also learn aquatics safety methods.
1 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate competency of beginning level swimmers, including floating skills, and comfort in the water.
B. Demonstrate the basic techniques of freestyle and backstroke for 25 yards.
C. Demonstrate the basic techniques of elementary backstroke.

Course Objectives:

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

A. Employ beginning level breathing: blowing bubbles, bobbing, turning the head to the side
B. Describe and apply aquatic safety methods, including drown-proofing technique
C. Demonstrate competency of beginning level swimmers, including floating skills, and comfort in the water;
D. Demonstrate the basic techniques of freestyle and backstroke for 25 yards.
E. Demonstrate the basic techniques of a non-competitive stroke, elementary backstroke
F. Perform fundamental entries into the water, shallow and deep.
G. Identify common swim training equipment

Course Content:

1. Aquatic safety techniques, including drown-proofing, floating, and treading water
2. Non-competitive swim strokes, such as elementary backstroke
3. Fundamental techniques for competitive swim strokes, including freestyle and backstroke
4. Explanation, demonstration and practice of new strokes
    1. Elementary backstroke
    2. Front Crawl Stroke
    3. Backstroke
5. Breathing techniques: blowing bubbles underwater, bobbing, and turning the head to the side.
6. Entry in to shallow and deep water
7. General information about swimming: explanation of equipment, names of equipment, and how to use equipment.

Methods of Instruction:

1. Demonstration - The instructor will use multiple modes of demonstration such as visual, video, live instructor, and/or live student demonstration of skills.

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Performance
    1. Weekly

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Learn beginning front crawl technique.
    2. Learn floating and treading water techniques.
    3. Describe and demonstrate the techniques of the elementary backstroke.
    4. Demonstrate the ability to swim freestyle utilizing the side-breathing technique (so that the hairline is at water level, thus allowing proper head-turn for side-breathing) the width of the pool or 25 yards.

Textbooks (Typical):

Textbook:

1. Fares Ksebati *101 Ways To Swim Faster: How To Swim Faster and Prevent Injury For Life.*, Independently Published, 2024.
2. Brett Hawke *Science of Swimming: Transform Your Stroke, Improve Strength, Revolutionize Your Training (The Science of Fitness).*, DK, 2024.
3. Nicholas Loxton *Successful Swimming Teaching - The Easy Way.*, Swimming Tutor, 2025.

Other Materials Required of Students

1. Students are required to wear appropriate swim attire (swim suit, goggles, and swim caps for those with long hair)..

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606216

CB03: TOP Code

083500 - Physical Education

CIP Code

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

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN WT1 - Weight Training 1

Credit for Prior Learning: KIN WT1 - Weight Training 1 (Launched)
compared with
KIN WT1 - Weight Training 1 (Active - Implemented 01-01-2024)

Admin Outline for Kinesiology WT1
Weight Training 1
Effective: Fall 2024

Catalog Description:

KIN WT1 - Weight Training 1
1.00 Units

This course provides an introduction to weight training. Students will learn how to improve muscle strength and muscle endurance through the correct application of basic weight training principles.
1 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education, Kinesiology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate proper form while performing beginning level weight training exercises.
B. Display appropriate gym etiquette.
C. Identify the major muscle groups utilized in weight training exercises.

Course Objectives:

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

A. Use basic weight training terms (including repetitions, sets, and weight) to describe weight training programs;
B. Identify and demonstrate basic weight training exercises for each major muscle group
C. Demonstrate introductory knowledge of human anatomy/physiology as related to weight training;
D. Demonstrate correct and safe operation of various pieces of cardio and strength training equipment;
E. Describe the components of fitness;
F. Exhibit proper weight room etiquette;
G. Participate actively in the skills and activities presented in class;

Course Content:

1. Introduction to key terms used in weight training including repetition, set, weight
2. Elementary human anatomy/physiology concepts related to weight training
    1. Major muscle groups
    2. Agonist/Antagonist muscle balance
3. Upper body exercises
4. Lower body exercises
5. Abdominal / "core" exercises
6. Format of weight training sessions
    1. Importance of warm-up and cool-down
        1. introduction to cardio equipment
    2. Order to perform exercises
7. Weight training program design
    1. Frequency
    2. Intensity
    3. Time
    4. Type
8. Introduction to strength training equipment
    1. machines
    2. dumbbells
    3. barbells
    4. cables
    5. body weight
    6. balance and stability equipment
9. Proper selection, use and safety procedures related to operating various pieces of cardio and strength training equipment
10. Techniques to insure safety and comfort for all participants
    1. racking
    2. spotting

11. The components of fitness and how each is (or is not) addressed in the scope of this course.
    1. Muscular strength
    2. Muscular endurance
    3. Cardiorespiratory endurance
    4. Flexibility
    5. Body Composition
12. The benefits of exercise and how they relate to a healthy lifestyle
    1. Benefits of Cardiovascular Endurance
    2. Benefits of Muscular Strength and Muscular Endurance
    3. Benefits of Flexibility
    4. How body weight and body composition relate to the risk of disease
13. Proper weight room etiquette
14. Active participation in weight training routine

Methods of Instruction:

1. Lecture and verbal explanation
2. Physical Demonstration
3. Practice of strength training technique
4. Audio visual and internet educational programs
5. Handouts
6. Individual, small group, and class activities to enhance student training and performance

Methods of Evaluation

A. Class Participation
    1. daily
B. Exams/Tests
    1. one final exam

Typical Outside-of-Class Assignments

A. Other:
    1. Demonstrate correct technique for lower body exercises
    2. Demonstrate correct technique for core exercises
    3. Demonstrate correct technique for upper body exercises
    4. Daily participation of active workout

Textbooks (Typical):

Textbook:

1. Keven Arseneault *The Complete Guide to Strength Training Methods.* 1 ed., Human Kinetics, 2024.
2. Human Kinetics *Strength Training for All Body Types.* 1 ed., Human Kinetics, 2024.

Other Materials Required of Students

1. Students will have to provide their own clothing, foot apparel and towel for class participation..

2. Students will need access to a computer with an internet connection in order to access online supplemental materials..

Equity Based Curriculum

- Course Objectives
- Methods of Instruction
- Textbooks/Materials
- DE Course Interaction

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.
This course can maintain the integrity of the course. Offering Weight Training online allows more opportunity/convenience for students to take the course.

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

Accessibility:

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

Syllabus:

Course Objectives:

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

- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Minimum 2 per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on every homework, quiz, and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum 2 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: 1 web-conferencing session per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Weekly Labs and Office Hours.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum 2 per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Minimum 1 per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Minimum 2 per semester.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Minimum 1 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 3 quizzes, and 1 exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum 2 lectures per week.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606224

CB03: TOP Code

083500 - Physical Education

CIP Code

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

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN WTW1 - Women's Weight Training 1

Credit for Prior Learning: KIN WTW1 - Women's Weight Training 1 (Launched)
compared with
KIN WTW1 - Women's Weight Training 1 (Active - Implemented 01-01-2024)

Admin Outline for Kinesiology WTW1
Women's Weight Training 1
Effective: Fall 2024

Catalog Description:

KIN WTW1 - Women's Weight Training 1
1.00 Units

This specialized course will provide an orientation to the basic weight training machines available in gyms/clubs and proper gym etiquette, a study of the basic musculoskeletal anatomy and kinesiology of the female body, present the fundamental tenets of weight training, discuss how to maintain healthy body composition, and information on designing a weight training program to achieve attainable personal goals. Pre/Post Fitness Assessments will be conducted to establish a baseline of fitness and a measuring instrument for improvement toward weight training goals. Through proper education and implementation of sound weight training principles, the female student will be able to maintain a healthy lifestyle throughout various stages of life.
1 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education, Kinesiology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate appropriate weight room etiquette.
B. Demonstrate proper form when executing beginning-level weight training exercises.
C. Express weight training's benefits and effect on long-term health.

Course Objectives:

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

A. Demonstrate how to utilize the weight training equipment safely and proper gym etiquette
B. Identify the basic musculoskeletal anatomical features of the human female body
C. Describe the kinesiology movements of the female body
D. Explain the fundamental tenets of the weight training prescription
E. Discuss body composition, assessment, and data interpretation
F. Articulate appropriate and achievable personal weight training goals
G. Perform a personal assessment of physical conditioning/fitness and weight training program

Course Content:

1. Orientation to the Weight Training Gym
    1. The lay out of the Weight Training Gym and introduction to weight training machines/equipment
    2. Appropriate and proper gym etiquette
    3. Required gym attire and footwear
2. Basic Female Musculoskeletal Anatomy/Kinesiology of Movement
    1. Prime Mover Muscles - Anterior and Posterior
    2. Tendons, Ligaments, Spinal Disc, and Spinal Nerves
    3. Increased Q-angle, friction of Anterior Cruciate Ligament (ACL)
    4. Mal-alignment of patella, patellar tendonitis, and chondromalacia
    5. Muscular imbalances and injuries
3. Fundamental Tenets of The Weight Training Prescription
    1. Frequency - Overload versus Rest
    2. Intensity - Muscular Strength versus Muscular Endurance
    3. Training Variables - Skills, Technique/Form, Sets, Reps, Tempo, and Resistance
    4. Principles of Training- Specificity, Progressive Overload, Recovery, Diminishing Returns
    5. Weight Training Terminology - agonists, antagonist, atrophy, hypertrophy, isometric,isokinetic, isotonic, concentric & eccentric
4. Body Composition
    1. Skeletal Muscle/Viceral Organs versus Adipose Tissue
    2. Healthy Ratio of Lean Body Mass : Adipose Tissue
    3. Techniques used to measure Body Composition

4. Interpretation of Data: percent body fat, body weight, and body mass index
5. Goal Setting and Weight Training Program Design
    1. SMART goal setting techniques
    2. Setting achievable personal goals, training logs, & progress charts
    3. Designing safe and effective weight training programs

Methods of Instruction:

1. Classroom Activity
2. Discussion
3. Observation
4. Lecture
5. Individualized Instruction

Methods of Evaluation

A. Class Participation
    1. daily
B. Exams/Tests
    1. 2-3/semester

Typical Outside-of-Class Assignments

A. Other:
    1. Students will be required to read chapters in text or handouts that are related to the lecture topic being presented in class - ie) anatomy, orthopedic anomalies, specific weight training exercises, appropriate technique/form, injury avoidance
    2. Read prepared handouts given during lecture and/or posted in Canvas - SMART Goal Techniques, terminology handouts, advantages/disadvantages of equipment versus free weights, Body Composition, Weight Training Rx
    3. Use the SMART Goal Techniques to establish achievable goals and a method to track success to be turned in to instructor
    4. Design a personal weight training program to be a part of the classroom activity and approved by instructor

Textbooks (Typical):

Textbook:

1. Keven Arseneault *Complete Guide to Strength Training Methods*. 1 ed., Human Kinetics, 2024.
2. Human Kinetics *Strength Training for All Body Types*. 1 ed., Human Kinetics, 2024.

Other Materials Required of Students

1. Students will be required to provide their own workout apparel and footwear, water bottle, and towel for daily class participation. .

Equity Based Curriculum

- Course Objectives
- Methods of Instruction
- Textbooks/Materials
- DE Course Interaction

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.
In discussing this with Kinesiology colleagues, we felt this course could be offered with similar quality standards that the in-person version has. In addition, making sure students in the Kinesiology program have access to courses needed to graduate was an important factor in offering this course in a DE format.

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

Accessibility:

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

Syllabus:

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: 2x/semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 4-6/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: 4x/semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 1/week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: 2x/week.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 4-6x per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Weekly.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 4-6x/semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2-4/semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2x/week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly.

General Education/Transfer

General Education/Transfer Request

Chabot College GE

- VA. Kinesiology

CSU GE

- E - Lifelong Learning and Self-Development

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000606226

CB03: TOP Code
083500 - Physical Education

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

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN YO1 - Yoga 1

Credit for Prior Learning: KIN YO1 - Yoga 1 (Launched)
compared with
KIN YO1 - Yoga 1 (Active - Implemented 01-01-2024)

Admin Outline for Kinesiology YO1
Yoga 1
Effective: Fall 2024

Catalog Description:

KIN YO1 - Yoga 1
1.00 Units

This is an introductory course exploring the principles of Hatha Yoga and how they apply to achieving lifetime fitness. Emphasis is on developing awareness of body alignment, balance, and flexibility through a series of exercises and poses. Breathing exercises, relaxation and meditation techniques are learned and practiced throughout the course.
1 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education, Kinesiology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate an increase in their flexibility.
B. Demonstrate proper alignment in beginning level asanas.
C. Utilize various breathing techniques used in a yoga practice.

Course Objectives:

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

A. Describe the physical and mental benefits of yoga
B. Demonstrate basic Hatha Yoga poses designed to strengthen and tone the body
C. Use relaxation and breathing techniques for personal benefit
D. Identify elementary human anatomy
E. Discuss the changes that have occurred in personal development

Course Content:

1. Exercises and poses to strengthen and stretch the body
2. Exercises to improve posture and correct skeletal alignment issues
3. Exercises to increase awareness of personal abilities or limitations
4. Movement patterns to focus on internal core strength and balance
5. Breathing exercises and relaxation techniques for stress reduction and general well-being

Methods of Instruction:

1. Individualized Instruction - Individual assistance given when needed
2. Demonstration - Verbal explanation accompanied by demonstration
3. Classroom Activity - Class participation

Methods of Evaluation

A. Class Participation
    1. assessed weekly
B. Class Performance
    1. Demonstration of a series of poses
C. Exams/Tests
    1. one time per semester

Typical Outside-of-Class Assignments

A. Other:
    1. Being attentive to small details when concentrating during a stretch pose.
    2. Coordinating breath patterns to movement patterns.
    3. Using deep rhythmic breathing patterns while in relaxation pose.

Textbooks (Typical):

Textbook:

1. David Kyle *Rocket Yoga*. 1 ed., Human Kinetics, 2024.
2. Human Kinetics *Adaptive Yoga*. 1 ed., Human Kinetics, 2021.

Other Materials Required of Students

1. Students will need to wear appropriate attire. .
2. No equipment is required, although students are encouraged to bring a yoga mat, blanket, or towel to sit on..

Equity Based Curriculum

- Course Objectives
- Methods of Instruction
- Other Materials Required of Students
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Making sure students in the Kinesiology program have access to courses needed to graduate was an important factor in offering this course in a DE format.

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

Accessibility:

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

Syllabus:

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: 1 x a week.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 4-6/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: 4-6x/semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 1/week.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 4-6x 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: 4-6x/semester.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2-4/semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 2x/week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Yoga Instructor Certification issued by ISSA – International Sports Sciences Association within the last 3 years
Registered Yoga Teacher (RYT 200) issued by the Yoga Alliance within the last 3 years

Codes and Dates

Course CB Codes
CB00: State ID
CCC000606144
CB03: TOP Code
083500 - Physical Education

CIP Code

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

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: KIN ZUM1 - Zumba Fitness Workout 1

Credit for Prior Learning: KIN ZUM1 - Zumba Fitness Workout 1 (Launched)
compared with
KIN ZUM1 - Zumba Fitness Workout 1 (Active - Implemented 08-22-2024)

Admin Outline for Kinesiology ZUM1
Zumba Fitness Workout 1
Effective: Fall 2024

Catalog Description:

KIN ZUM1 - Zumba Fitness Workout 1
1.00 Units

Zumba is a Latin-inspired, dance-fitness workout class that incorporates Latin American inspired music, along with jazz, hip hop, pop, country and African inspired international music. Zumba workouts will use choreographed steps and movements to form a fitness based calorie burning dance workout.
1 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Physical Education.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Analyze Latin and international dance movements and integrate them into an aerobic routine.

Course Objectives:

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

A. Explain basic principles of Zumba dance exercise.
B. Perform dance movements in Latin and international rhythms
C. Describe cardiovascular conditioning principles and benefits.
D. Calculate and monitor exercise heart rate.
E. Analyze perceived levels of exertion during aerobic exercise.
F. Identify working muscles by name.
G. Differentiate between safe and contraindicated exercises .
H. Perform resistance and stretching exercises.

Course Content:

1. Explanation and demonstration of basic principles of Zumba Dance Fitness
    1. Latin Rhythms
        1. Salsa
        2. Merengue
        3. Cumbia
        4. Reggaeton
        5. Cha cha
        6. Samba
        7. Tango
    2. International Rhythms
        1. Rumba flamenca
        2. Belly dance
        3. Bhangra
        4. Ska Punk
        5. Greek
        6. Russian
    3. Musicality
    4. Choreography
        1. Structure
        2. Recognition and repetition
    5. Formula
        1. Basic dance steps
        2. Arm variation
        3. Fitness variation
        4. Direction, rhythm and beat variation
2. Fitness and Activity
    1. Cardiovascular Fitness
        1. Definition of aerobic exercise
        2. Components of aerobic exercise

3. Benefits of aerobic exercise
4. Basic nutritional concepts as they relate to aerobic exercise
5. Methods of measuring aerobic exercise intensity
6. Target heart rate calculation
7. Rate of perceived exertion

2. Basic applied anatomy and kinesiology
    1. Muscles used in Zumba
    2. Slow twitch and fast twitch muscles
    3. Anatomy chart of muscles
3. Physical activity
    1. Components of an effective warm-up
    2. Aerobic segment
    3. Components of an effective cool down
    4. Muscle toning and strengthening exercises
    5. Stretching exercises
    6. Body awareness techniques
4. Proper form and injury prevention
    1. Safe and contraindicated exercises
    2. Modifications and progressions for appropriate fitness level

Methods of Instruction:

1. Demonstration
2. Critique
3. Student Presentations
4. Guest Lecturers
5. Directed Study
6. Research

Methods of Evaluation

A. Class Participation
    1. assessed daily
B. Class Performance
    1. at least one per semester
C. Pre, Mid, Post Physical Fitness Assessments will be conducted. The pre-test will be conducted during the first two weeks of the semester and the mid test will be conducted during the seventh or eight week of the semester the post test will be conducted the last two weeks of the semester.

Typical Outside-of-Class Assignments

A. Other:
    1. Warm up, stretch and strengthening exercises
    2. Practice Zumba dance steps
    3. Learn new choreographed Zumba fitness workouts
    4. Monitor heart rate and use heart calculations to assess aerobic progress before and after exercise

5. Log Heart rate progress in fitness log
6. "Pre" "Mid" and "Post" fitness assessment testing will be done to assess fitness level and progression
7. Quizzes or demonstrations on dance principles, muscle groups, or nutritional concepts as needed
8. Read class handouts and/or assigned reading of chapters in text
9. Quizzes as necessary
10. Performance and demonstration of Latin and international dance movements
11. Final exam

Textbooks (Typical):

Textbook:

1. Kathryn Petras *Dance Your Dance: 8 Steps to Unleash Your Passion and Live Your Dream.* 1st ed., Thomas Nelson, 2021.
2. Julia Christensen *Dancing Is the Best Medicine: The Science of How Moving To a Beat Is Good for Body, Brain, and Soul.* 1st ed., Greystone Books, 2021.

Other Materials Required of Students

1. Towel.
2. Fitness attire.
3. Water bottle.
4. Dance shoes or tennis shoes.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Firstly, offering this course through distance education is a very effective method of the achieving the measurable objectives. Secondly, our Program Review notes that our goal is to increase our DE offerings (in part D), as well as increasing enrollment and productivity in a wider variety of course offerings. Utilizing

distance education to deliver this course will allow students the flexibility they require to fulfill their academic and personal goals.

Explain how the decision was made to offer this course in a Distance Education mode.
I have communicated with the full-time faculty within our discipline who confirmed that this course is a fundamental component of our AA degree. Faculty agreed unanimously that it should be offered as DE. This is the only Dance-related course offered from Area E within the Kinesiology Major.

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Once every two weeks
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Bi-weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Bi-weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Once every two weeks

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Bi-weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Once per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: A minimum of 1 web conference every 4 weeks.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Bi-weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes, mid-term exam, and final.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Bi-weekly (asynchronous)
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Bi-weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once per semester.
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
  Frequency: Bi-weekly
- **Other:**
  Frequency: Once per semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

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

Zumba Kids – Instructor Training For teaching Zumba to children issued by Zumba Fitness, LLC within the last year.

Zumba Gold – Instructor Training For classes designed for active older adults issued by Zumba Fitness, LLC within the last year.

Zumba Kids – Instructor Training For teaching Zumba to children issued by Zumba Fitness, LLC within the last year.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612341

CB03: TOP Code

083500 - Physical Education

CIP Code

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

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

Y - Credit Course

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

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

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: MKTG 50 - Introduction to Marketing

Credit for Prior Learning: MKTG 50 - Introduction to Marketing (Launched)
compared with
MKTG 50 - Introduction to Marketing (Active - Implemented 08-15-2025)

Admin Outline for Marketing 50
Introduction to Marketing
Effective: Fall 2025

Catalog Description:

MKTG 50 - Introduction to Marketing
3.00 Units

Marketing as a value exchange process involving all societal members; an overview of product development, pricing, placement, and promotion; Target markets including the demographic and behavioral dimensions of markets; analyses of marketing placement and pricing strategies and the social, cultural, economic, competitive and legal factors affecting marketing mix decisions.
3 Units Lecture

Recommended Course Preparation:

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

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Management, or, Marketing.

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. Categorize the four Ps of marketing.
B. Communicate the marketing concept and how it applies in both for-profit and nonprofit organizations.
C. Model consumer behavior in the consumer decision making process.

Course Objectives:

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

A. Identify marketing functions and how marketing institutions work in the exchange process
B. Describe societal issues and cultural aspects, which influence marketing strategies
C. Analyze how marketing systems and processes apply through society
D. Identify efficient research methods to gain demographic information and behavioral characteristics of customers
E. Explain levels, bases, and strategies to market segmentation, targeting, and positioning to develop the competitive advantage
F. Describe factors affecting the development of new products, the life cycle of products, branding and labeling, and the combining of product to service
G. Identify various strategies and consideration that are involved in pricing products and services
H. Specify the characteristics of various distribution channels and marketing systems
I. Describe the various types of retailers and give examples of each
J. Discuss the processes and advantages of integrated marketing communications in product and service marketing

Course Content:

1. Marketing's Roles in Society
    1. Historical
    2. Impact of Business Environments
    3. Global Transactions
2. The Exchange Process
    1. Value Creation
    2. Filling a Need
3. Marketing Concept
    1. Cultural, societal, national, and international impacts
    2. Four aspects - Product, Price, Place, Promotion
4. Systems and processes for varying constituents
    1. Business to Business vs. Business to Consumer
    2. Profit vs Non-Profit
    3. Governmental entities
    4. Consumer directed

    5. Manufacturers
5. Research
    1. Primary vs. Secondary data
    2. Behavioral
    3. Focus Groups, Surveys, Test Markets
    4. Governments' Role
6. Marketing-Decision Data
    1. Demographic and Life Style assessments
    2. Intra- and Inter-personal variables
    3. Lifestyle analysis
    4. Scientific method
    5. Cultural analysis
7. Determining the appropriate markets
    1. Segmenting
    2. Targeting
    3. Positioning
8. Value Creation: Tangible and Intangible Products
    1. Developing New Products
    2. Unique Service and Intangible Product Concerns
    3. Branding
    4. Packaging
9. Value Capture: Pricing
    1. Pricing Objectives
    2. Strategic Pricing Methods
    3. Pricing Options
10. Value Delivery: Placement
    1. Channel and Supply Chain Design
    2. Channel and Supply Chain Management
    3. Retailing
    4. Multi-channel marketing
11. Value Communication: Promotion
    1. Integrated Marketing communications
    2. Advertising
    3. Public Relations
    4. Promotions
    5. Personal Selling

Methods of Instruction:

1. Lecture -
2. Audio-visual Activity -
3. Written Exercises -
4. Projects -
5. Classroom Activity -

Methods of Evaluation

A. Class Participation
    1. Daily
B. Exams/Tests
    1. 1 per semester
C. Group Projects
    1. 1 per semester
D. Home Work
    1. Daily
E. Oral Presentation
    1. 1 per semester
F. Papers
    1. 1 per semester

Typical Outside-of-Class Assignments

A. Other:
    1. After the lecture on Consumer Decision making processes within a group, identify the specifics of the process using the product assigned.
    2. Answer the Study Guide questions for this chapter
    3. View the video case study. Identify the three positioning decisions. Write a 1000 word analysis discussing the options, the decisions, and the outcome.
    4. Create a new product. Select the target market. Identify the distribution channel(s) and the pricing strategy. Develop the packaging. Create three promotional ideas.

Textbooks (Typical):

Textbook:

1. University of Minnesota *Principles of Marketing.* 1st ed., University of Minnesota, 2010.
2. Rogert Kerin, Steven Hartley *Marketing.* 14th ed., McGraw-Hill, 2020.
3. Michael R Solomon, Greg W. Marshall, Elnora W. Stuart *Marketing: Real People, Real Choices.* 10th ed., Pearson, 2022.

Other Materials Required of Students

1. computer and internet access.

Equity Based Curriculum

- Course Content
- Typical Texts
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

Already approved for DE

Accessibility:

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

Syllabus:

Course Objectives:

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Once per week
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum once per week
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Once a semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Students will complete peer-editing assignments.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once per week
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Once per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of 2 quizzes per semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: Minimum of 2 quizzes per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Once a week

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID
CCC000380766

CB03: TOP Code
050900 - Marketing and Distribution

CIP Code

52.1401 - Marketing/Marketing Management, General

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: MKTG 56 - Marketing Strategies

Credit for Prior Learning: MKTG 56 - Marketing Strategies (Launched)
compared with
MKTG 56 - Marketing Strategies (Active - Implemented 08-15-2026)

Admin Outline for Marketing 56
Marketing Strategies
Effective: Fall 2026

Catalog Description:

MKTG 56 - Marketing Strategies
3.00 Units

Current marketing trends, strategies, and techniques. Introduction to online and social media marketing. The promotional process and techniques in the development of effective content creation and branding. Advanced theories, principles, and practices of customer service, customer loyalty, and the customer experience.
3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Marketing, or, Management.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Apply customer service principles to retain and grow customer loyalty through recognized consistent systematic improvement processes and use of social media.
B. Compare the tools and techniques used to create and enhance profitable customer service experiences in the traditional and digital sales environment.
C. Create effective online marketing strategies and campaigns, and employ free web analytics tools to track and measure success.

Course Objectives:

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

A. Identify and describe the history and development of marketing today
B. Explain the future of business marketing including demographic changes, environmental uncertainties, technology, and global competition
C. Analyze the factors relating to successful advertising, promotions, and publicity for various media platforms
D. Distinguish between exceptional customer service and less than adequate customer service
E. Demonstrate skills that meet customer needs, provide ongoing support, and service recovery
F. Practice steps retailers or service providers take to improve customer service
G. Evaluate social media networks and use with personal and company branding
H. Creation of a social media marketing plan
I. Synthesize all lessons learned across both traditional and internet business models

Course Content:

1. The future of marketing including demographic changes, environmental uncertainties, technology, and global competition
    1. Broad demographics definitions and buying habits
        1. Age
        2. Socio-economic
        3. Culture
    2. Sustainable competitive advantage
        1. Customer loyalty
        2. Location
        3. Human resources
        4. Trade secret, patent, copyright
        5. Branding
2. Factors impacting successful advertising, promotions, and publicity
    1. Setting communication objectives
        1. Criteria for evaluation and use
        2. Measuring effectiveness
    2. Principles of awareness and calls to action
    3. Communication methods
    4. Branding

3. Legal and ethical issues in retail strategies, branding, promotions, and visual communications
    1. Children
    2. Generations
    3. Psychological manipulation
    4. Privacy concerns and responsibilities
    5. Truth in advertising
4. Customer Service
    1. Distinguish between exceptional customer service and less than adequate customer service
    2. Find moments for exceptional customer service
    3. Demonstrate skills that meet customer needs, provide ongoing support, and service recovery
5. Introduction to online marketing and social media
    1. Social media marketing and the use of social media platforms and tools when developing personal and organizational branding.
    2. Understand the listening and social aspects of social media
    3. Online and traditional media integration
    4. Finding your personal or organizational tone and voice
    5. Creation of a social media marketing plan

Methods of Instruction:

1. Lecture - Daily
2. Discussion - 1 per week
3. Written Exercises - Weekly Case studies 1. Current events 2. Best practices
4. Guest Lecturers - 1 per semester
5. Videos
6. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship. Showcase examples from multiple perspectives and backgrounds.

Methods of Evaluation

A. Class Participation
    1. 8 per semester
B. Class Work
    1. 8 per semester
C. Exams/Tests
    1. 2 per semester
D. Home Work
    1. 8 per semester
E. Projects
    1. 1 per semester

Typical Outside-of-Class Assignments

A. Project:
    1. Project to develop a social media marketing plan

1. Overall strategy, concept, sustainable competitive advantages, and brand voice
2. Excel calendar template for 30-day content calendar
3. A completed multi-page social media marketing plan

B. Other:

1. Group discussion on class learning's to personal experience and role-playing.

C. Writing:
1. Application of class learning's to personal experience.
2. Analysis of current events and trends in marketing (i.e.WallStreetJournal,Fortune, AMA,localbusinesssection).

Textbooks (Typical):

Textbook:

1. Tracey L. Tuten *Social Media Marketing.* 4th ed., Sage, 2021.
2. O. C. Ferrell, Michael Hartline *MARKETING STRATEGY.* 8th ed., Cengage, 2021.
3. Ted Kinni *Be Our Guest.* 1 ed., Disney Editions, 2011.

Other Materials Required of Students

1. Internet Access .

Equity Based Curriculum

- Methods of Instruction
- Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

It is a class on online marketing

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

Already approved for DE

Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly
- **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: Bi-weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly

Student-Student Interaction

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

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 2 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: Bi-weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: 2 times per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2 per semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: 2 per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Bi-weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: 1 per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Resume with relevant industry experience of 3 to 5 years
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589265

CB03: TOP Code

~~050650 - Retail Store Operations and Management~~

050900 - Marketing and Distribution

CIP Code

52.1401 - Marketing/Marketing Management, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: MKTG 61 - Professional Selling

Credit for Prior Learning: MKTG 61 - Professional Selling (Launched)
compared with
MKTG 61 - Professional Selling (Active - Implemented 01-01-2024)

Admin Outline for Marketing 61
Professional Selling
Effective: Fall 2024

Catalog Description:

MKTG 61 - Professional Selling
3.00 Units

Principles and techniques involved in selling products , ideas, and/or services. Focus is on building relationships with others, identifying the reasons a purchase decision may be made. Includes buying motives, communication options, developing commonalities, sales call planning, ethics, follow-up contacts, and customer service. Interactions for face-to-face and online encounters; professional and technical products; consultants; and anyone wanting to improve their interactions with others.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Management, or, Marketing.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Evaluate the consumers reasoning process when making a buying decision.
B. Express the functions performed by sales people in the United States economic system.
C. Incorporate the techniques of persuasion.

Course Objectives:

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

A. Discuss the significant functions performed by sales people in our economic system;
B. List the advantages and disadvantages of selling as a career;
C. Identify the principles and techniques of persuasion
D. Examine the primary reasons people make their decisions to buy things;
E. Analyze the commonalities among selling ones' abilities, ideas, services, and merchandise;
F. Assess a code of ethics that encourages and expects professional performance, honesty and fair play.

Course Content:

1. The field of selling:
    1. The importance of selling in our economy
    2. The place of personal selling in the marketing system
    3. Pros and cons of selling as a career
    4. Requirements for selling success
    5. Ethics first...the customer relationships
2. Preparation for selling:
    1. Buyer behavior
    2. Product knowledge
    3. Feature-benefit analysis
3. The selling process—the art of persuasion:
    1. Planning the presentation
    2. Delivering the presentation
    3. Demonstration and proof
    4. Handling objections
    5. Closing the sale
    6. Suggestive selling
    7. Building goodwill
4. Relationship Selling Process
    1. Prospecting—The lifeblood of selling
    2. Planning the sales call
    3. Selecting which sales presentation method to use
    4. Beginning the presentation strategically
    5. Elements of a great sales presentation
    6. Welcoming objections

7. Closing begins the relationship
8. Service and follow-up for customer retention

5. Suggestive selling
    1. When it's good for the customer
    2. Trading up
    3. Substitution
6. Management of the selling process
    1. Ethical standards
    2. Self-management
    3. Keys to Success
    4. Customer Follow-up
    5. Performance Evaluation
7. Managing your career
    1. Ethical Choices
    2. Motivation
    3. Time Management
    4. Compensation
    5. Leadership
    6. Collaboration

Methods of Instruction:

1. Lecture - Lecture utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard
2. Discussion - Small Group Discussion
3. Audio-visual Activity - Video taped presentation
4. Written Exercises - Case studies
5. Guest Lecturers
6. Videos with handouts followed by group analysis and discussion
7. Two oral sales presentation

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Work
    1. Daily
C. Exams/Tests
    1. 1 per semester
D. Home Work
    1. Daily
E. Oral Presentation
    1. 1 per semester
F. Portfolios
    1. 1 per semester
G. Projects

1. 1 per semester

H. Quizzes
    1. 1 per semester
I. Research Projects
    1. 1 per semester

Typical Outside-of-Class Assignments

A. Other:
    1. Review current events in sales and marketing and/or business publications (i.e., Wall Street Journal, Incentive magazine, USA Today, Tri-Valley Business Times; discuss in class.
    2. Read chapter on "Agility in Sales." Research selected topic and make a two-minute oral presentation to the class.
    3. Individual project to prepare a five-minute formal sales presentation on product selected and approved by instructor.
    4. Write a roleplay of a general sales call, and incorporate a call to action
    5. Write a sales e-mail and incorporate a call to action subject line.

Textbooks (Typical):

Textbook:

1. Andy Schmitz *The Power of Selling*. 1 ed., Creative Commons, 2012.
2. Drew Stevens *Professional Selling*. 2nd ed., BVT PUBLISHING, 2020.
3. Thomas N. Ingram, Raymond W. (Buddy) LaForge *SELL!*. 6th ed., Cengage, 2020.

Other Materials Required of Students

1. computer and internet access .

Equity Based Curriculum

- Methods of Instruction
- Typical Texts
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Our Advisory Board is also very supportive of this strategy. Adding this course to our DE offerings provides another avenue for our students - most of whom work full- or part-time- to access our courses. This course is also part of several cross discipline courses. In conferring with the instructors in those disciplines, the FT faculty in the BUSN discipline, and all of the Advisory Boards involved we feel it is time to move forward in offering this course via DE.

Accessibility:

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

Syllabus:

Course Objectives:

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Instructors will be proactive in contacting students to ensure students are accessing and comprehending course material, understand the course organization, and have recorded all assignment due dates. Students will be encouraged to email the instructor with questions about the content, course structure, grading, and other course related questions. Responses to student inquiries will be timely..
- **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: Discussions about course topics will be facilitated by the instructor. Students will be encouraged to interact and share different perspectives. Each student's posting may not receive a personal comment, but substantive instructor posts will be added on common themes.
- **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: Substantive comments and thoughts to ponder will be provided by the instructor on written assignments, video submissions, and essay questions.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Announcements will be posted to the class regularly. Announcements should be numbered to provide easy reference. Announcements will include content explanations, additional topical information to explore which illustrates the material being studied, and clarifications of questions asked through e-mail. Information about due dates, changes to the syllabus, tests, etc. will also be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Webconferencing may be used to interact with students in real-time. Webconferencing may also be used for virtual office hours, clarification of content, delivering new content live, and/or discussion of a major topic. The previous listing is considered an example as other uses will be developed by instructors to effectively meet students' needs.

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Telephone contacts may be used to interact with students individually.
- **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: Some students may want to meet face-to-face. In addition to coming to campus during office hours Google Chat, Skype, and similar technology may be considered.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Chat may be used to interact with students, textually and/or graphically, in real-time. Virtual office hours may also be held using a chatroom.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: E-mail between students will be offered as desired by individuals. Students will be encouraged to exchange ideas, ask questions, and discuss assignments.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: The Discussion Board may be used as the locale to explore differences of opinion on the content and to exchange ideas. Students will respond to the instructor's prompt and to each others contributions.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Working in teams may be used to insure timely feedback from peers on video demonstrations and the effectiveness of a specific technique.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: The chatroom may be used by students to discuss course topics and projects in real time.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Peer-editing/critiquing may be utilized to provide feedback on demonstration strategies, offering feedback on the impact of a technique, language, body language, etc.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: A social networking tool may be used dependent on the needs/requests of each section's population. A social network too may be used so all students in the section can communicate on any topic.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Webconferencing may be utilized by students that want to interact in real time. This option can be exceptionally valuable for students needing the real time connection with peers.

Student-Content Interaction

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

Frequency: Each discussion topic will relate to the content within the module. Discussions about course topics will be facilitated by the instructor. Students will be encouraged to interact and share different perspectives. Each student's posting may not receive a personal comment, but substantive instructor posts will be added on common themes. A potential topic of discussion may be: Identify the motivations behind the buying decision. Which do you feel is most powerful and why?

- **Written papers:** *Papers will be written on various topics.*
  Frequency: Students may prepare written assignments based on assigned or approved topics. Papers may range in length from 1000 to 5000 words. Anti-plagiarism technology will be used to ensure original submissions. An example for a written paper may be: Identifying and comparing three customer follow-up strategies for a used car salesperson (or an industry of the student's choosing). Determine which is most advantageous and discuss why.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: When preparing written assignments, simulations, their video presentation, and a final portfolio students may use Internet research to understand the topic in more depth and create a more robust resource for future use.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes, tests, and a final exam may be utilized throughout the term to emphasize the learning and integrating of concepts, techniques, rationale, and general terminology within the field. As tests are "open book" quizzes/tests may include short answer and essay questions that require an application of concepts studied.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Mini lectures may be written material and/or audio/video clips which are short sections with no more than two major points. Mini lectures (audio/video) should be limited to four minutes. Written material should be two to four short paragraphs per page. Adequate white space, charts, or pictures should be included to encourage engagement. Links to other material, clips, or resources may be included. Power Point presentations - with or without narration - should be no longer than 8 minutes, with 4 minutes optimum. An example presentation may cover the decision process for a professional service (i.e. lessons, dentist, car repair, tax preparation, etc.)
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Simulations may be used to provide students with the opportunity to participate in, and learn from techniques and processes that may not be easily available. For example: A simulation for this course may be an online retail purchase of a highly technical item with three buyers asking questions.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Students will record a demonstration on an assigned or approved sales technique. Clips will be uploaded for peer-editing and critiquing.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Students may complete a capstone project that will demonstrate his/her mastery of the course. Generally students will record a demonstration on an assigned or approved sales technique. Clips will be uploaded for peer-editing and critiquing.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Case studies are similar to simulations and role-playing. However, within a case study students have all the actions and the results and will be able to analyze the effectiveness or

ineffectiveness of choices made by the parties involved. This allows students to discuss strategies and outcomes.

- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Role-playing allows students the opportunity to participate in, and learn from techniques and processes that may not be readily available. Students may be asked to act as the buyer, seller, manager, or a distraction allowing students to develop a more comprehensive understanding of the buying dynamic.
- **Other:**
  Frequency: Students will record a demonstration on an assigned or approved sales technique. Clips will be uploaded for peer-editing and critiquing.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Resume with relevant industry experience of 3 to 5 years
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000381017
CB03: TOP Code
050900 - Marketing and Distribution
CIP Code
~~52.1801 - Sales, Distribution, and Marketing Operations, General~~

52.1401 - Marketing/Marketing Management, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NBUS 233 - The Fundamentals of Personal and Family Financial Planning

Credit for Prior Learning: NBUS 233 - The Fundamentals of Personal and Family Financial Planning (Launched)
compared with
NBUS 233 - The Fundamentals of Personal and Family Financial Planning (Active - Implemented 08-15-2026)

Admin Outline for Noncredit Business 233
The Fundamentals of Personal and Family Financial Planning

Effective: Fall 2026

Catalog Description:

NBUS 233 - The Fundamentals of Personal and Family Financial Planning
162 Hours

Designed to provide students with the practical, hands-on means of successfully managing their personal finances and of becoming financially empowered upon course completion. Among other topics, the course will cover the basics of credit management, assessing insurance needs, budgeting, personal financial statement preparation, investment and savings accounts, management of taxes, retirement accounts, will preparation and estate planning.
54 hours lecture.

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

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Business, or, Accounting.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Identify and categorize the financial statement elements associated with the balance sheet and income statement.
B. Compare the common types of consumer credits including credit cards and installment loans.
C. Develop a comprehensive personal financial plan.
D. Explain fundamental economic considerations that affect decision-making in personal finance.

Course Objectives:

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

A. Analyze and evaluate personal financial goals and objectives
B. Create an individual and family budget
C. Describe how income and other forms of taxation affect financial plans
D. Interpret common financial planning terms
E. Evaluate various investing options
F. Contrast various classes of investments
G. Create an individual investment plan
H. Define the major types of insurance
I. Evaluate various financing options
J. Describe the proper use of credit
K. Calculate credit costs using interest rates
L. Analyze advantages and disadvantages of renting versus owning property
M. Identify various careers within the field of financial planning
N. Solve applied problems involving simple and compound interest.
O. Solve applied problems involving annuities, sinking funds, and amortization.
P. Translate an English statement into symbolic notation.
Q. Problem solve, model, use multiple representations of, and communicate clearly through a variety of mathematical concepts such as: Counting, Probability, Statistics, Voting, Apportionment, and Number Systems.
R. Develop and reinforce conceptual understanding of mathematical topics through the use of patterns, problem solving, communication, connections, modeling, reasoning, and representation
S. Perform calculations with place value systems

Course Content:

1. Importance of Personal Finance
    1. Time Value of Money
    2. Career-related money decisions
    3. Key steps in financial planning
2. Financial Planning
    1. Balance Sheet and Cash Flow Statements
    2. Using Financial Ratios to evaluate financial strength

    3. Keeping financial records
    4. Selecting a Financial Planner
3. Budgeting and Cash Flow
    1. Organizing a budget
    2. Decision making phase of budgeting
    3. Implementation and control phases of budgeting
    4. Optimization of monthly income to allocate towards expenses, debt, savings and investing
4. Managing Income Taxes
    1. Income tax rates
    2. Ways to pay income taxes
    3. Calculating income taxes
5. Credit Use and Credit Cards
    1. Obtaining Credits
    2. Credit Scores
    3. Types of consumer credit
    4. Managing credit wisely
    5. Dealing with over-indebtedness
6. Managing major purchases
    1. Prioritizing needs
    2. Housing
    3. Automobile purchases
    4. Comparison shopping
    5. Negotiations
7. Risk Management and Insurance
    1. Understanding how insurance works
    2. Homeowners' Insurance
    3. Automobile Insurance
    4. Liability Insurance
    5. Health Insurance
    6. Life Insurance
8. Developing conceptual understanding
    1. Economic patterns
    2. Household income problem solving
    3. Modeling of investment decisions
9. Investment Fundamentals
    1. Creating an investment plan
    2. Steps to take for effective long-term investing
    3. Factors that affect the rate of return on investments
    4. Personal financial decisions
10. Finance
    1. Solving mathematical equations to determine simple and compound interest
    2. Using mathematical formulas and tables to determine future value and present value using different variables
    3. Preparing amortization tables to determine the amount of interest and principal assigned to monthly debt payments

11. Exponential and Logarithmic growth and linear growth
    1. Creating Linear Functions to compare various financial products
        1. Slope and rate of change
        2. Applications and models
    2. Applying Exponential and Logarithmic Functions to compare various financial products
        1. Applications and models
12. Retirement and Estate Planning
    1. Calculating your financial need in retirement
    2. Employer and personal established retirement plans
    3. Government plans including Social Security
    4. Transferring your estate to your heirs
    5. Advance directive documents
    6. Impact of estate and inheritance taxation

Methods of Instruction:

1. Lecture - Instruction methods will include lecture and classroom discussions to introduce new concepts.
2. Classroom Activity - Instruction methods may include classroom activities such as in-class assignments individually and in groups.
3. Guest Lecturers - Instruction method may include guest lecturers on various investing strategies, as well as Certified Financial Planners.
4. Projects - Instruction method may include term projects such as creating personal balance sheet and cash flow statements.
5. Student Presentations - Instruction methods may include student presentations of long term investment strategies and major purchase decisions.
6. Simulations - Instruction method may include simulations such as tax preparation and investment strategies.
7. Audio-visual Activity - Instruction may include audio-visual activity such as videos and simulations.
8. Research - The instruction method may include research projects assigned to individual students such as monitoring stock prices.

Methods of Evaluation

A. Class Participation
    1. Class participation may be used as an assessment tool
B. Class Work
    1. Class work may be used as an assessment tool
C. Exams/Tests
    1. One or more exams during the semester
D. Group Projects
    1. A group project may be used as an assessment tool.
E. Home Work
    1. Periodic homework assignments will be assessed
F. Oral Presentation
    1. One group project during the semester
G. Papers

1. One or more written papers during the semester

H. Quizzes
    1. One or more quizzes during the semester
I. Research Projects
    1. One individual or group research project during the semester

Typical Outside-of-Class Assignments

A. Writing:
    1. Prepare a personal balance sheet and personal cash flow statement.
    2. Determine which financial product will maximize annual yield using logarithmic equations.
    3. Calculate financial ratios and analyze the strength and weaknesses of various investments.
    4. Compare the expected future values of various financial products using annual percentage yields.
    5. Analyze a case from the textbook
    6. Complete homework assignments based on the textbook reading and lecture discussions.

Textbooks (Typical):

OER:

1. Saylor Academy and Andy Schmitz *Personal Finance*. 1 /e, Saylor Academy, 2012. https://saylordotorg.github.io/text_personal-finance/.

Textbook:

1. Jack R Kapoor, Les R Dlablay *Personal Finance*. 14th ed., Mc-Graw Hill Education, 2023.
2. Arthur Keown *Personal Finance: Turning Money into Wealth*. 9th ed., Pearson, 2022.
3. Jeff Madura *Personal Finance*. 7th ed., Pearson, 2019.
4. E. Thomas Garman *Personal Finance*. 14th ed., Cengage Learning, 2024.

Other Materials Required of Students

1. Internet Access.

Equity Based Curriculum

- Course Content
- Assignments
- Typical Texts

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This course can be effectively presented in a full or partial online environment, and allows for more students to participate in this learning opportunity and life enrichment.

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

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

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

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: The online class will have assignments due on a regular basis that will be graded and include feedback. For example, Students may receive weekly or bi-weekly homework assignments assigned from the textbook. The instructor will grade the homework assignments and offer feedback on a regular basis.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: The online class will include class discussion boards as method of collaborative learning between students. For example, Students may receive weekly questions that require a response on the class discussion board. Students will be encouraged to reply/comment on other students' posts.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: The online class will include class discussion boards as a method of demonstrating the student's understanding of the material covered. For example, Students may receive weekly questions that require a response on the class discussion board. Students are encouraged to learn from each other through reading the discussion boards.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: The online class may include written papers to evaluate the student's understanding of the material covered. For example, Students may be assigned periodic written assignments based on the material covered in the textbook and in the lectures.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: The online class may include internet research to supplement the student's understanding of the material covered in the course. For example, students may be required to perform internet research to find current stock prices, interest rates, and the cost of certain common expenses.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: The online class may include periodic quizzes and exams to evaluate the student's understanding of the material covered. For example, students will have periodic quizzes and exams to assess their level of comprehension of the material covered.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: The online class may include simulations to demonstrate the student's understanding of the material covered in the course. For example, students may participate in simulations such as "Assume your monthly salary is $5,000…" or "Assume you have $1,000 to invest in a long term strategy…"
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: The online class may include videos from third parties describing various topics covered in the course. For example, Students may be required or encouraged to watch online videos of guest lecturers who speak to the topics being covered.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: The online class may include projects to demonstrate the student's understanding of the material covered in the course. For example, students may be required to complete a monthly budget v. actual or long term investment strategy as part of a term project.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: The online class may include case studies to demonstrate the student's understanding of the material covered in the course. For example, Students may be assigned periodic case studies based on the material covered in the textbook and in the lectures.
- **Other:**
  Frequency: The online class may include student presentations to demonstrate the student's understanding of the material covered in the course. For example, students may be required or encouraged to present the results of assignments in a powerpoint or video presentation format.

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612347

CB03: TOP Code
130100 - Family and Consumer Sciences, General

CIP Code
19.0101 - Family and Consumer Sciences/Human Sciences, General

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

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

G - Home Economics: Education programs for home economics

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NKIN PLOA - Pilates for Older Adults

Credit for Prior Learning: NKIN PLOA - Pilates for Older Adults (Launched)
compared with
NKIN PLOA - Pilates for Older Adults (Active - Implemented 04-06-2026)

Admin Outline for Noncredit Kinesiology PLOA
Pilates for Older Adults
Effective: Fall 2026

Catalog Description:

NKIN PLOA - Pilates for Older Adults
54 Hours

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

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

Optional

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

Discipline:

Kinesiology.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

1. Introduction to the principles of Pilates
    1. Learn the 8 principles of Pilates
    2. Identify the key components of the principles
    3. Apply principles to Pilates exercises
2. Components of Neutral spine and their importance to a healthy lifestyle
    1. Understand proper pelvic alignment
    2. Recruitment of muscle groups to create neutral spine
    3. Stabilization of core during exercises
    4. Develop flexibility in balance with strength
3. Learn the pilates exercise program
    1. Memorize names of the Pilates exercises
    2. Explain proper alignment
    3. Use props to increase or decrease level of intensity
    4. Articulate benefits of the exercises
4. Benefits of exercise and it's importance to a healthy lifestyle
    1. Learn components of good posture
    2. Build stamina and muscular strength
    3. Practice stretches to promote flexibility
5. Practice relaxation techniques to reduce stress

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Participation in daily activities

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

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

Equity Based Curriculum

- Course Content
- Measurable Objectives
- Other Materials Required of Students

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

It is cross-scheduled with Credit Pilates, which has a DE option. DE offers flexibility to students in regards to time and travel.

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

The department has decided on a number of KIN classes that can effectively be taught online, and this course is one of them

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they*

can do to improve.
Frequency: Weekly

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: As needed (weekly)

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000657980

CB03: TOP Code

083500 - Physical Education

CIP Code

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

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NKIN SWFOA - Swimming for Fitness for Older Adults

Credit for Prior Learning: NKIN SWFOA - Swimming for Fitness for Older Adults (Launched)
compared with
NKIN SWFOA - Swimming for Fitness for Older Adults (Active - Implemented 08-15-2026)

Admin Outline for Noncredit Kinesiology SWFOA
Swimming for Fitness for Older Adults
Effective: Fall 2026

Catalog Description:

NKIN SWFOA - Swimming for Fitness for Older Adults
54 Hours

This is a fitness course designed for older adults to enhance their overall health and well-being through guided fitness swimming participation and education. This course is designed to teach and apply a variety of fitness and health concepts to increase cardiovascular fitness, efficiency in the water, and enhance overall health as it relates to the aging population. Emphasis will be on swimming within the aerobic target heart rate training zone. Instruction will also address hypertension and the prevention of adult type II diabetes. New and varying concepts will be addressed and applied each term. This course is taught in a pool with a minimum depth of 7 ft. Students should possess basic swimming (minimum of 25 yards) and water safety skills.
54 hours laboratory.

Recommended Course Preparation:

- KIN SW2

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Physical Education, or, Kinesiology.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Demonstrate improvement in distance swimming.
B. Iillustrate a personalized training program based upon aquatic training principles.
C. Demonstrate improvement in a timed swim.

Course Objectives:

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

A. Demonstrate basic swim techniques to enhance health and fitness.
B. Recognize the five components of physical fitness as they relate to fitness swimming.
C. Explain the health benefits of fitness swimming.
D. Apply the concept of interval training to enhance health and fitness.
E. Recognize the importance of warm-up and cool-down techniques.
F. Utilize swimming equipment, such as kickboards, pull buoys, hand paddles, and fins, to enhance the benefits of swimming for fitness.

Course Content:

1. Discussion and review of swimming stroke options and water safety
    1. Backstroke
    2. Front Crawl Stroke (freestyle)
    3. Breaststroke
    4. Butterfly
    5. Sidestroke
    6. Elementary Backstroke
    7. Aquatic Safety Methods
        1. Floating
        2. Treading water
2. Swimming for Fitness
    1. Body composition
    2. Muscular strength
    3. Muscular endurance
    4. Flexibility
    5. Cardiorespiratory endurance
        1. Training heart rate
        2. Target heart rate zone
        3. Perceived level of exertion
3. Importance of warming up and cooling down
4. Swim Equipment
    1. Kickboard

2. Pull Buoy
3. Fins
4. Snorkel
5. Hand paddles/gloves

Methods of Instruction:

1. Discussion - Discussion of fitness training principles and how they apply to the aquatic environment
2. Demonstration - Land and water demonstrations
3. Individualized Instruction - Individual correction and practice
4. Lecture - Verbal explanations of techniques and

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Performance
    1. Weekly

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Demonstrate the ability to swim freestyle, backstroke, breaststroke, and butterfly across the width of the pool (25 yards).
    2. Read the module/chapter on health benefits of swimming. Be prepared to discuss how swimming lowers disease risk.
    3. Swim repetitive laps utilizing selected swim strokes while monitoring heart rate.
    4. Measure blood pressure twice weekly over six weeks. Keep a journal of each day's measurements.

Textbooks (Typical):

Textbook:

1. Ksebati, Fares *Swim Like A Pro: A Holistic Training Guide on How to Swim Faster & Smarter.* 1st ed., Independently published, 2021.
2. Hekmati, Deniz *Foundations of Strength Training for Swimmers complete guide to develop swim power & manage injuries.* 1st ed., Independently published, 2020.
3. Corbin, Charles, Darla Castelli, Benjamin Sibley, and Guy C Le Masurier *Fitness For Life.* 7th ed., Human Kinetics, 2022.

Other Materials Required of Students

1. Swim suit, goggles..
2. Swim cap for those with long hair..

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000606220

CB03: TOP Code
083500 - Physical Education

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

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NKIN SWOA - Swimming for Older Adults

Credit for Prior Learning: NKIN SWOA - Swimming for Older Adults (Launched)
compared with
NKIN SWOA - Swimming for Older Adults (Active - Implemented 04-06-2026)

Admin Outline for Noncredit Kinesiology SWOA
Swimming for Older Adults
Effective: Fall 2026

Catalog Description:

NKIN SWOA - Swimming for Older Adults
54 Hours

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

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

Pass/No Pass

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

Discipline:

Kinesiology.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

Methods of Instruction:

1. Demonstration - Physical demonstration of techniques and skills

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Participation in daily activities

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000642911

CB03: TOP Code
083500 - Physical Education

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

CB04: Credit Status
N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
H - Courses for Older Adults: Education programs for older adults

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NKIN WTOA - Weight Training for Older Adults

Credit for Prior Learning: NKIN WTOA - Weight Training for Older Adults (Launched)
compared with
NKIN WTOA - Weight Training for Older Adults (Active - Implemented 04-06-2026)

Admin Outline for Noncredit Kinesiology WTOA
Weight Training for Older Adults
Effective: Fall 2026

Catalog Description:

NKIN WTOA - Weight Training for Older Adults
54 Hours

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

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

Optional

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

Discipline:

Kinesiology.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

Methods of Instruction:

1. Demonstration - Physical demonstration of exercises and movements
2. Discussion - Discussion of physical fitness concepts
3. Audio-visual Activity - Videos presented in class and posted in Canvas
4. Classroom Activity - Individual, small group, and class activities to enhance student training and performance

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Participation in daily activities

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000657982
CB03: TOP Code

083510 - Physical Fitness and Body Movement

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

CB04: Credit Status
N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
H - Courses for Older Adults: Education programs for older adults

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NKIN YOOA - Yoga for Older Adults

Credit for Prior Learning: NKIN YOOA - Yoga for Older Adults (Launched)
compared with
NKIN YOOA - Yoga for Older Adults (Active - Implemented 04-06-2026)

Admin Outline for Noncredit Kinesiology YOOA
Yoga for Older Adults
Effective: Fall 2026

Catalog Description:

NKIN YOOA - Yoga for Older Adults
54 Hours

Designed to teach the principles of yoga and how they apply to improve balance, strength, mobility and wellness for the mature adult. Breathing exercises, relaxation and meditation techniques to lower stress and hypertension will be practiced throughout this course.
54 hours laboratory.

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

Pass/No Pass

Justification for course proposal
Adding more non-credit options for our students, faculty/staff, and community members.

Discipline:

Kinesiology.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Explain and integrate the principles of strength training and joint support to promote overall health and independence in aging.
B. Apply appropriate modifications and props to adapt poses safely.
C. Demonstrate improved mobility, balance, and coordination through yoga sequences designed for functional movement and stability.

Course Objectives:

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

A. Apply and demonstrate the principles of Hatha Yoga to achieve lifetime fitness and overall wellness.
B. Demonstrate proficient sana positioning, techniques and progressions/regressions.
C. Prepare a daily personal yoga practice.
D. Describe and demonstrate various breathing and meditation techniques.
E. Be able to track their blood pressure and use yoga on a daily basis to relieve stress.

Course Content:

1. Principles of Hatha Yoga
2. Progressive and sequential pose/asana routine.
3. Development of personal yoga practices.
4. Breathing and meditation techniques to relieve stress.
5. Dangers of hypertension and pre-diabetes
6. Tracking Blood pressure

Methods of Instruction:

1. Demonstration - Students will follow along to instructor
2. Observation - Students will observe instructor demonstrations
3. Lecture - Instructor will explain course material

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Performance
    1. 1-2 times/semester
C. Exams/Tests
    1. weekly
D. Papers
    1. 3-4 times/semester

Typical Outside-of-Class Assignments

A. Reading:

1. Read an article on blood pressure and be prepared to discuss the modifiable risk factors that influence high or low blood pressure.
2. Read the course material on daily personal yoga practice and create a program to follow.

B. Laboratory:
1. Measure Blood Pressure twice weekly over 6-12 weeks and keep a log of each day's measure.
2. Discuss the Hatha yoga poses that are beneficial for your own personal practice and perform a sequence of those poses.

Textbooks (Typical):

Textbook:

1. Leslie Kamanoff and Amy Matthews *Yoga Anatomy*. 3 ed., Human Kinetics, 2024.
2. Sue Scott *ABLE Bodies Balance Training 2nd Edition With HKPropel Access.*, Human Kinetics, 2026.

Other Learning Materials:

1. Articles, video learning

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Other Materials Required of Students

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

This course could benefit students who don't have access to on campus or in person classes.

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

The Credit course that mirrors this course (KIN YO 1-4) is offered online and has been successful in offering students the opportunity to practice yoga in an online environment.

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: Daily
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: within 48 hours
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Bi weekly

Student-Student Interaction

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

Frequency: Weekly

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 1-2 times/Semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: 1-2 times/semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 3-4 times/semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: weekly

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000657983

CB03: TOP Code

083500 - Physical Education

CIP Code

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

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NMUS 215 - Jazz Band for Older Adults

Credit for Prior Learning: NMUS 215 - Jazz Band for Older Adults (Launched)
compared with
NMUS 215 - Jazz Band for Older Adults (Active - Implemented 03-17-2023)

Admin Outline for Noncredit Music 215
Jazz Band for Older Adults
Effective: Summer 2023

Catalog Description:

NMUS 215 - Jazz Band for Older Adults
54 Hours

This course is for the study, rehearsal, and public performance of standard jazz ensemble literature for the older adult. Emphasis is on the development of skills needed to perform within an ensemble. New literature will be studied each term so that different technical and artistic issues are addressed. Opportunities to arrange and compose for the ensemble as well as to conduct. Opportunity to apply improvisation techniques in a group setting.
hours lecture, 54 hours laboratory.

Enrollment Limitation:

- Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Music.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting.
B. Demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor.
C. Perform stylistically appropriately to the period/style of the composition.

Course Objectives:

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

A. Play the correct pitches as indicated with accurate intonation, in time with the section and ensemble as directed by the conductor.
B. Play with the articulation, dynamics, phrasing, and expression styllistically appropriate to the period/style of teh composition as directed.
C. Perform improvised solos as applicable.
D. Demonstrate appropriate blend and balance within the ensemble
E. Memorize solo and ensemble performance repertoir as directed.
F. Adhere to professional level ensemble performance and rehearsal standards of conduct.
G. Analyze and describe music using musical terminology.
H. Evaluate the quality and effectiveness of a performance, composition, or arrangement by comparing it to exemplary models, using specified criteria developed prior to the experience.
I. Improve and maintain physical dexterity and mental acuity.

Course Content:

1. Rhythm
    1. Precise reading and performance of intermediate to advanced of rhythm
    2. Playing together as a section
    3. Playing together as an ensemble
    4. Following the conductor as applicable
    5. Improving and maintaining finger dexterity and musculature
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
    5. Improving and maintaining face
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression

    1. Accurate performance of markings
    2. Following the conductor's gestures as applicable
    3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation
7. Misc.
    1. Ensemble specific performance practices
    2. Period performance practices as applicable
    3. Improvised solos as applicable
    4. Memorization of performance repertoire as directed

Methods of Instruction:

1. Lecture
2. Discussion
3. Guest Lecturers - Guest artists, conductors/composers and clinicians
4. Field Trips - Possible trips to Yoshi's Jazz Club, local college/high school concerts and music festivals
5. Demonstration
6. Rehearsal, ensemble and combo
7. Individual performance
8.
9. Recordings 1. Performance in a recording session 2. Analysis a previous recorded rehearsal or concert performance 3. Listen to recordings of works being prepared

Methods of Evaluation

A. Class Participation
    1. Daily
B. Exams/Tests
    1. 3-4 per semester
C. Field Trips
    1. 1-2 per semester (if possible)
D. Final Public Performance
    1. 1-2 per semester
E. Home Work
    1. Daily practice
F. Quizzes
    1. 2-3 per semester
G. Auditions or chair placement throughout the semester (1-2 times per semester)

Typical Outside-of-Class Assignments

A. Other:

1. In listening
    1. Listen to the Count Basie album, “88 Basie Street”, and be prepared to discuss the roles of the rhythm section vs the brass section (ensemble).
    2. Listen to any Duke Ellington album and be prepared to discuss the importance of his writing style and his unique ability to write for individual members of his band.
    3. Attend a jazz band (big band) concert. Give a critical response to the elements of jazz (we’ve discussed in class) and how they have become unique to the group you’ve seen/heard.
2. In reading:
    1. Read chapter Two (Harmony and Interaction) in Interaction, Improvisation, and Interplay in Jazz by Robert Hodson and be prepared to discuss and apply the first choruses of Charlie Parker and Miles Davis recordings of “Now’s The Time.”
    2. Read chapter seven in “Jazz, the American Theme Song” by James Lincoln Collier, and be prepared to discuss the different styles represented on pages 165-173.
3. In analysis, critical thinking:
    1. Analyze, the chord changes to Gershwin’s “I Got Rhythm” and be able to play them around the Circle of Fifths starting on C major.
    2. Transcribe a solo, from a musician who plays the same instrument as yours, and be prepared to play the transcription. Transcribe it into another key.
    3. Transcribe a solo from a musician who plays an instrument other then your instrument, and be prepared to play the transcription. Transcribe it into another key.

Textbooks (Typical):

Textbook:

1. Hal Leonord Corp. *Cannonball Adderley - Omnibook*. Spi. ed., Hal Leonard, 2016.
2. Dean Sorenson , Bruce Pearson *W31F - Standard Of Excellence - Jazz Ensemble Method*. 1st ed., Kjos Music Company , 2016.
3. Hal Leonord Corp. *The Real Book: C Instruments Volume 6*. 1st ed., Hal Leonard, 2016.
4. Green, Barry and Don Campbell, *Bringing Music to Life.*, GIA Publishing Co., 2009.
5. Hodson, Robert, *Interaction, Improvisation, and Interplay in Jazz.*, Routledge, 2007.
6. Victor Wooten *The Spirit of Music: The Lesson Continues*. 1st ed., Vintage, 2021.

Other Materials Required of Students

1. Musical instrument as appropriate.

Equity Based Curriculum

- Course Content
- - Textbooks/Materials

Requisite Validation

A. Non Course Requirements
Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000633725

CB03: TOP Code
100400 - Music

CIP Code
50.0901 - Music, General

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NMUS 216 - Orchestra for Older Adults

Credit for Prior Learning: NMUS 216 - Orchestra for Older Adults (Launched)
compared with
NMUS 216 - Orchestra for Older Adults (Active - Implemented 03-17-2023)

Admin Outline for Noncredit Music 216
Orchestra for Older Adults
Effective: Summer 2023

Catalog Description:

NMUS 216 - Orchestra for Older Adults
54 Hours

This course is for the study, rehearsal, and public performance of the orchestral literature for the older adult, with a continued emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.
hours lecture, 54 hours laboratory.

Enrollment Limitation:

- Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

Pass/No Pass/Satisfactory Progress

Justification for course proposal

Discipline:

Music.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Demonstrate an adherence to recognized standards of professionalism is a rehearsal setting.
B. Demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor.
C. Perform stylistically appropriately to the period/style of the composition.

Course Objectives:

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

A. Play the correct pitches as indicated with accurate intonation, in time with the selection and ensemble as dierected by the conductor.
B. Play with the articulation, dynamics, phrasing, and expression stylistically appropriate to the period/style of the composition as directed.
C. Demonstrate appropriate blend and balance within the ensemble and/or the section.
D. Memorize solo and ensemble performance repertoire as directed.
E. Analyze and describe music using music terminology.
F. Evaluate the quality and effectiveness of a performance, composition, or arrangement by comparing it to exemplary models, using specified criteria developed prior to the experience.
G. Adhere to professional level ensemble performance and rehearsal standards of conduct.
H. Perform written or improvised solos as applicable.
I. Improve and maintain physical dexterity and mental acuity.

Course Content:

1. Rhythm
    1. Precise reading and performance of intermediate to advanced rhythms
    2. Performing together as a section and ensemble
    3. Improving and maintaining finger dexterity and musculature
    4. Following the conductor as applicable
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression
    1. Accurate performance of markings
    2. Follow the conductor's gestures as applicable

3. Sharpening auditory skills

5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation
7. Misc.
    1. Ensemble specific performance practices
    2. Period performance practices as applicable
    3. Improved solos as applicable
    4. Memorization of performance repertoire as directed

Methods of Instruction:

1. Critique - Students work with guest conductors and clinicians.
2. Field Trips - Livermore Amador Symphony concert, San Francisco Symphony concert, exchanges and joint concerts with area High Schools.
3. Discussion
4. Demonstration
5. Lab
6. Critique - Student critique post concert.
7. Lecture
8. Group presentation
9. Ensemble rehearsal
10. Sectional rehearsal
11. Individual performance
12. Recordings 1. Performance in a recording session 2. Analysis a previously recorded rehearsal or concert performance 3. Listen to recordings of works being prepared

Methods of Evaluation

A. Class Performance
    1. Weekly
B. Class Work
    1. Weekly
C. Exams/Tests
    1. 2-3 per semester
D. Final Public Performance
    1. 1-2 per semester
E. Home Work
    1. Daily practice
F. Quizzes
    1. 3-4 per semester

Typical Outside-of-Class Assignments

A. Other:
    1. In listening:
        1. Listen to a recorded version of work being studied and be prepared to discuss the importance of the bowing principles of the string section.
        2. Attend an orchestra concert. Give a critical response to the elements of performance (as we've discussed in class) and how they have become unique to the group you've seen/heard.
        3. Listen to Benjamin Britten's "The Young Person's Guide to the Orchestra" and be prepared to discuss the roles of the various sections in the orchestra.
    2. In reading:
        1. Read chapter twenty-three, "Contrapuntal Texture", in Orchestration by Walter Piston and be prepared to discuss how the melodic lines may be designed in imitative counterpoint, or how they may be quite independent as melodies.
        2. Read Unit Twenty-Two in The Enjoyment of Music, 9th edition, by Joseph Machlis and Kristine Forney, and be prepared to discuss how the Neoclassical movement sought to revive balance and objectivity in the arts by returning to formal structures of the past.
        3. Read Chapter 14 in The Inner Game of Music, by Barry Green and be prepared to discuss in class the elements brought forth by the author to create more strength and confidence in ensemble playing.
    3. In analysis, critical thinking:
        1. Analyze the first movement of L. Von Beethoven's Symphony No. 5 with the understanding that specific musical themes or motifs serve as context clues.
        2. Transcribe a solo, from a musician who plays the same instrument as yourself, and be prepared to play the transcription.
        3. Transcribe one movement of a "Sonata" by Antonio Vivaldi for an instrument other than your instrument, and be prepared to play the transcription.

Textbooks (Typical):

Textbook:

1. Donald L Hamann *Strategies for Teaching Strings:Building a Successful String and Orchestra Program.* Third ed., Oxford university Press, 2012.
2. Chris Smith *Absolute Music.* First ed., Oxford University Press, 2014.
3. Elson, Margret, *Passionate Practice: A Musician's Guide to Learning, Memorizing, and Performing.*, Regent Press, 2002.
4. Victor Wooten *The Spirit of Music: The Lesson Continues.* 1st ed., Vintage, 2021.
5. Doug Spata *Arcana.* 1st ed., Wingert-Jones Publication, 2022.
6. Armond Wimberly *Triumph.* First ed., Wingert-Jones Publication, 2022.

Other Materials Required of Students

1. Repertoire appropriate to ensemble will be provided by instructor from school collection..

Equity Based Curriculum

- Course Content

- ~~Textbooks/Materials~~ Typical Texts

Requisite Validation

A. Non Course Requirements
Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000633726

CB03: TOP Code
100400 - Music

CIP Code
50.0901 - Music, General

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NMUS 245 - Chamber Choir for Older Adults

Credit for Prior Learning: NMUS 245 - Chamber Choir for Older Adults (Launched)
compared with
NMUS 245 - Chamber Choir for Older Adults (Active - Implemented 08-15-2026)

Admin Outline for Noncredit Music 245
Chamber Choir for Older Adults
Effective: Fall 2026

Catalog Description:

NMUS 245 - Chamber Choir for Older Adults
108 Hours

This course is for the study, rehearsal, and public performance of choral literature for the older adult, with a continued emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.
9 hours lecture, 81 hours laboratory.

Enrollment Limitation:

- Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course

Total Lecture Hours	9
Total Lab Hours	81
Total Inside of Class Hours	90
Total Outside of Class Hours	18
Total Student Learning Hours	108

Course Grading:

Pass/No Pass

Justification for course proposal
Participating in a choir can offer older adults a myriad of benefits. From a medical standpoint, singing promotes better respiratory health, cardiovascular fitness, immune system function, and can aid in pain management. Psychologically, it reduces stress, stimulates cognition, fosters social connections, and enhances

emotional well-being. Overall, engaging in a choir not only provides a fulfilling artistic experience but also contributes to improved physical and mental health in older adults.

Discipline:

Music.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
B. Demonstrate improvements in advanced rhythms, intonation, overall musicianship, and ability to carry one's part singing within an ensemble.
C. Demonstrate successful ensemble methods, adhering to director's instructions.

Course Objectives:

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

A. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
B. Compare, contrast and perform music from a variety of styles and eras including: Renaissance, Baroque, Classical, Romantic, and Contemporary literature, both sacred and secular.
C. Study and perform advanced choral harmonies with excellent musicianship.
D. Demonstrate successful ensemble methods, adhering to director's instructions.
E. Demonstrate further improvement in performance ability in both solo and ensemble settings.
F. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
G. Display a refined ability to independently carry one's part and sing within an ensemble.
H. Audition for solo opportunities when made available.
I. Memorize performance material when necessary.
J. Improve and maintain mental acuity through memorization and active learning.

Course Content:

Lecture:

1. Historical Styles
    1. Renaissance
    2. Baroque
    3. Classic
    4. Romantic
    5. Contemporary
2. Cultural Styles
    1. African

    2. South American
    3. Asian
    4. Western European
    5. North American
    6. Native American
3. Performance Practices
    1. Stage presence
    2. Attire
    3. Interaction between ensemble participants
    4. Movement
    5. Solo performance
    6. Ensemble performance
    7. Follow conductor's directions and gestures
4. Choral Literature Performance
    1. Gospel
    2. Madrigals
    3. Anthems
    4. Chorales
    5. Fugues
    6. Oratorios
    7. Masses
    8. Folk songs
5. Vocal Technique and Musicianship
    1. Tone quality
    2. Intonation
    3. Blend and ensemble
    4. Balance
    5. Articulation
    6. Nuance
    7. Breath Support
    8. Phrasing
    9. Dynamics
    10. Rhythmic Precision

Lab Activities:

1. Rhythm
    1. Precise reading and performance of intermediate to advanced rhythms
    2. Performing together as a section and ensemble
    3. Improving and maintaining finger dexterity and musculature
    4. Following the conductor as applicable
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble

3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression
    1. Accurate performance of markings
    2. Follow the conductor's gestures as applicable
    3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
7. Misc.
8. Ensemble specific performance practices
9. Period performance practices as applicable
10. Improved solos as applicable
11. Memorization of performance repertoire as directed

Methods of Instruction:

1. Critique - Students work with guest conductors and clinicians.
2. Field Trips - Exchanges with local High Schools, choral festivals like San Jose State Choral Festival or Sacramento Golden State Festival.
3. Discussion - Analysis of performance recordings, self-evaluation of rehearsal techniques.
4. Demonstration - Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
5. Lab - Weekly sectional rehearsals.
6. Critique - Student critique post concert.
7. Guest Lecturers - The students work with Vocal Technique educators and other experts in the field of choral music.Weekly sectional rehearsals.
8. Group presentation
9. Ensemble rehearsal
10. Sectional rehearsal
11. Individual performance

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Performance
    1. Weekly
C. Class Work
    1. Weekly
D. Exams/Tests

1. 2-3 per semester

E. Field Trips
    1. 1-3 per semester
F. Final Public Performance
    1. 1-3 per semester
G. Home Work
    1. Daily practice

Typical Outside-of-Class Assignments

A. Other:
    1. Hold a sectional rehearsal with the singers of your section.
    2. Accurately perform the complex rhythms of “Time” by Jennifer Lucy Cook.
    3. Learn the German pronunciation for Brahms' “O Schöne Nacht”
    4. Memorize the bass part to “The Snow” by Edward Elgar.

Textbooks (Typical):

Textbook:

1. Donald Brinegar *APROARTE - A Nested Hierarchy of Expressive Singing.* 1st ed., GoshPa Press, 2023.

Other Learning Materials:

1. All sheet music is provided to students.

Other Materials Required of Students

1. Repertoire appropriate to ensemble will be provided by instructor from school collection..

Equity Based Curriculum

- Course Content
- Typical Texts

Requisite Validation

A. Non Course Requirements
Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course
Content Review

DE Proposal

Delivery Methods

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

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

In discussion and practice with my music colleagues, we felt that (though not ideal) NMUS 246 is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.

Rationale for DE

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

In discussion and practice with my music colleagues, we agree that SLOs NMUS 245
can be easily met in a hybrid modality. In-person rehearsals will be supplemented with online resources such as part track recordings, reference recordings and performance videos that students require to prepare in self-study.

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

The decision was made after consulting faculty and students.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 1-3 discussion boards per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 Announcements per month.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: as needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: weekly

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 1-3 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: as needed
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1-3 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 1-3 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2-3 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: 5-8 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: 1-3 per semester
- **Other:**

Frequency: At least one performance per semester

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000650605

CB03: TOP Code
100400 - Music

CIP Code
50.0901 - Music, General

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NMUS 246 - Vocal Jazz Ensemble for Older Adults

Credit for Prior Learning: NMUS 246 - Vocal Jazz Ensemble for Older Adults (Launched)
compared with
NMUS 246 - Vocal Jazz Ensemble for Older Adults (Active - Implemented 08-15-2026)

Admin Outline for Noncredit Music 246
Vocal Jazz Ensemble for Older Adults
Effective: Fall 2026

Catalog Description:

NMUS 246 - Vocal Jazz Ensemble for Older Adults
108 Hours

This course is for the study, rehearsal, and public performance of vocal jazz literature for the older adult, with an emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.
9 hours lecture, 81 hours laboratory.

Enrollment Limitation:

- Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course

Total Lecture Hours	9
Total Lab Hours	81
Total Inside of Class Hours	90
Total Outside of Class Hours	18
Total Student Learning Hours	108

Course Grading:

Pass/No Pass

Justification for course proposal
Participating in a vocal jazz ensemble can offer older adults a myriad of benefits. From a medical standpoint, singing promotes better respiratory health, cardiovascular fitness, immune system function, and can aid in pain management. Psychologically, it reduces stress, stimulates cognition, fosters social connections, and enhances

emotional well-being. Overall, engaging in a vocal jazz ensemble not only provides a fulfilling artistic experience but also contributes to improved physical and mental health in older adults.

Discipline:

Music.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Demonstrate overall musicianship and ability to carry one's part singing within an ensemble.
B. Demonstrate understanding of the performance sound system, including safe set-up, take-down, and operation.
C. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
D. Perform solo improvisation using appropriate syllables and articulations.

Course Objectives:

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

A. Memorize performance material when necessary.
B. Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
C. Perform as a jazz vocalist with a combo or big band.
D. Audition for solo opportunities when made available.
E. Display a refined ability to independently carry one's part and sing within an ensemble.
F. Compare, contrast and perform music from a variety of jazz and pop/rock styles including: Swing, Latin, Blues, Ballad, Bebop, Fusion, and Contemporary.
G. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
H. Study and perform intermediate solo vocal improvisation using appropriate syllables and articulations.
I. Study and perform advanced harmonies with excellent musicianship.
J. Demonstrate further improvement in performance ability in both solo and ensemble settings.
K. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
L. Demonstrate successful ensemble methods, adhering to director's instructions.
M. Improve and maintain mental acuity through memorization and active learning.

Course Content:

Lecture:

1. Jazz Styles
    1. Standard
    2. Blues

        3. Ballads
        4. Bebop
        5. Swing
        6. Latin
        7. Contemporary
2. Jazz Elements
        1. Improvisation
        2. Form
        3. Vocal Technique
        4. Vocal percussion
        5. Rhythm
        6. Harmony
        7. Melody
3. Performance Practices
        1. Stage presence
        2. Attire
        3. Interaction between participants
        4. Movement
        5. Microphone technique
        6. Sound System
        7. Solo performance
        8. Ensemble performance
4. Jazz Literature performance
        1. Standard
        2. Blues
        3. Ballads
        4. Bebop
        5. Swing
        6. Latin
        7. Contemporary
5. Vocal Jazz History
        1. Roots of Jazz in Music Traditions of African Americans
        2. The Rift of African American Vocal Music between Gospel and Jazz
        3. Vocal Jazz Groups in the Big Band Era
        4. Vocal Jazz Groups in Hollywood
        5. Vocalese Ensembles
        6. Evolution of African American Vocal Groups into RnB and Soul Music
        7. Vocal Jazz in the Multi-Track Recording Age
        8. Vocal Jazz in Latin American Music
        9. Female Vocal Jazz Composers and Arrangers
        10. Modern Vocal Jazz Groups Around the World

Lab Activities:

1. Rhythm

    1. Precise reading and performance of intermediate to advanced rhythms
    2. Performing together as a section and ensemble
    3. Improving and maintaining finger dexterity and musculature
    4. Following the conductor as applicable
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression
    1. Accurate performance of markings
    2. Follow the conductor's gestures as applicable
    3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
7. Misc.
    1. Ensemble specific performance practices
    2. Period performance practices as applicable
    3. Improved solos as applicable
    4. Memorization of performance repertoire as directed

Methods of Instruction:

1. Critique - Students work with guest conductors and clinicians.
2. Field Trips - Local High Schools, Jazz Festivals like Cuesta College Vocal Jazz Festival or the California Jazz Championships,
3. Demonstration - Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
4. Lab - Weekly sectional rehearsals.
5. Critique - Student critique post concert.
6. Discussion - Analysis of performance recordings, self-evaluation of rehearsal techniques.
7. Guest Lecturers - The students work with Vocal Technique educators and other experts in the field of vocal jazz.
8. Group presentation
9. Ensemble rehearsal
10. Sectional rehearsal
11. Individual performance

12. Recordings 1. Performance in a recording session 2. Analysis a previously recorded rehearsal or concert performance 3. Listen to recordings of works being prepared

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Performance
    1. Weekly
C. Class Work
    1. Weekly
D. Exams/Tests
    1. 2-4 per semester
E. Field Trips
    1. 1-3 per semester
F. Final Public Performance
    1. 1-3 per semester
G. Home Work
    1. Daily practice
H. The evaluation is based on a students individual growth and progress throughout the term.

Typical Outside-of-Class Assignments

A. Other:
    1. Choose a standard jazz solo and create a non-traditional arrangement with help from the rhythm section.
    2. Memorize the tenor solo in “Me and Julio Down by the Schoolyard” by Paul Simon, arranged by Darmon Meader.
    3. Develop and improvise a sixteen bar Latin phrase. Use the chord changes given, and improvise your own melodic content.

Textbooks (Typical):

Textbook:

1. Brinegar, Donald *Aproarte - A Nested Hierachy of Expressive Singing.* 1st ed., GoshPa, 2022.
2. Marsh, Kerry *I Wish You Love.*, Kerry Marsh Music, 2024.
3. Bermejo, Mili *Jazz Vocal Improvisation: An Instrumental Approach.* 1st Edition ed., Berklee Press, 2017.

Other Materials Required of Students

1. Repertoire appropriate to ensemble will be provided by instructor from school collection..

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course
Content Review

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
In discussion and practice with my music colleagues, we felt that (though not ideal) NMUS 246 is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussion and practice with my music colleagues, we agree that SLOs NMUS 246
can be easily met in a hybrid modality. In-person rehearsals will be supplemented with online resources such as part track recordings, reference recordings and performance videos that students require to prepare in self-study.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after consulting faculty and students.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 1-3 discussion boards per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 Announcements per month.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: as needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: weekly

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 1-3 per semester

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: as needed
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1-3 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 1-3 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2-4 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: 5-8 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: 1-3 per semester
- **Other:**
  Frequency: At least one final public performance

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000633726

CB03: TOP Code
100400 - Music

CIP Code
50.0901 - Music, General

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
H - Courses for Older Adults: Education programs for older adults

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: SPAN 2A - Intermediate Spanish I

Credit for Prior Learning: SPAN 2A - Intermediate Spanish I (Launched)
compared with
SPAN 2A - Intermediate Spanish I (Active - Implemented 08-15-2025)

Admin Outline for Spanish 2A
Intermediate Spanish I
Effective: Fall 2025

Catalog Description:

SPAN 2A - Intermediate Spanish I
4.00 Units

This course covers a review of grammar, reading of contemporary literature, practice in conversation and composition, and discussion of cultural topics.

4 Units Lecture

Prerequisite(s):

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

- SPAN 1B

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Foreign Languages.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Comprehend spoken Spanish at the intermediate level.
B. Orally communicate at the intermediate level.
C. Write at the intermediate level.

Course Objectives:

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

A. Use the conditional tense correctly and recognize it in context.
B. Use the future tense correctly and recognize it in context.
C. Use "nosotros " commands correctly and recognize them in context.
D. Use present subjunctive in various grammatical situations correctly.
E. Use the “personal a” correctly
F. Use binary and non-binary grammar and vocabulary correctly.
G. Use reflexive verbs in sentences with more than one clause
H. Use the preterit and imperfect tense appropriately
I. Know the variety of meanings/uses of the word “se” and recognize them in readings
J. Use “por” and “para” appropriately
K. Use double object pronouns correctly
L. Create negative sentences with more than one clause
M. Speak in complete Spanish sentences about readings and participate in class discussions in Spanish
N. Understand native speakers engaged conversations at moderate speed
O. Use knowledge of English to recognize Spanish cognates as an aid to comprehension
P. Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
Q. Speak, write, read and listen at the intermediate level
R. Compare and contrast cultural nuances of the Hispanic world
S. Compose an essay using intermediate grammar, spelling, punctuation, and vocabulary.

Course Content:

1. Culture: exploration of cultures of the Spanish speaking world including
    1. Values
    2. Lifestyle
    3. Geography
    4. Art
    5. History
    6. Literature
2. Analysis of linguistic structures
    1. The “personal a”
    2. Comparison of preterit and imperfect tenses
    3. Review of prepositions such as “por” and “para”

    4. Review of double object pronouns
    5. Review of negation
    6. Review of present subjunctive
3. Review and refinement of grammatical concepts and structures introduced in Spanish 1A and 1B
    1. Review of present tense, irregular verbs, reflexive verbs
    2. Vocabulary expansion
    3. Formal versus informal
    4. Situational discourse
    5. Improved application of challenging grammatical concepts for non-native speakers of Spanish
4. Speaking, listening, writing, and reading at the intermediate level
5. Study of new vocabulary and idioms
6. Readings and discussion in Spanish
    1. Short stories
    2. Newspaper articles
    3. Magazines
    4. Poems
    5. Songs
7. Videos in Spanish with class discussion and summary in Spanish using several tenses
8. Listening and commentary in Spanish with audio/video material in which native speakers sing or read aloud

Methods of Instruction:

1. Discussion - Discussion in Spanish of assigned readings
2. Audio-visual Activity - Presentation of audio-visual material to promote understanding and discussion of the culture and society of Spanish-speaking countries
3. Classroom Activity - Review of homework assignments, additional class group and partner assignments such as dialogues, compositions, skits
4. Use of intermediate text, workbook and online materials for listening comprehension
5. Active student participation in question and answer sessions in class

Methods of Evaluation

A. Class Participation
    1. Class participation is graded daily.
B. Class Work
    1. At least one time every chapter.
C. Exams/Tests
    1. One test per chapter.
D. Final Class Performance
    1. Present a culminating project of five to six minutes to the class in Spanish based on a topic of grammar, vocabulary, culture, history, or realia.
E. Group Projects
    1. At least three groups projects per semester.
F. Home Work
    1. At least one time every week.

G. Oral Presentation
    1. At least three oral presentations per semester.
H. Papers
    1. At lest three papers per semester.
I. Projects
    1. One final project at the end of the semester.
J. Quizzes
    1. at least one quiz per chapter.
K. Simulation
    1. At least one simulation per semester.

Typical Outside-of-Class Assignments

A. Writing:
    1. Short compositions in Spanish
        1. Students incorporate grammar as well as new vocabulary
B. Reading:
    1. Readings in Spanish
        1. Students answer questions in written Spanish based on readings
C. Other:
    1. Grammar review assignments online and in workbook
        1. Students listen and complete grammer excercises on publisher website
    2. Oral presentations in Spanish
        1. Topics are assigned, and students use grammar as well as new vocabulary and culturally appropriate topics

Textbooks (Typical):

Textbook:

1. Paula Cañón *Taller de escritores*. 4th ed., Vistas Higher Learning, 2024.
2. Jose A. Blanco, Phillip Donely *Vistas*. 7th ed., Vista Higher Learning, 2024.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. SPAN 1B
   CCN/C-ID Requirement

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
There must be a way to offer the Advanced Spanish classes online in case of an emergency. This will allow all students to complete the required sequence without prolonging their academic career when there is an emergency beyond our control.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after attending several related webinars and by reviewing the class curriculum.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Twice a month.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once a week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once a week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Two times a week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Two times a week.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Once a month.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Once a month.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Once a week.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Four times per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Twice a week.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once a 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: Four times per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Six times a semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Once a week.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*

Frequency: Twice a semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Twice a week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Twice a month.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Once a week.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: One time per semester.
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
  Frequency: Two times per semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Every other week.
- **Other:**
  Frequency: Twice a semester.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3B - Humanities - Approved

CSU Transfer

- Transfers to CSU - Approved

Language Other Than English

- LOTE - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: SPAN 200 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000372538

CB03: TOP Code
110500 - Spanish

CIP Code
16.0905 - Spanish Language and Literature

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: SPAN 2B - Intermediate Spanish II

Credit for Prior Learning: SPAN 2B - Intermediate Spanish II (Launched)
compared with
SPAN 2B - Intermediate Spanish II (Active - Implemented 08-15-2025)

Admin Outline for Spanish 2B
Intermediate Spanish II
Effective: Fall 2025

Catalog Description:

SPAN 2B - Intermediate Spanish II
4.00 Units

A course covering the reading of contemporary works, advanced review of grammar emphasis on speaking and composition, and further discussion of cultural topics.

4 Units Lecture

Prerequisite(s):

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

- SPAN 2A

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Foreign Languages.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. Comprehend spoken Spanish at the advanced intermediate level.
B. Orally communicate at the advanced intermediate level.
C. Write at the advanced intermediate level.

Course Objectives:

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

A. Use the future tenses correctly.
B. Compose an essay using advanced grammar, spelling, punctuation and vocabulary correctly.
C. Use por and para correctly.
D. Use binary and non-binary grammar and vocabulary correctly and be able to explain it in Spanish.
E. Use the conditional, present perfect, and past perfect tense correctly
F. Use subjunctive mode correctly in all tenses
G. Use advanced interrogative sentences
H. Use the passive with “se” as well as the “true passive” correctly
I. Link ideas with appropriate relative pronouns
J. Speak in advanced Spanish sentences about readings and in class discussions in Spanish
K. Summarize media in varied and appropriate tenses Spanish sentences
L. Understand native speakers engaged conversations at normal speed
M. Use knowledge of English to recognize Spanish cognates as an aid to comprehension
N. Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
O. Speak, write, read and listen at the high-intermediate level

Course Content:

1. Culture: exploration of cultures of the Spanish speaking world
    1. Values
    2. Lifestyle
    3. Geography
    4. Art
    5. History Literature
2. Review of upper intermediate linguistic/grammatical structures
    1. Vocabulary expansion
    2. Formal versus informal speach
    3. Situational discourse
    4. Improved application of challenging grammatical concepts for non-native speakers of Spanish
3. Advanced interrogitive language
4. The “true passive” and the passive with “se”
5. Linking ideas with appropriate relative pronouns
6. Summary and discussion in advanced Spanish about stories, articles, audio/visual materials

7. Compositions using new vocabulary and language

Methods of Instruction:

1. Discussion - Discussion in Spanish of assigned readings.
2. Audio-visual Activity - Presentation of audio-visual material to promote understanding and discussion of the culture and society of Spanish-speaking countries.
3. Lecture - Lectures in Spanish based on current events, grammar and vocabulary, culture and history, and equity.
4. Projects - As individual project in Spanish based on a grammatical or cultural point discussed in class.
5. Simulations - Simulations in Spanish based on a TV or radio commercial.
6. Student Presentations - A final presentation of five to six minutes in Spanish bases on an "announcement" in Canvas. These include announcements with topics such as culture, history, grammar, vocabulary, etc.
7. Written Exercises - Students complete written exercises based on the current grammar and/ or vocabulary lesson.
8. Use of intermediate text, workbook and online materials for listening comprehension
9. Review of homework assignments, additional class group and partner assignments such as dialogues, compositions, skits

Methods of Evaluation

A. Class Participation
    1. Class participation is required two times per week.
B. Exams/Tests
    1. One test per chapter for a total of six chapter tests.
C. Final Class Performance
    1. One final individual presentation to the class of five to six minutes in length.
D. Home Work
    1. At least one homework assignment per week.
E. Oral Presentation
    1. Two times per semester.
F. Papers
    1. Two written papers per semester.
G. Projects
    1. One individual project per semester and one group project per semester.
H. Quizzes
    1. At least one quiz per chapter for a minimum of six quizzzes.
I. Simulation
    1. Two individual simulations per semester and one group simulation per semester.

Typical Outside-of-Class Assignments

A. Reading:
    1. Readings in Spanish
        1. Students answer questions in written Spanish based on readings

B. Writing:
    1. Short compositions in Spanish
        1. Students incorporate grammar as well as new language under review
C. Other:
    1. Grammar review assignments in workbook/lab manual
        1. Students listen to web content to be able to do some of these required activities
    2. Oral presentations in Spanish
        1. Topics are assigned, and students use grammar as well as new language under review.

Textbooks (Typical):

Textbook:

1. James C. Courtad, Kathryn Everly and Martín Gaspar *Intrigas.* 4th ed., Vistas, 2024.
2. José Blanco, María Isabel García, and María C. Aprrisi *Revista: Conversación sin barreras.* 6th ed., Vistas, 2022.
3. Ana Beatriz Chiquito *A Handbook of Contemporary Spanish Grammar.* 2nd ed., Vista Higher Learning, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. SPAN 2A
CCN/C-ID Requirement

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
There has to be a way to offer the Advanced Spanish classes, Intermediate I and II in case of an emergency, if students and instructors cannot meet face-to-face. Students need to be able to complete the required sequence without prolonging their academic career.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after attending several related webinars and by reviewing the course curriculum.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Twice a month.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once a month.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Once every two weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least once a week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Two times a week.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*

Frequency: Once a month.

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Once a month.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Every class meeting.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Once a month.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Once a month.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Four times per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Two times a week.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once a month.
- **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: Four times per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: two times per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: One time per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least once a month.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: At least once a month.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Two times each week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Two times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Several times a month.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*

Frequency: Two times per week.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once per semester.
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
  Frequency: Two times per semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Two times per semester.

General Education/Transfer

General Education/Transfer Request
Cal-GETC
- 3B - Humanities - Approved

CSU Transfer
- Transfers to CSU - Approved

Language Other Than English
- LOTE - Approved

Las Positas College GE
- 3 - Arts and Humanities - Approved

UC Transfer
- Transfers to UC - Approved

C-ID: SPAN 210 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000362379

CB03: TOP Code

110500 - Spanish

CIP Code

16.0905 - Spanish Language and Literature

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 10 - Machining for the Metal Trades

Credit for Prior Learning: WLDT 10 - Machining for the Metal Trades (Launched)
compared with
WLDT 10 - Machining for the Metal Trades (Active - Implemented 03-23-2023)

Admin Outline for Welding Technology 10
Machining for the Metal Trades
Effective: Fall 2023

Catalog Description:

WLDT 10 - Machining for the Metal Trades
4.00 Units

This course is intended to show how machine tools are used in the metal trades and manufacturing, as well as how machine tools operate and when to use one particular machine instead of another. The advantage and disadvantage of various machining techniques as well as their application in the fabrication process are explored. Students will learn the use of drawings, hand tools, precision measuring tools, drilling machines, grinders, lathes, milling machines, and other specialized tools used to shape and finish metal and nonmetal parts. Additive and subtractive manufacturing techniques as well as related processes are explored.
2 Units Lecture 2 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate precision measuring using a caliper.
B. Demonstrate precision measuring using a micrometer.
C. Demonstrate safe usage of a metal turning lathe.
D. Demonstrate safe usage of a milling machine.
E. Demonstrate safety awareness in the machining workplace.

Course Objectives:

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

A. Properly use precision measuring tools, such as the vernier caliper, vernier height gauge, dial test indicator, and various types of micrometers;
B. Perform common bench operations, such as filing, sawing, deburring and hand threading;
C. Set up and perform basic drill press, bandsaw, lathe and vertical milling machine operations;
D. Make precision layouts on the surface plate using precision layout tools, such as the vernier height gauge, angle plates, parallels, and V-blocks;
E. Apply basic mathematical formulas for calculating correct speeds, feeds, and data required for precision part layout;
F. Evaluate a blueprint to make a manufacturing plan to produce the desired machine part;
G. Safely setup and operate a manual lathe to make a part manufactured within the part drawing tolerances;
H. Safely setup and operate a manual milling machine to make a part manufactured within the part drawing tolerances;
I. Offhand grind a High Speed Steel Toolbit;
J. Measure the parts manufactured and evaluate whether the piece part is acceptable to the print tolerance, geometries and published machining standards such as ANSI Y14.5M

Course Content:

Lecture:

1. Precision measuring tools
    1. Standards
    2. Micrometers
    3. Calipers
    4. Height gages
    5. Precision pins
    6. ANSI Y14.5 GD&T
2. Identity of benchworking tools
    1. Combination square set
    2. Trammel points

        3. Center/prick punches
        4. Wrenches
        5. Hammers
3. Layout methods
        1. Blueprint interpretation
        2. Part layout techniques
4. Screw threads
        1. Types
        2. Styles
        3. Dimension standards
5. Drill presses
        1. Speeds and feeds
6. Explanation and examples of bandsaws
        1. Operations
        2. Safely setting speeds
7. Basic lathe
        1. Operations
                1. Turning
                2. Facing
                3. Drilling
        2. Tool and machine setup
                1. Beginning operations
        3. Identification
                1. Parts
                2. Components
                3. Accessories
8. Basic vertical milling machines
        1. Operations
                1. Speeds and feeds
        2. Identification
                1. Parts
                2. Components
                3. Accessories
        3. Setup clamping
        4. Indicating methods and techniques
9. Evaluate and inspect parts produced in class
        1. Prepare inspection reports
10. Manufacturing/fabrication
        1. Job opportunities
        2. Specialties
        3. Trends
        4. Subtractive Manufacturing
        5. Additive Manufacturing

Lab Activities:

1. Precision measuring tools

    1. Standards
    2. Micrometers
    3. Calipers
    4. Height gages
    5. Precision pins
2. Identity of benchworking tools
    1. Combination square set
    2. Trammel points
    3. Center/prick punches
    4. Wrenches
    5. Hammers
3. Layout methods
    1. Blueprint interpretation
    2. Part layout techniques
4. Screw threads
    1. Types
    2. Styles
    3. Dimension standards
5. Drill presses
    1. Speeds and feeds
6. Explanation and examples of bandsaws
    1. Operations
    2. Safely setting speeds
7. Basic lathe
    1. Operations
        1. Turning
        2. Facing
        3. Drilling
    2. Tool and machine setup
        1. Beginning operations
    3. Identification
        1. Parts
        2. Components
        3. Accessories
8. Basic vertical milling machines
    1. Operations
        1. Speeds and feeds
    2. Identification
        1. Parts
        2. Components
        3. Accessories
    3. Setup clamping
    4. Indicating methods and techniques
9. Evaluate and inspect parts produced in class
    1. Prepare inspection reports

10. Manufacturing/fabrication
    1. Job opportunities
    2. Specialties
    3. Trends

Methods of Instruction:

1. Demonstration
2. Lecture
3. Lab

Methods of Evaluation

A. Exams/Tests
    1. Tests of Equipment- as needed
B. Home Work
    1. Reading/Study-weekly
C. Lab Activities
    1. Manufacturing Parts - ongoing
D. Quizzes
    1. Quiz on precision tools - as needed

Typical Outside-of-Class Assignments

A. Other:
    1. Lecture
        1. Read chapter in the text on cutting tools. Work with a partner to calculate the proper Lathe RPM based on the cutting speed of different materials.
    2. Laboratory
        1. Using a technical drawing provided, drill and tap the holes in the locations shown, within the stated tolerance.
    3. Homework
        1. Using a technical drawing provided, list the steps, the equipment, and tools needed to manufacture the components shown.
        2. List the steps in order on the manufacturing traveler form.

Textbooks (Typical):

Textbook:

1. John R Walker, Bob Dixon *Machining Fundamentals* . 11th ed., Goodheart Wilcox, 2022.
2. Erik Oberg, Franklin Jones, Holbrook Horton, Henry Ryffel, Christopher McCauley *Machinery's Handbook*. 31st ed., Industrial Press, 2021.
3. American National Standards Institute (ANSI) *Geometric Dimensioning and Tolerancing*. Y14.5 ed., American National Standards Institute (ANSI), 2018.

Other Materials Required of Students

1. Safety Glasses, Leather Gloves, Calculator.

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612252

CB03: TOP Code
095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 61 - Welding Ferrous Metals

Credit for Prior Learning: WLDT 61 - Welding Ferrous Metals (Launched)
compared with
WLDT 61 - Welding Ferrous Metals (Active - Implemented 08-14-2024)

Admin Outline for Welding Technology 61
Welding Ferrous Metals
Effective: Fall 2024

Catalog Description:

WLDT 61 - Welding Ferrous Metals
3.00 Units

Theory and safety of welding ferrous metals including steel, alloy steels, stainless steel, and cast iron for industrial applications. Welding processes SMAW, FCAW, GMAW, GTAW, as well as thermal cutting equipment, uses and applications will be covered. Discussion of American Welding Society Codes, nomenclature, terminology and welding symbols. Physical and mechanical properties of steels, numbering systems and filler metal selection will be discussed. Job opportunities, welder qualification testing and inspection, as well as welding procedure specifications will be explored.

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate knowledge of the American Welding Society ferrous electrode numbering system.
B. Demonstrate knowledge of Shielded Metal Arc Welding, Gas Metal Arc Welding, Flux Cored Arc Welding and Gas Tungsten Arc Welding used for joining ferrous metals.

Course Objectives:

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

A. Explain and apply the theory and safe use of Shielded Metal Arc Welding (SMAW);
B. Explain and apply the theory and safe use of Flux-Core Arc Welding (FCAW);
C. Explain and apply the theory and safe use of Oxy-Fuel Cutting;
D. Explain and apply the theory and safe use of Plasma Arc Cutting;
E. Explain and apply the theory and safe use of Carbon Arc Cutting;
F. Outline basic metallurgy and numbering systems for steels;
G. Describe the AWS electrode numbering systems and uses for SMAW;
H. Describe the AWS electrode wire numbering systems and uses for FCAW;
I. Use and understand American Welding Society (AWS) welding symbols and nomenclature;
J. Identify material hazards in the welding trade;
K. Report on career opportunities in the welding trade.
L. Explain and apply the theory and safe use of Gas Tungsten Arc Welding (GTAW)
M. Explain and apply the theory and safe use of Gas Metal Arc Welding (GMAW)
N. Describe the AWS electrode numbering systems and uses for GTAW
O. Describe the AWS electrode numbering systems and uses for GMAW
P. Identify ferrous raw material types and shapes
Q. Explain techniques to join ferrous metal types

Course Content:

1. SMAW theory and process basics as it relates to welding ferrous metals
    1. Technique
    2. Power supplies, AC and DC, Constant Current
    3. Equipment and supplies
    4. Electrodes
    5. Uses and limitations
    6. Safety
    7. Industrial applications
    8. Industry trends
2. FCAW theory, safety and process basics as it relates to welding ferrous metals
    1. Technique
    2. Power supplies, DC, Constant Voltage

    3. Equipment and supplies
    4. Electrodes
    5. Uses and limitations
    6. Industrial applications
    7. Safety
    8. Industrial applications
    9. Industry trends
3. GMAW theory, safety and process basics as it relates to welding ferrous metals
    1. Technique
    2. Power supplies, DC, Constant Voltage
    3. Equipment and supplies
    4. Electrodes
    5. Uses and limitations
    6. Industrial applications
    7. Safety
    8. Industrial applications
    9. Industry trends
4. GTAW theory, safety and process basics as it relates to welding ferrous metals
    1. Technique
    2. Power supplies, DC, Constant Current
    3. Equipment and supplies
    4. Electrodes
    5. Uses and limitations
    6. Industrial applications
    7. Safety
    8. Industrial applications
    9. Industry trends
5. Oxy-Fuel cutting theory, safety and process basics for cutting ferrous metals
    1. Technique
    2. Equipment and supplies
    3. Uses and limitations
    4. Fuel gases
    5. Safety
    6. Industrial applications
    7. Industry trends
6. Plasma arc cutting theory, safety and process basics as it relates to cutting ferrous metals
    1. Technique
    2. Power supplies
    3. Equipment and supplies
    4. Uses and limitations
    5. Safety
    6. Industrial applications
    7. Industry trends
7. Carbon arc cutting theory, safety and process basics as it relates to ferrous metals
    1. Technique

    2. Power supplies
    3. Equipment and supplies
    4. Electrodes
    5. Uses and limitations
    6. Safety
    7. Industrial applications
    8. Industry trends
8. Understand basic metallurgy and numbering systems for steels, cast iron and other ferrous metals
    1. Basic steel metallurgy
    2. Basic cast iron metallurgy
    3. Welding effects on metallurgy
    4. Heat Affected Zone (HAZ)
    5. AISI/SAE numbering system
    6. ASTM numbering system
    7. UNS numbering system
9. Demonstrate knowledge of AWS electrode numbering systems and uses for SMAW
    1. AWS numbering system for SMAW electrodes
    2. Uses of different electrode classes
10. Demonstrate knowledge of AWS electrode wire numbering systems and uses for FCAW
    1. AWS numbering system for FCAW electrode wires
    2. Uses of different electrode classes
11. Demonstrate knowledge of AWS electrode and wire numbering systems in uses for GTAW
    1. AWS color code system for GTAW tungsten electrodes
    2. Uses of different electrode classes
    3. Filler metals
12. Demonstrate knowledge of AWS electrode wire numbering systems for use in GMAW
    1. AWS numbering system for GMAW electrode wires
    2. Uses of different electrode classes
13. Use and demonstrate knowledge of American Welding Society (AWS) welding symbols and nomenclature
    1. AWS nomenclature
    2. AWS standard weld symbols
    3. Uses and applications
14. Ferrous metal raw material
    1. Sheet material
    2. Plate material
    3. Structural shapes
    4. Pipe and tubing
    5. Castings
    6. Forgings
    7. Other ferrous materials
15. Techniques for welding ferrous metals
    1. Sheet
    2. Plate
    3. Structural shapes
    4. Pipe and tubing

5. Castings
6. Forgings
7. Other ferrous materials

16. Welding Inspection and testing of ferrous metal
    1. Visual
    2. Destructive testing
    3. Nondestructive testing
17. Material hazards in the welding trade
    1. Material Hazards
    2. Welding Hazards
    3. SDS/MSDS
    4. OSHA
    5. Other safety topics
    6. Typical work
18. Career opportunities in the welding trade
    1. Typical work
    2. Working environment
    3. Basic skills
    4. Soft skills
    5. Apprenticeship
    6. Wages
    7. Advancement
    8. Union and Non-Union employment
    9. Future outloook

Methods of Instruction:

1. Lecture
2. Discussion
3. Video content of welding processes
4. Correlation with real world industrial applications
5. Visual aids
6. HyFlex Technology

Methods of Evaluation

A. Class Participation
    1. As needed at instructors discretion
B. Class Work
    1. As needed at instructors discretion
C. Exams/Tests
    1. Midterm/Final
D. Group Projects
    1. As needed at instructors discretion
E. Home Work
    1. Weekly reading and/or online discussion topic

F. Quizzes
    1. As needed at instructors discretion

Typical Outside-of-Class Assignments

A. Other:
    1. Weekly reading assignments from text
    2. Quizzes and Tests based on weekly reading assignments and course content
    3. Online Discussion Topics
    4. Group Presentation

Textbooks (Typical):

Textbook:

1. American Welding Society *Standard Welding Terms and Definitions.* A3.0 ed., American Welding Society, 2020.
2. William A Bowditch, Mark A Bowditch, Kevin E Bowditch *Welding Fundamentals.* 5th ed., Goodheart Wilcox, 2017.
3. John R Walker, W. Richard Polanin *Shielded Metal Arc Welding.* 10th ed., Goodheart Wilcox, 2022.
4. American Welding Society D1.1 Technical Committee *Structural Welding Code - Steel D1.1.* 2020 ed., American Welding Society, 2020.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
HyFlex delivery will allow maximum flexibility for student learners. This course previously was a Corequsite for multiple lab sections making scheduling a challenge to meet student needs.

Explain how the decision was made to offer this course in a Distance Education mode.
This has been a topic of discussion amongst students, faculty and advisors to create added flexibility for students that work and/or commute

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: As needed at instructor's discretion
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Biweekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Per assignment
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Office hours, weekly class meetings
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: During weekly class meetings

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Encouraged throughout course
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Weekly class meetings

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: During weekly class meetings and encouraged throughout the course

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Biweekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Per learning module, midterm and final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency: As needed at instructor's discretion

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000642311

CB03: TOP Code

095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 62 - Welding Nonferrous Metals

Credit for Prior Learning: WLDT 62 - Welding Nonferrous Metals (Launched)
compared with
WLDT 62 - Welding Nonferrous Metals (Active - Implemented 08-21-2024)

Admin Outline for Welding Technology 62
Welding Nonferrous Metals
Effective: Fall 2024

Catalog Description:

WLDT 62 - Welding Nonferrous Metals
3.00 Units

Theory and safety of welding non ferrous metals including but not limited to Aluminum, Magnesium, Copper, Nickel, Titanium and their alloys for industrial applications. GMAW, GTAW, flame cutting, plasma and carbon arc cutting processes equipment, uses and applications will be covered. Discussion of American Welding Society Codes, nomenclature, electrode and wire selection will occur. Physical and mechanical properties of nonferrous metals, numbering systems and filler metal selection will be discussed. Job opportunities, welding symbols and hazardous material regulations.Welder qualification testing and inspection, as well as welding procedure specifications will be explored.
3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Demonstrate knowledge of the American Welding Society non ferrous electrode numbering system.
B. Demonstrate knowledge of Gas Metal Arc Welding, Flux Cored Arc Welding and Gas Tungsten Arc Welding used for joining non ferrous metals.

Course Objectives:

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

A. Explain and apply the theory and safe use of Gas Tungsten Arc Welding (GTAW)
B. Explain and apply the theory and safe use of Gas Metal Arc Welding (GMAW)
C. Explain and apply the theory and safe use of other welding process for nonferrous metals
D. Explain and apply the theory and safe use of Plasma Arc Cutting;
E. Outline basic metallurgy and numbering systems for nonferrous metals
F. Specify the AWS electrode numbering systems and uses for GTAW;
G. Specify the AWS electrode wire numbering systems and uses for GMAW;
H. Use correctly Welding Society (AWS) welding symbols and nomenclature;
I. Identify material hazards in the welding trade;
J. Report on career opportunities in the welding trade.
K. Identify raw material types
L. Explain techniques for welding different nonferrous metal types
M. Explain inspection and testing of nonferrous metals

Course Content:

1. GMAW theory, safety and process basics as it relates to welding nonferrous metals
    1. Technique
    2. Power supplies, DC, Constant Voltage
    3. Equipment and supplies
    4. Electrodes
    5. Uses and limitations
    6. Industrial applications
    7. Safety
    8. Industrial applications
    9. Industry trends
2. GTAW theory, safety and process basics as it relates to welding nonferrous metals
    1. Technique
    2. Power supplies, AC and DC, Constant Current
    3. Equipment and supplies
    4. Electrodes
    5. Uses and limitations

6. Industrial applications
7. Safety
8. Industrial applications
9. Industry trends

3. Theory, safety and process basics of other welding processes
    1. Laser
    2. Electron Beam
    3. Resistance
    4. Torch Brazing
    5. Torch Soldering
    6. Friction Stir
    7. Hybrid
4. Plasma arc cutting theory, safety and process basics as it relates to cutting nonferrous metals
    1. Technique
    2. Power supplies
    3. Equipment and supplies
    4. Uses and limitations
    5. Safety
    6. Industrial applications
    7. Industry trends
5. Carbon arc cutting theory, safety and process basics as it relates to nonferrous metals
    1. Technique
    2. Power supplies
    3. Equipment and supplies
    4. Electrodes
    5. Uses and limitations
    6. Safety
    7. Industrial applications
    8. Industry trends
6. Understand basic metallurgy and numbering systems for nonferrous metals
    1. Basic aluminum alloy metallurgy
    2. Basic magnesium alloy metallurgy
    3. Basic copper alloy metallurgy
    4. Basic nickel alloy metallurgy
    5. Basic titanium alloy metallurgy
    6. Dissimilar metal joining metallurgy
    7. Welding effects on metallurgy
    8. Heat Affected Zone (HAZ)
    9. AISI/SAE numbering system
    10. ASTM numbering system
    11. UNS numbering system
7. Demonstrate knowledge of AWS electrode and wire numbering systems in uses for GTAW
    1. AWS color code system for GTAW tungsten electrodes
    2. Uses of different electrode classes
    3. Filler metals

8. Demonstrate knowledge of AWS electrode wire numbering systems for use in GMAW
    1. AWS numbering system for GMAW electrode wires
    2. Uses of different electrode classes
9. Use and demonstrate knowledge of American Welding Society (AWS) welding symbols and nomenclature
    1. AWS nomenclature
    2. AWS standard weld symbols
    3. Uses and applications
10. Nonferrous metal raw material
    1. Sheet material
    2. Plate material
    3. Structural shapes
    4. Pipe and tubing
    5. Castings
    6. Forgings
    7. Other ferrous materials
11. Techniques for welding nonferrous metals
    1. Sheet
    2. Plate
    3. Structural shapes
    4. Pipe and tubing
    5. Castings
    6. Forgings
    7. Other ferrous materials
12. Welding Inspection and testing of nonferrous metal
    1. Visual
    2. Destructive testing
    3. Nondestructive testing
13. Material hazards in the welding trade
    1. Material Hazards
    2. Welding Hazards
    3. SDS/MSDS
    4. OSHA
    5. Other safety topics
    6. Typical work
14. Career opportunities in the welding trade
    1. Typical work
    2. Working environment
    3. Basic skills
    4. Soft skills
    5. Apprenticeship
    6. Wages
    7. Advancement
    8. Union and Non-Union employment
    9. Future outloook

Methods of Instruction:

1. Lecture
2. Discussion
3. Correlation with real world industrial applications
4. Visual aids

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Daily
C. Exams/Tests
    1. Midterm/Final
D. Home Work
    1. Weekly
E. Quizzes
    1. On each learning module

Typical Outside-of-Class Assignments

A. Other:
    1. Weekly reading assignments from text
    2. Quizzes based on weekly reading assignments and course content
    3. Tests and midterms include entire body of knowledge in course

Textbooks (Typical):

Textbook:

1. American Welding Society *Structural Welding Code - Steel*. D1.1 ed., American Welding Society, 2020.
2. Walter C Brown, Ryan K Brown *Print Reading for Industry*. 11th ed., Goodheart Wilcox, 2020.
3. William Minnick , James Mosman *GMAW/FCAW Handbook*. 2nd ed., Goodheart Willcox , 2022.
4. Richard Polanin, James Walker *Shielded Metal Arc Welding*. 10th ed., Goodheart Willcox , 2022.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
HyFlex delivery will allow maximum flexibility for student learners. This course previously was a Corequsite for multiple lab sections making scheduling a challenge to meet student needs.

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General Education/Transfer

General Education/Transfer Request

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Credit for Prior Learning

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

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CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 63 - Welding Layout and Fitting

Credit for Prior Learning: WLDT 63 - Welding Layout and Fitting (Launched)
compared with
WLDT 63 - Welding Layout and Fitting (Active - Implemented 08-21-2024)

Admin Outline for Welding Technology 63
Welding Layout and Fitting
Effective: Fall 2024

Catalog Description:

WLDT 63 - Welding Layout and Fitting
2.00 Units

Interpretation of welding blueprints by making welding layouts and weldment fitups. Current methods, practices, and recommended procedures. Use of jigs, fixtures, holding devices, and welding sequences. Methods of straightening and restoring dimensions to finished product. Laboratory includes SMAW, GMAW, GTAW, and/or FCAW welding, plasma and oxy-fuel cutting.
1.5 Units Lecture 0.5 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- WLDT 61AL **or** WLDT 61BL **or** WLDT 62AL **or** WLDT 62BL, may be taken concurrently

Recommended Course Preparation:

- WLDT 55

Total Lecture Hours	27
Total Lab Hours	27
Total Inside of Class Hours	54
Total Outside of Class Hours	54
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

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. Layout, cut, form, fit and weld a circular ring of a specified diameter.
B. Demonstrate safety awareness in the welding workplace.
C. Layout, Cut, Form, Fit, Weld a simple rectangular sheet metal box.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Interpret and apply welding blueprints;
B. Illustrate welding joints and perform material layout;
C. Explain and apply geometric construction;
D. Explain and apply parallel line development;
E. Explain and apply radial line development;
F. Illustrate fit up of components for welding in the proper sequences to standard;
G. Select, understand, and properly use welding jigs, fixtures and holding devices;
H. Illustrate control of weld distortion and defects;
I. Demonstrate proper methods and techniques for straightening;
J. Demonstrate rigging techniques;
K. Material handling safe practices
L. Practice the basics of SMAW, GMAW, GTAW, FCAW, Plasma and oxy-fuel cutting.

Course Content:

Lecture:

1. Use and application of welding blueprints
    1. Assembly drawings
    2. Detail drawings
    3. Sections
    4. Dimensions and tolerances
    5. Bill of materials
2. Weld joint prep and material layout
    1. Grinder
    2. Oxy-fuel
    3. Plasma
    4. Carbon arc
    5. Linear measurements and tools
    6. Angular measurements and tools

7. Proper joint details and fit-up per AWS codes

3. Geometric construction
    1. English measurements
    2. Metric measurements
    3. Linear dimensions and duplication
    4. Angular dimensions and duplication
    5. Construction of basic geometric shapes
    6. Basic trigonometry
4. Parallel line development
    1. Use in round pipe tubing and ducting
    2. use in square and rectangular tubing and ducting
5. Radial line development
    1. Cone layout
    2. Square and rectangular chutes and hoppers
    3. Square to round transitions
6. Correctly fit-up components for welding in the proper sequences
    1. Project planning
    2. Dimensional control
    3. Angular control
    4. Planning for access
    5. Welding positions
7. Select, understand, and properly use welding jigs, fixtures and holding devices
    1. Welding jigs and fixtures
    2. Welding platens
    3. Wedges and dogs
    4. Screw clamps
    5. Hydraulic clamps and jacks
    6. Pneumatic clamps and jacks
8. Control weld distortion and defects
    1. Prebending
    2. Distortion control using localized heat
    3. Stress relief and normalizing
    4. Welding
9. Proper methods and techniques for straightening
    1. Hand tools
    2. Heat
    3. Pressure
    4. Machine allowance
10. Rigging
    1. Wire rope
    2. Nylon slings
    3. Chains
    4. Eye bolts
    5. Shackles
    6. Pad eyes

7. Center of gravity
8. Bridge cranes
9. Jib cranes
10. Gantry cranes
11. Mobile cranes
12. Tower cranes

11. Material handling safety
    1. Forklift use
    2. Safe lifting techniques
    3. Dunnage
    4. Slings
12. Welding and cutting basics
    1. SMAW
    2. GMAW
    3. GTAW
    4. FCAW
    5. Plasma cutting
    6. Oxy-fuel cutting

Lab Activities:

Methods of Instruction:

1. Lecture
2. Field Trips
3. Demonstration
4. Projects
5. Classroom Activity
6. Visual presentations
7. Invited guests

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Daily
C. Exams/Tests
    1. Final
D. Home Work
    1. As needed at instructors discretion
E. Lab Activities
    1. Individual and Group

F. Projects
    1. Individual and Group

Typical Outside-of-Class Assignments

A. Other:
    1. Read chapter related to radial line development
    2. Discuss the chapter content
    3. Use the information in the chapter to layout and form a cone safely using equipment in the shop
    4. Identify common structural shapes used in fabrication
    5. Author a document that lists the materials required for your group's lab project

Textbooks (Typical):

Textbook:

1. American Welding Society *Structural Welding Code - Steel*. D1.1 ed., American Welding Society, 2020.
2. Walter Brown, Ryan Brown *Print Reading for Industry*. 11th ed., Goodheart-Willcox Company, 2022.
3. William Minnick, James Mosman *GMAW/FCAW Handbook*. 2nd ed., Goodheart Willcox , 2022.

Other Materials Required of Students

1. Personal protective equipment.
2. Welding gloves.
3. Welders safety glasses.
4. Leather boots or shoes.
5. Tungsten.
6. Calculator with Trig functions.
7. Welding Helmet (preferred).

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. WLDT 61AL
    Content Review
        Required
        - Identify and demonstrate safe use of basic equipment associated with:
        - Practice SMAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications
        - Apply circumferential welds in flat and rolled position
        - Identify and demonstrate safe practices in the welding shop
        - ~~Employ Oxy-fuel cutting with a machine~~
        - ~~Shielded Metal Arc (SMAW)~~
        - Saw

- Recognize common metals
- Practice Plasma and oxy-fuel cutting manually
- Operate the following welding support equipment safely:
- Grinder
- Employ Oxy-fuel cutting with a machine
- Shielded Metal Arc (SMAW)

Recommended

- ~~Specify the uses and limitations of Constant Current and Constant Voltage power sources~~
- ~~Carbon arc cutting~~
- Employ proper electrode and wire selection for application
- Illustrate the uses and limitations of each process
- Plasma cutting
- Oxy-fuel cutting
- Specify the uses and limitations of Constant Current and Constant Voltage power sources
- Carbon arc cutting

B. WLDT 61BL

Content Review

Required

- Grinder
- Saw
- Recognize common metals;
- Identify and practice safe practices in the welding shop;
- Demonstrate FCAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications;
- Perform circumferential welds in the flat and rolled positions;
- Safely operate advanced welding support equipment.
- Oxy-fuel cutting
- Flux-core Arc Welding (FCAW)
- Carbon arc cutting
- Demonstrate and describe safe use of advanced equipment associated with:
- Plasma cutting

Recommended

- ~~Describe~~ Employ ~~the~~ Oxy-fuel ~~uses~~ cutting ~~and~~ with ~~limitations~~ a ~~of~~ shape ~~each~~ cutting ~~process;~~
- ~~Classify proper electrode and wire selection for applications~~ machine ;
- Operate plasma and oxy-fuel cut manually in all positions;
- Outline the uses and limitations of Constant Current and constant voltage power sources;
- ~~Employ~~ Classify ~~Oxy-fuel~~ proper ~~cutting~~ electrode ~~with~~ and ~~a~~ wire ~~shape~~ selection ~~cutting~~ for ~~machine~~ applications;
- Describe the uses and limitations of each process ;

C. WLDT 62AL

Content Review

Required

- ~~Grinder~~
- ~~Safely operate welding support equipment:~~
- Identify common metals;
- Identify and safely use equipment associated with:
- Circumferential welds in flat and rolled position;
- Saw
- Carbon arc cutting
- Oxy-fuel cutting
- Know and identify safe practices in the welding shop;
- Gas Tungsten Arc Welding (GTAW)
- Grinder
- Safely operate welding support equipment:
- GTAW weld sheet and plate steel, aluminum and stainless steel in the flat, horizontal, vertical and overhead positions to AWS specifications;
- Plasma cutting

Recommended

- Identify the uses and limitations of each process;
- Oxy-fuel cut with a machine ;
- Identify proper electrode and wire selection for application ;
- Understand the uses and limitations of Constant Current and Constant Voltage power sources;
- Plasma and oxy-fuel cut manually
- ~~Identify proper electrode and wire selection for application;~~
- ~~Identify the uses and limitations of each process;~~

D. WLDT 62BL

Content Review

Required

- Saw
- Grinder
- Plasma cutting
- Carbon arc cutting
- Illustrate circumferential welds in the flat and rolled positions;
- Operate safely welding support equipment.
- Identify common metals;
- Oxy-fuel cutting
- Demonstrate GMAW welded sheet and plate in the flat, horizontal vertical and overhead positions to AWS specifications;
- Specify and apply safe practices in the welding shop;
- ~~Illustrate circumferential welds in the flat and rolled positions;~~
- ~~Operate safely welding support equipment.~~
- ~~Identify common metals;~~
- ~~Oxy-fuel cutting~~
- Gas Metal Arc Welding (GMAW)
- Identify and demonstrate safe use of equipment associated with

Recommended

- Demonstrate plasma and oxy-fuel cut manually
- Employ oxy-fuel cutting with a shape cutting machine;
- Catalog the uses and limitations of each process;
- Categorize proper electrode and wire selection for application;
- Explain the uses and limitations of constant Current and Constant Voltage power sources;
- ~~Employ oxy-fuel cutting with a shape cutting machine;~~
- ~~Catalog the uses and limitations of each process;~~
- ~~Demonstrate plasma and oxy-fuel cut manually~~

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 66 - Welding Inspection and Testing

Credit for Prior Learning: WLDT 66 - Welding Inspection and Testing (Launched)
compared with
WLDT 66 - Welding Inspection and Testing (Active - Implemented 03-23-2023)

Admin Outline for Welding Technology 66
Welding Inspection and Testing
Effective: Fall 2023

Catalog Description:

WLDT 66 - Welding Inspection and Testing
2.00 Units

Theory and skills in performing inspections and tests using destructive and nondestructive methods. American Welding Society (AWS) codes and their role in welding inspection. The role and duties of the Certified Welding Inspector (CWI).
1.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- WLDT 61AL **or** WLDT 62AL

Total Lecture Hours	27
Total Lab Hours	27
Total Inside of Class Hours	54
Total Outside of Class Hours	54
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate safety awareness in the welding workplace.
B. Demonstrate use and identify welding defects using Magnetic Particle Testing (MT).
C. Layout, cut, form, fit and weld a circular ring of a specified diameter.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Specify requirements to become a Certified Welding Instructor (CWI)
B. Describe requirements and duties of a CWI;
C. Identify and interpret AWS welding testing symbols, codes and specifications;
D. Practice welding inspection and tests, record test data, and write critiques for test results using industry accepted inspection and testing methods;
E. Describe qualification and testing of welders, welding processes and welding procedures;
F. Explain existing non-destructive testing methods, state their limitations and optimum applications;
G. Explain existing destructive testing methods, state their limitations and optimum applications;
H. Recognize ten or more weld defects and suggest cause and corrective actions;
I. Employ welds and tests according to procedures similar to those used by a certified test laboratory.

Course Content:

Lecture:

1. Requirements to become a CWI
    1. Written testing
    2. Practical testing
    3. Visual acuity
    4. Background and experience
    5. Working conditions
    6. Employment outlook
    7. Staying current
2. List requirements and duties of a CWI
    1. Ethics
    2. Professionalism
    3. Adhering to standards and requirements
    4. Depth of knowledge
    5. Inspection
    6. Testing
    7. Approval
    8. Documentation
    9. Reliability and repeatability

3. Identify and interpret AWS welding testing symbols, codes and specifications
    1. AWS D1.1 Structural Welding Code
    2. ASME Section IX
    3. API 1104
    4. AWS welding and testing symbols
    5. Other codes and specifications important to welding and inspection
4. Perform welding inspection and tests, record test data, and write critiques for test results using industry accepted inspection and testing methods
    1. Visual Testing (VT) use, application and limitations
    2. Penetrant Testing (PT) use, application and limitations
    3. Magnetic Particle Testing (MT) use, application and limitations
    4. Radiographic Testing (RT) use, application and limitations
    5. Ultrasonic Testing (UT) use, application and limitations
    6. Hardness Testing use, application and limitations
    7. Tensile Testing use, application and limitations
    8. Charpy Testing use, application and limitations
    9. Guided Bend Testing, use application and limitations
    10. Metallographic Testing use, application and limitations
    11. Hydrostatic Pressure Testing use, application and limitations
    12. Helium Leak Testing use, application and limitations
    13. Current trends in inspection and testing
    14. Documenting and reporting
5. Understand qualification and testing of welders, welding processes and welding procedures
    1. Welder qualification and certification
    2. Welder testing
    3. Welding process or procedure qualification and testing
    4. Prequalified welding procedures
6. Explain existing non-destructive testing methods, state their limitations and optimum applications
    1. Non-destructive methods
    2. Limitations
    3. Applications
7. Explain existing destructive testing methods, state their limitations and optimum applications
    1. estructive testing methods
    2. Limitations
    3. Applications
8. Recognize ten or more weld defects and suggest cause and corrective actions
    1. Common weld discontinuities
    2. Common weld discontinuity causes
    3. Common weld discontinuity corrective actions
9. Perform welds and tests according to procedures similar to those used by a certified test laboratory.
    1. Writing a welding procedure
    2. Welding according to welding a procedure
    3. Testing welds according to a welding procedure

Lab Activities:

1. Identify and interpret AWS welding testing symbols, codes and specifications

    1. AWS D1.1 Structural Welding Code
    2. ASME Section IX
    3. API 1104
    4. AWS welding and testing symbols
    5. Other codes and specifications important to welding and inspection
2. Perform welding inspection and tests, record test data, and write critiques for test results using industry accepted inspection and testing methods
    1. Visual Testing (VT) use, application and limitations
    2. Penetrant Testing (PT) use, application and limitations
    3. Magnetic Particle Testing (MT) use, application and limitations
    4. Radiographic Testing (RT) use, application and limitations
    5. Hardness Testing use, application and limitations
    6. Tensile Testing use, application and limitations
    7. Guided Bend Testing, use application and limitations
    8. Metallographic Testing use, application and limitations
    9. Current trends in inspection and testing
    10. Documenting and reporting
3. Understand qualification and testing of welders, welding processes and welding procedures
    1. Welder qualification and certification
    2. Welder testing
    3. Welding process or procedure qualification and testing
    4. Prequalified welding procedures
4. Recognize ten or more weld defects and suggest cause and corrective actions
    1. Common weld discontinuities
    2. Common weld discontinuity causes
    3. Common weld discontinuity corrective actions
5. Perform welds and tests according to procedures similar to those used by a certified test laboratory.
    1. Writing a welding procedure
    2. Welding according to welding a procedure
    3. Testing welds according to a welding procedure

Methods of Instruction:

1. Lecture
2. Field Trips
3. Demonstration
4. Visual presentations
5. Invited guests

Methods of Evaluation

A. Exams/Tests
    1. Midterm/Final
B. Home Work
    1. As needed at instructors discretion
C. Lab Activities

1. As needed at instructors discretion

D. Projects
    1. As needed at instructors discretion
E. Quizzes
    1. As needed at instructors discretion

Typical Outside-of-Class Assignments

A. Other:
    1. Read chapter related to visual testing
    2. Discuss the chapter content
    3. Use the information in the chapter to perform visual testing and document and the results

Textbooks (Typical):

Textbook:

1. American Welding Society *STANDARD METHODS FOR MECHANICAL TESTING OF WELDS*. 2016 ed., American Welding Society, 2016.
2. American Welding Society *D1.1 Structural Welding Code - Steel*. 2020 ed., American Welding Society, 2020.
3. American Welding Society *Standard Welding Terms & Definations* . 2020 ed., American Welding Society, 2020.
4. John R Walker, Kenneth W Stier *Modern Metalworking*. 11th ed., Goodheart - Willcox, 2022.

Other Materials Required of Students

1. Personal protective equipment.
2. Welding gloves.
3. Welders safety glasses.
4. Leather boots or shoes.
5. Calculator with Trig functions.

Equity Based Curriculum

- Course Objectives
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
PO: Lectures can be done in person or as DE. Some of the lab components are challenging to accomplish in a DE format. Some labs should be completed in person even in an emergency. To meet the education needs for a future Certified Welding Inspector (CWI) we should complete in-person labs to provide practical hands-on kinesthetic skills building activities. Welding students by their very nature are kinesthetic learners, and FO focuses on visual and auditory learning formats only.

Explain how the decision was made to offer this course in a Distance Education mode.
Recommendations from WELD-ED National Center for Welding Education based on a survey of 300 welding instructors from 50 states, recommendation from two American Welding Society Certified Welding Inspectors that serve on the LPC Welding Advisory Board, LPC Welding Faculty consultation and consensus.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:
Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly, as assignments or labs are turned in
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Scheduled lab sessions throughout semester to cover materials difficult or impossible to deliver online. Minimum two times per semester

- **Other:**
  Frequency: Student interaction, fulfillment of SLO's and measurable objectives will be done on campus in the labs if difficult or impossible to achieve effectively online

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least twice per semester
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Every Module or section of course content
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: At least twice per semester
- **Other:**
  Frequency: Students will interact during on-campus labs

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Every Module or section of course content
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per module/section Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum of once per week
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: During face to face on-campus labs, minimum two times per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Minimum of four times per semester
- **Other:**
  Frequency: Twice per semester
- **Other:**
  Frequency: Homework and Reading in Text assigned weekly

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000507865

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 67A - Elementary Welding Skills Laboratory

Credit for Prior Learning: WLDT 67A - Elementary Welding Skills Laboratory (Launched)
compared with
WLDT 67A - Elementary Welding Skills Laboratory (Active - Implemented 08-21-2024)

Admin Outline for Welding Technology 67A
Elementary Welding Skills Laboratory
Effective: Fall 2024

Catalog Description:

WLDT 67A - Elementary Welding Skills Laboratory
2.00 Units

Development and improvement of skills in Shielded Metal Arc (SMAW), Flux Cored Arc (FCAW), Gas Metal Arc (GMAW), and/or Gas Tungsten Arc (GTAW) welding in the Flat (1G and 1F) positions.
2 Units Lab

Recommended Course Preparation:

- WLDT 61AL **or** WLDT 61BL **or** WLDT 62AL **or** WLDT 62BL

Total Lab Hours	108
Total Inside of Class Hours	108
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate safety awareness in the welding workplace.
B. Demonstrates self directed goals achievement.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Illustrate increased skill and knowledge development in the welding process chosen by student to study:
    1. Shielded Metal Arc (SMAW)
    2. Gas Tungsten Arc (GTAW)
    3. Gas Metal Arc (GMAW)
    4. Flux Core Arc (FCAW)
B. Demonstrate safe and proper use of equipment;
C. Practice skills in preparation for entry-level employment in the metal trades
D. Demonstrate development and completion of self-directed skills development goals
E. Perform elementary welding in the Flat (1G and 1F) positions

Course Content:

1. Welding process SMAW, GTAW, GMAW and/or FCAW and allied processes;
2. Safety and proper usage of welding equipment and allied processes;
3. Simulated entry level employment testing using industry standards;
4. Goal setting and completion of student selected, student led projects or procedures;
5. Current career trends in the welding industry;
6. American Welding Society nomenclature and symbols;
7. Welding the the Flat (1G and 1F) positions

Methods of Instruction:

1. Demonstration
2. Correlation with real world industrial applications and careers
3. One-on-one, hands-on instruction
4. Visual aids

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Daily
C. Exams/Tests
    1. Final
D. Lab Activities
    1. Student Goal(s) focused
E. Projects

1. Student Goal(s) focused

Typical Outside-of-Class Assignments

A. Other:
    1. Welding samples using different welding processes
        1. Gas Tungsten Arc Welding (GTAW)
        2. Gas Metal Arc Welding (GMAW)
        3. Shielded Metal Arc Welding (SMAW)
        4. Flux-Core Arc Welding (FCAW)
    2. Welding samples using different welding joints
        1. Butt joint
        2. Tee joint
        3. Lap joint
        4. Corner joint
        5. Edge joint
    3. Welding samples using the Flat (1G and 1F) positions
    4. Welding Samples using different materials
        1. Carbon Steel
        2. Stainless Steel
        3. Aluminum

Textbooks (Typical):

Textbook:

1. American Welding Society *SPECIFICATION FOR WELDING PROCEDURE AND PERFORMANCE QUALIFICATION*. 2012 ed., American Welding Society, 2012.
2. Walter Brown, Ryan Brown *Print Reading for Industry*. 11th ed., Goodheart-Willcox Company, 2022.
3. American Welding Society *Structural Welding Code - Steel*. D1.1 ed., American Welding Society, 2020.
4. William H Minnick, James Mosman *GMAW/FCAW Handbook*. 2nd ed., Goodheart - Willcox, 2022.

Other Materials Required of Students

1. Personal Protective Equipment.
2. Safety Glasses (ANSI Z81).
3. Leather welding gloves.
4. Long sleeve shirt or jacket.
5. Leather shoes or boots.
6. Welding Hood (preferred).

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000503417

CB03: TOP Code
095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 67B - Basic Welding Skills Laboratory

Credit for Prior Learning: WLDT 67B - Basic Welding Skills Laboratory (Launched)
compared with
WLDT 67B - Basic Welding Skills Laboratory (Active - Implemented 08-22-2024)

Admin Outline for Welding Technology 67B
Basic Welding Skills Laboratory
Effective: Fall 2024

Catalog Description:

WLDT 67B - Basic Welding Skills Laboratory
2.00 Units

Development and improvement of skills in Shielded Metal Arc (SMAW), Flux Cored Arc (FCAW), Gas Metal Arc (GMAW), and/or Gas Tungsten Arc (GTAW) welding in the Horizontal (2G and 2F) positions.
2 Units Lab

Recommended Course Preparation:

- WLDT 67A

Total Lab Hours	108
Total Inside of Class Hours	108
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate safety awareness in the welding workplace.
B. Demonstrates achievement of self directed goals.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Illustrate beginning skill and knowledge development in the welding process chosen by the student to study;
    1. Shielded Metal Arc (SMAW);
    2. Gas Tungsten Arc (GTAW);
    3. Gas Metal Arc (GMAW);
    4. Flux Core Arc (FCAW);
B. Demonstrate safe and proper use of equipment;
C. Practice skills appropriate to entry-level employment in the metal trades.
D. Demonstrate development and completion of self-directed skills development goals
E. Perform Basic Welding in the Horizontal (2G and 2F) positions

Course Content:

1. Welding process SMAW, GTAW, GMAW and/or FCAW and allied processes;
2. Safety and proper usage of welding equipment and allied processes;
3. Simulated entry level employment testing using industry standards;
4. Goal setting and completion of student selected, student led projects or procedures;
5. Current career trends in the welding industry;
6. American Welding Society nomenclature and symbols;
7. Basic welding in the Horizontal (2G and 2F) positions

Methods of Instruction:

1. Demonstration
2. Correlation with real world industrial applications and careers
3. One-on-one, hands-on instruction
4. Visual aids

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Exams/Tests
    1. Final
D. Lab Activities
    1. Student Goal(s) focused

E. Projects
    1. Student Goal(s) focused

Typical Outside-of-Class Assignments

A. Other:
    1. Welding samples using different welding processes
        1. Gas Tungsten Arc Welding (GTAW)
        2. Gas Metal Arc Welding (GMAW)
        3. Shielded Metal Arc welding (SMAW)
        4. Flux-Core Arc Welding (FCAW)
    2. Welding samples using different welding joints
        1. Butt joint
        2. Tee joint
        3. Lap joint
        4. Corner joint
        5. Edge joint
    3. Welding samples using the Horizontal (2G) position
    4. Welding Samples using different materials
        1. Carbon Steel
        2. Stainless Steel
        3. Aluminum

Textbooks (Typical):

Textbook:

1. Walter Brown, Ryan Brown *Print Reading for Industry*. 11th ed., Goodheart-Willcox Company, 2022.
2. David Hoffman, Kevin Dahle, David Fisher *Welding*. 6th ed., Pearson, 2022.
3. Larry Jeffus *Welding Principles and Practices*. 11th ed., Delmar, 2012.
4. American Welding Society *SPECIFICATION FOR WELDING PROCEDURE AND PERFORMANCE QUALIFICATION*. 2012 ed., American Welding Society, 2012.
5. American Welding Society *Structural Welding Code - Steel*. D1.1 ed., American Welding Society, 2020.

Other Materials Required of Students

1. Personal Protective Equipment.
2. Safety Glasses (ANSI Z81).
3. Leather welding gloves.
4. Long sleeve shirt or jacket.
5. Leather shoes or boots.
6. Welding Hood (preferred).

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000503418

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 67C - Intermediate Welding Skills Laboratory

Credit for Prior Learning: WLDT 67C - Intermediate Welding Skills Laboratory (Launched)
compared with
WLDT 67C - Intermediate Welding Skills Laboratory (Active - Implemented 08-21-2024)

Admin Outline for Welding Technology 67C
Intermediate Welding Skills Laboratory
Effective: Fall 2024

Catalog Description:

WLDT 67C - Intermediate Welding Skills Laboratory
2.00 Units

Development and improvement of skills in Shielded Metal Arc (SMAW), Flux Cored Arc (FCAW), Gas Metal Arc (GMAW), and Gas Tungsten Arc (GTAW) welding in the Vertical (3G and 3F) positions.
2 Units Lab

Prerequisite(s):
All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- WLDT 67B

Total Lab Hours	108
Total Inside of Class Hours	108
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate safety awareness in the welding workplace.
B. Demonstrate self-directed goals achievement.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Illustrate intermediate skill and knowledge development in the welding process chosen by student to study:
    1. Shielded Metal Arc (SMAW)
    2. Gas Tungsten Arc (GTAW)
    3. Gas Metal Arc (GMAW)
    4. Flux Core Arc (FCAW)
B. Demonstrate safe and proper use of equipment;
C. Practice skills in preparation for entry-level employment in the metal trades
D. Demonstrate development and completion of self-directed skills development goals
E. Perform Intermediate welding in the Vertical (3G and 3F) positions

Course Content:

1. Welding process SMAW, GTAW, GMAW and/or FCAW and allied processes;
2. Safety and proper usage of welding equipment and allied processes;
3. Simulated entry level employment testing using industry standards;
4. Goal setting and completion of student selected, student led projects or procedures;
5. Current career trends in the welding industry;
6. American Welding Society nomenclature and symbols;
7. Welding in the Vertical (3G and 3F) positions

Methods of Instruction:

1. Demonstration
2. Correlation with real world industrial applications and careers
3. One-on-one, hands-on instruction
4. Visual aids

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Daily
C. Exams/Tests
    1. Final
D. Lab Activities
    1. Student goal(s) focused

E. Projects
    1. Student goal(s) focused

Typical Outside-of-Class Assignments

A. Other:
    1. Welding samples using different welding processes
        1. Gas Tungsten Arc Welding (GTAW)
        2. Gas Metal Arc Welding (GMAW)
        3. Shielded Metal Arc Welding (SMAW)
        4. Flux-Core Arc Welding (FCAW)
    2. Welding samples using different welding joints
        1. Butt joint
        2. Tee joint
        3. Lap joint
        4. Corner joint
        5. Edge joint
    3. Welding samples using the Vertical (3G) position
    4. Welding Samples using different materials
        1. Carbon Steel
        2. Stainless Steel
        3. Aluminum

Textbooks (Typical):

Textbook:

1. William J Minnick, James Mosman *GMAW/FCAW Handbook*. 2nd ed., Goodheart Willcox, 2022.
2. American Welding Society *SPECIFICATION FOR WELDING PROCEDURE AND PERFORMANCE QUALIFICATION*. 2012 ed., American Welding Society, 2012.
3. Walter Brown, Ryan Brown *Print Reading for Industry*. 11th ed., Goodheart-Willcox Company, 2022.
4. David Hoffman, Kevin Dahle, David Fisher *Welding*. 2 ed., Pearson, 2017.
5. American Welding Society *Structural Welding Code - Steel*. D1.1 ed., American Welding Society, 2020.

Other Materials Required of Students

1. Personal Protective Equipment.
2. Safety Glasses (ANSI Z81).
3. Leather welding gloves.
4. Long sleeve shirt or jacket.
5. Leather shoes or boots.
6. Welding Hood (preferred).

Equity Based Curriculum

- Course Objectives
- Methods of Evaluation

Requisite Validation

A. WLDT 67B
Content Review
Required

- Flux Core Arc (FCAW);
- Gas Metal Arc (GMAW);
- Gas Tungsten Arc (GTAW);
- Shielded Metal Arc (SMAW);
- Practice skills appropriate to entry-level employment in the metal trades.
- Demonstrate development and completion of self-directed skills development goals
- Perform Basic Welding in the Horizontal (2G and 2F) positions
- Illustrate beginning skill and knowledge development in the welding process chosen by the student to study;
- Demonstrate safe and proper use of equipment;

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000503417

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 67D - Advanced Welding Skills Laboratory

Credit for Prior Learning: WLDT 67D - Advanced Welding Skills Laboratory (Launched)
compared with
WLDT 67D - Advanced Welding Skills Laboratory (Active - Implemented 08-22-2024)

Admin Outline for Welding Technology 67D
Advanced Welding Skills Laboratory
Effective: Fall 2024

Catalog Description:

WLDT 67D - Advanced Welding Skills Laboratory
2.00 Units

Development and improvement of skills in Shielded Metal Arc (SMAW), Flux Cored Arc (FCAW), Gas Metal Arc (GMAW), and Gas Tungsten Arc (GTAW) welding in the Overhead (4G and 4F) positions.
2 Units Lab

Prerequisite(s):
All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- WLDT 67C

Total Lab Hours	108
Total Inside of Class Hours	108
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate safety awareness in the welding workplace.
B. Demonstrate self-directed goals achievement.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Illustrate increased skill and knowledge development in the welding process chosen by student to study:
    1. Shielded Metal Arc (SMAW)
    2. Gas Tungsten Arc (GTAW)
    3. Gas Metal Arc (GMAW)
    4. Flux Core Arc (FCAW)
B. Demonstrate safe and proper use of equipment;
C. Practice skills in preparation for entry-level employment in the metal trades
D. Demonstrate development and completion of self-directed skills development goals
E. Perform Advanced welding in the Overhead (4G and 4F) positions

Course Content:

1. Welding process SMAW, GTAW, GMAW and/or FCAW and allied processes;
2. Safety and proper usage of welding equipment and allied processes;
3. Simulated entry level employment testing using industry standards;
4. Goal setting and completion of student selected, student led projects or procedures;
5. Current career trends in the welding industry;
6. American Welding Society nomenclature and symbols;
7. Welding in the Overhead (4G and 4F) positions

Methods of Instruction:

1. Demonstration
2. Correlation with real world industrial applications and careers
3. One-on-one, hands-on instruction
4. Visual aids

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Daily
C. Exams/Tests
    1. Final
D. Lab Activities
    1. Student goal(s) focused
E. Projects

1. Student goal(s) focused

Typical Outside-of-Class Assignments

A. Other:
   1. Welding samples using different welding processes
      1. Gas Tungsten Arc Welding (GTAW)
      2. Gas Metal Arc Welding (GMAW)
      3. Shielded Metal Arc Welding (SMAW)
      4. Flux-Core Arc Welding (FCAW)
   2. Welding samples using different welding joints
      1. Butt joint
      2. Tee joint
      3. Lap joint
      4. Corner joint
      5. Edge joint
   3. Welding samples using the Overhead (4G and 4F) positions
   4. Welding Samples using different materials
      1. Carbon Steel
      2. Stainless Steel
      3. Aluminum

Textbooks (Typical):

Textbook:

1. American Welding Society *SPECIFICATION FOR WELDING PROCEDURE AND PERFORMANCE QUALIFICATION*. 2012 ed., American Welding Society, 2012.
2. Walter Brown, Ryan Brown *Print Reading for Industry*. 11th ed., Goodheart-Willcox Company, 2022.
3. David Hoffman, Kevin Dahle, David Fisher *Welding*. 2 ed., Pearson, 2017.
4. American Welding Society *Structural Welding Code - Steel*. D1.1 ed., American Welding Society, 2022.

Other Materials Required of Students

1. Personal Protective Equipment.
2. Safety Glasses (ANSI Z81).
3. Leather welding gloves.
4. Long sleeve shirt or jacket.
5. Leather shoes or boots.
6. Welding Hood (preferred).

Equity Based Curriculum

- Course Objectives
- Methods of Evaluation

Requisite Validation

A. WLDT 67C
Content Review
Required

- Illustrate intermediate skill and knowledge development in the welding process chosen by student to study:
- Practice skills in preparation for entry-level employment in the metal trades
- Demonstrate development and completion of self-directed skills development goals
- Gas Tungsten Arc (GTAW)
- Perform Intermediate welding in the Vertical (3G and 3F) positions
- Demonstrate safe and proper use of equipment;
- Shielded Metal Arc (SMAW)
- Flux Core Arc (FCAW)
- Gas Metal Arc (GMAW)

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000503417
CB03: TOP Code
095650 - Welding Technology
CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 67L - Welding Skills Laboratory

Credit for Prior Learning: WLDT 67L - Welding Skills Laboratory (Launched)
compared with
WLDT 67L - Welding Skills Laboratory (Active - Implemented 08-21-2024)

Admin Outline for Welding Technology 67L
Welding Skills Laboratory
Effective: Fall 2024

Catalog Description:

WLDT 67L - Welding Skills Laboratory
2.00 Units

Development and improvement of skills in Shielded Metal Arc (SMAW), Flux Cored Arc (FCAW), Gas Metal Arc (GMAW), and/or Gas Tungsten Arc (GTAW) welding, or other welding related skills.
2 Units Lab

Recommended Course Preparation:

- WLDT 61AL **or** WLDT 61BL **or** WLDT 62AL **or** WLDT 62BL

Total Lab Hours	108
Total Inside of Class Hours	108
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate safety awareness in the welding workplace.
B. Demonstrates self directed goals achievement.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Illustrate increased skill and knowledge development in the welding process chosen by student to study:
    1. Shielded Metal Arc (SMAW)
    2. Gas Tungsten Arc (GTAW)
    3. Gas Metal Arc (GMAW)
    4. Flux Core Arc (FCAW)
B. Demonstrate safe and proper use of welding related equipment;
C. Practice skills in preparation for employment in the metal trades
D. Demonstrate development and completion of self-directed skills development goals

Course Content:

1. Welding process SMAW, GTAW, GMAW and/or FCAW and allied processes;
2. Safety and proper usage of welding equipment and allied processes;
3. Simulated employment testing using industry standards;
4. Goal setting and completion of student selected, student led projects or procedures;
5. Current career trends in the welding industry;
6. American Welding Society nomenclature and symbols;
7. Welding in all positions

Methods of Instruction:

1. Demonstration
2. Correlation with real world industrial applications and careers
3. One-on-one, hands-on instruction
4. Visual aids

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Daily
C. Exams/Tests
    1. Final
D. Lab Activities
    1. Student Goal(s) focused
E. Projects
    1. Student Goal(s) focused

Typical Outside-of-Class Assignments

A. Other:
    1. Welding samples using different welding processes
        1. Gas Tungsten Arc Welding (GTAW)
        2. Gas Metal Arc Welding (GMAW)
        3. Shielded Metal Arc Welding (SMAW)
        4. Flux-Core Arc Welding (FCAW)
    2. Welding samples using different welding joints
        1. Butt joint
        2. Tee joint
        3. Lap joint
        4. Corner joint
        5. Edge joint
    3. Welding samples in all positions (as required)
    4. Welding Samples using different materials
        1. Ferrous Metals
        2. Nonferrous Metals

Textbooks (Typical):

Textbook:

1. American Welding Society *SPECIFICATION FOR WELDING PROCEDURE AND PERFORMANCE QUALIFICATION*. 2012 ed., American Welding Society, 2012.
2. Walter Brown, Ryan Brown *Print Reading for Industry*. 11th ed., Goodheart-Willcox Company, 2022.
3. American Welding Society *Structural Welding Code - Steel*. D1.1 ed., American Welding Society, 2020.
4. William H Minnick, James Mosman *GMAW/FCAW Handbook*. 2nd ed., Goodheart - Willcox, 2022.

Other Materials Required of Students

1. Personal Protective Equipment.
2. Safety Glasses (ANSI Z81).
3. Leather welding gloves.
4. Long sleeve shirt or jacket.
5. Leather shoes or boots.
6. Welding Hood (preferred).

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000503417

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 70 - Introduction to Welding

Credit for Prior Learning: WLDT 70 - Introduction to Welding (Launched)
compared with
WLDT 70 - Introduction to Welding (Active - Implemented 03-23-2023)

Admin Outline for Welding Technology 70
Introduction to Welding
Effective: Fall 2023

Catalog Description:

WLDT 70 - Introduction to Welding
2.00 Units

Basic skills in Shielded Metal Arc (SMAW), Gas Tungsten Arc (GTAW), Gas Metal Arc (GTAW) and Flux Core Arc (FCAW) welding. Oxy-fuel welding and thermal cutting. Emphasis on safety, proper usage, theory and care of welding equipment.
1 Units Lecture 1 Units Lab

Total Lecture Hours	18
Total Lab Hours	54
Total Inside of Class Hours	72
Total Outside of Class Hours	36
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate safe use of SMAW equipment.
B. Demonstrate safety awareness in the welding workplace.
C. Identify welding electrodes used for common industrial welding processes/applications.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Demonstrate safe and proper use of equipment:
    1. Shielded Metal Arc (SMAW);
    2. Gas Tungsten Arc (GTAW);
    3. Gas Metal Arc (GMAW);
    4. Flux Core Arc (FCAW);
    5. Oxy-fuel welding and brazing;
    6. Plasma and oxy-fuel cutting
B. Apply gas welding sheet steel in flat position;
C. Practice GMAW, FCAW, SMAW weld steel in the flat position;
D. Practice GTAW weld steel, stainless, and aluminum in the flat position;
E. Demonstrate braze welding of a simple part;
F. Use plasma and oxy-fuel to cut manually and with a machine;
G. Safely operate welding support equipment;
H. Identify and list career potentials in the welding industry.

Course Content:

Lecture:

1. Theory behind each welding/cutting process covered
2. American Welding Society nomenclature and symbols
3. Proper use and applications, Safe handling and use
    1. Shielded Metal Arc (SMAW)
    2. Gas Tungsten Arc (GTAW)
    3. Gas Metal Arc (GMAW)
    4. Flux Core Arc (FCAW)
    5. Oxy-fuel welding and brazing
    6. Plasma and oxy-fuel cutting
4. Welding support equipment safe use and application
5. Hands-on, process specific, experience in laboratory
6. Basic metallurgy and materials properties
    1. Steel
    2. Stainless steel
    3. Aluminum
7. Current career trends in the welding industry
8. Welding workplace environment basic safety procedures

Lab Activities:

1. American Welding Society nomenclature and symbols
2. Proper use and applications, Safe handling and hands-on use of equipment for:
    1. Shielded Metal Arc (SMAW)
    2. Gas Tungsten Arc (GTAW)
    3. Gas Metal Arc (GMAW)
    4. Flux Core Arc (FCAW)
    5. Oxy-fuel welding and brazing
    6. Plasma and oxy-fuel cutting
3. Welding support equipment safe use and application
4. Welding workplace environment basic safety procedures

Methods of Instruction:

1. Lecture
2. Discussion
3. Correlation with real world industrial applications
4. One-on-one, hands-on instruction
5. Visual aids
6. Group demonstration

Methods of Evaluation

A. Class Participation
    1. As needed at instructors discretion
B. Class Work
    1. As needed at instructors discretion
C. Exams/Tests
    1. Midterm/Final
D. Home Work
    1. As needed at instructors discretion
E. Quizzes
    1. As needed at instructors discretion

Typical Outside-of-Class Assignments

A. Other:
    1. Weekly reading assignments from text
    2. Quizzes based on weekly reading assignments
    3. Welding samples using different welding processes
        1. Gas Tungsten Arc Welding (GTAW)
        2. Gas Metal Arc Welding (GMAW)
        3. Shielded Metal Arc Welding (SMAW)
        4. Flux-Core Arc Welding (FCAW)
    4. Welding samples using different welding joints
        1. Butt joint

    2. Tee joint
    3. Lap joint
    4. Corner joint
    5. Edge joint
5. Welding Samples using different materials
    1. Carbon Steel
    2. Stainless Steel
    3. Aluminum
6. Cutting samples using hand held oxy-acetylene cutting torch
7. Cutting samples using semi-automated oxy-acetylene cutting torch
8. Cutting samples using hand held plasma arc cutting torch
9. Evaluation of safe operations in welding workplace environment

Textbooks (Typical):

Textbook:

1. American Welding Society *Structural Welding Code - Steel.* 2020 ed., American Welding Society, 2020.
2. Larry Jeffus *Welding Principles and Practices.* 7th ed., Delmar, 2012.
3. Andrew Althouse, Carl Turnquist, William Bowditch, Kevin Bowditch, Mark Bowditch *Modern Welding.* 12th ed., Goodheart-Willcox Company, 2020.
4. John R Walker, Kenneth W Stier *Modern Metalworking.* 11th ed., Goodheart - Willcox, 2022.

Other Materials Required of Students

1. Personal Protective Equipment.
2. Safety Glasses (ANSI Z87.1).
3. Leather welding gloves.
4. Long sleeve shirt or jacket.
5. Leather shoes or boots.
6. Welding Hood (preferred).

Equity Based Curriculum

- Course Objectives
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000503421

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 72 - Laser Welding and Cutting

Credit for Prior Learning: WLDT 72 - Laser Welding and Cutting (Launched)
compared with
WLDT 72 - Laser Welding and Cutting (Active - Implemented 08-22-2024)

Admin Outline for Welding Technology 72
Laser Welding and Cutting
Effective: Fall 2024

Catalog Description:

WLDT 72 - Laser Welding and Cutting
3.00 Units

This course will cover the theory and concepts associated with modern laser welding and cutting of metals and materials. The use of the laser in the manufacturing environment will be shown along with typical applications. The different types of lasers available for welding. The advantages and disadvantages of continuous power laser welding, pulsed laser welding and laser cutting.
2 Units Lecture 1 Units Lab

Total Lecture Hours	36
Total Lab Hours	54
Total Inside of Class Hours	90
Total Outside of Class Hours	72
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Calculate the power density of a laser weld based on a given spot size.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Explain the basic types of lasers used for industrial welding and cutting;
B. Describe the basic concepts associated with lasers and how the beam is generated;
C. Explain the concept of power density;
D. Describe the types of metals and materials that can be processed with lasers;
E. List the components of the beam delivery optics;
F. Explain the concept of pulsed laser welding and its advantages, disadvantages and applications;
G. Explain the concept of continuous power laser welding and its advantages, disadvantages and applications;
H. Explain the role of shielding gas and the gasses used for laser welding and cutting;
I. Explain why metallurgy of laser welding differs from that of conventional welding techniques ;
J. Explain the process of Laser welding
K. Explain the process of laser cutting
L. Explain the importance of equipment, operator and welding procedure qualification and how each is performed

Course Content:

Lecture:

1. Basic concepts associated with lasers and how the beam is generated
2. Basic types of laser equipment used for industrial welding
3. Basic types of laser equipment used for industrial cutting
4. Concept of power density
5. The types of metals and materials that can be processed with lasers
6. The components of the beam delivery optics
7. Pulsed laser welding and its advantages, disadvantages and applications
8. Continuous power laser welding and its advantages, disadvantages and applications
9. Laser cutting and its advantages, disadvantages and applications
10. Shielding gas and the gasses used for laser welding and cutting
11. Inspection and testing of laser welding and cutting
12. The concept of Equipment Qualification
13. The concept of Operator Qualification
14. Welding Procedure Specification (WPS)
15. The concept of Welding Procedure Qualification (WPQ)
16. Laser welding and cutting safety
17. Equipment care and basic maintenance

Lab Activities:

1. Laser welding and cutting safety
2. Basic equipment operations and requirements
3. Equipment care and basic maintenance
4. Measurment of power density
5. The types of metals and materials that can be processed with lasers
6. The components of the beam delivery optics
7. Practice with Pulsed laser welding and its advantages, disadvantages and applications
8. Practice with Continuous power laser welding and its advantages, disadvantages and applications
9. Practice with Laser cutting and its advantages, disadvantages and applications
10. Inspection and testing of completed laser welding and cutting
11. The concept of Equipment Qualification
12. The concept of Operator Qualification
13. Welding Procedure Specification (WPS)
14. The concept of Welding Procedure Qualification (WPQ)

Methods of Instruction:

1. Lecture
2. Field Trips
3. Lab - Weekly individual or group assignments
4. Textbook reading assignment; additional internet and/or print assignment
5. Presentation of audio-visual materials
6. Class and group discussions

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Daily
C. Exams/Tests
    1. Midterm/Final
D. Home Work
    1. As needed at discretion of instructor
E. Lab Activities
    1. Weekly
F. Quizzes
    1. On each learning module

Typical Outside-of-Class Assignments

A. Other:
    1. Lectures
        1. The basics of a fiber laser.
        2. How to measure laser beam power.

2. Reading assignment:
    1. Read the textbook chapter on types of materials that can be welded using lasers
    2. Locate and read an article off the internet authored in the last 90 days on the subject of laser materials processing, write a summary of what you read
3. Homework:
    1. Read the textbook chapter on shielding gas and answer the questions at the end of the chapter:
4. Class and group discussions:
    1. Class discussion: Why use lasers to weld a part vs. some other welding process?
    2. Group discussion:What are the effects of dirty optics in the laser welding and cutting equipment?
5. Audio-visual materials:
    1. Video of laser welding and cutting processes
6. Field trip:
    1. Visit a local medical device manufacturer
7. Research project:
    1. What are the disadvantages of laser welding and/or cutting , and why?

Textbooks (Typical):

Textbook:

1. William M. Steen, Jyotirmoy Mazumder *Laser Material Processing* . 4th ed., Springer-Verlag, 2010.
2. American Welding Society *Structural Welding Code - Steel.* D1.1 ed., American Welding Society, 2020.
3. American Welding Society *Process Specification and Operator Qualification for Laser Beam Welding* . C7.4M ed., American Welding Society, 2017.
4. Simon L Engel *Laser Welding Technology Student Learning Manual.* 1st ed., HDE Technologies, 2017.
5. Larry Ross, Steven Fardo , Michael Walach *Industrial Robotics Fundamentals.* 4th ed., Goodheart Willcox , 2022.
6. William Minnick, James Mosman *Print Reading for Industry.* 10th ed., Goodheart Willcox , 2022.

Other Materials Required of Students

1. Calculator.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000642912

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 73 - Welding Workplace Safety

Credit for Prior Learning: WLDT 73 - Welding Workplace Safety (Launched)
compared with
WLDT 73 - Welding Workplace Safety (Active - Implemented 01-02-2023)

Admin Outline for Welding Technology 73
Welding Workplace Safety
Effective: Fall 2023

Catalog Description:

WLDT 73 - Welding Workplace Safety
1.00 Units

This course provides the safety knowledge required to operate safely in a welding or construction workplace environment. This course will emphasize hazard identification, avoidance and control as a means to proactively create a safe workplace environment. OSHA safety standards will be emphasized throughout to maintain consistency with workplace environment. This course meets the 10 hour OSHA construction safety training requirements.

1 Units Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate safety awareness in the welding workplace.
B. Identify and describe the Focus Four Hazards.
C. Learn an OSHA 10 Safety Certification.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Explain OSHA safety standards as they relate to welding/construction workplace safety;
B. Describe employer/employee construction safety rights and responsibilities;
C. Identify the focus four hazards;
D. Explain personal protective equipment usage and requirements;
E. Identify health hazards in the welding/construction workplace;
F. Describe materials handling equipment and safe usage;
G. Explain hand and power tool safe usage;
H. Describe safe scaffold usage;
I. Explain safe operations around cranes, derricks, hoists, elevators & conveyors;
J. Recognize safe operations around excavations;
K. Identify safe operations around stairways and ladders;

Course Content:

1. OSHA basic construction safety standards with emphasis on identification, avoidance and control of welding construction workplace hazards (29CFR-1910)
2. Employer
    1. Rights as they pertain to welding construction safety
    2. Responsibilities as they pertain to welding construction safety
3. Employee
    1. Rights as they pertain to welding construction safety
    2. Responsibilities as they pertain to welding construction safety
4. Focus four hazards
    1. Fall protection hazards, working at heights
    2. Electrical hazards, shock avoidance
    3. "Struck by" hazards
    4. "Caught in between" hazards
5. Personal Protective Equipment (PPE)
    1. Eye protection
    2. Head protection
    3. Hand protection
    4. Foot protection
    5. Hearing protection
6. Health hazards in welding construction

    1. Heat illness
    2. Fire prevention
    3. Silica
    4. Noise
    5. Confined spaces
7. Material handling
    1. Proper lifting techniques
    2. Rigging
    3. Forklift
    4. Stacking and storing materials
8. Safe and proper usage
    1. Hand tools
    2. Power tools
9. Scaffold systems and their safe usage
10. Safe operations in/and around
    1. Cranes
    2. Derricks
    3. Hoists
    4. Elevators
    5. Conveyors
11. Working safely around excavations
12. Safe operations in/and around
    1. Stairways
    2. Ladders
13. OSHA 10-hour safety training requirements

Methods of Instruction:

1. Lecture
2. Field Trips
3. Textbook reading assignment; additional internet and/or print assignment
4. Presentation of audio-visual materials
5. Class and group discussions

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. Final
C. Home Work
    1. Weekly
D. Quizzes
    1. Each Learning Module

Typical Outside-of-Class Assignments

A. Other:
    1. Lectures
        1. OSHA standards
    2. Reading assignment:
        1. Read the textbook chapter on materials handling
        2. Locate and read an article off the internet authored in the last 90 days on the subject of electrical shock hazards, write a summary of what you read
    3. Homework:
        1. Read the textbook chapter in Hand Tools and answer the following:
            1. What is a rasp?
            2. What is a the correct way to use a hack saw?
    4. Class and group discussions:
        1. Class discussion: What is the purpose of hearing protection?
        2. Group discussion: What do you do if you see something unsafe?
    5. Audio-visual materials:
        1. Video of welding processes
    6. Field trip:
        1. Visit a local manufacturing company and observe safe practices in use.
    7. Research project:
        1. Identify a story on a recent construction workplace accident and what was the cause and corrective action?

Textbooks (Typical):

Textbook:

1. American National Standards Institute/American Welding Society *Safety in Welding, Cutting and Allied Processes.* ANSI Z49.1 ed., American Welding Society, 2021.
2. Occupational Safety and Health Administration (OSHA) *Safety and Health Regulations for Construction.* 29 CFR 1910 ed., Occupational Safety and Health Administration , 2017.
3. Occupational Safety and Health Administration (OSHA) *Safety and Health Regulations for General Industry.* 29 CFR 1926 ed., Occupational Safety and Health Administration , 2018.
4. John R Walker, Kenneth W Stier *Modern Metalworking.* 11th ed., Goodheart Willcox, 2022.
5. Larry T Ross, Steven W Fardo, Michael F Walach *Industrial Robotics Fundamentals* . 4th ed., Goodheart Willcox, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Lectures can be done as DE and cover the same content as the face to face equivalent. Only during emergency or restrictive campus conditions should this be offered online. OSHA requires portions of the content to be delivered face to face. To deliver this fully online requires a waiver from the OSHA regional training center.

Explain how the decision was made to offer this course in a Distance Education mode.
Requirements from the OSHA Regional Training Center, Recommendations from WELD-ED National Center for Welding Education based on a survey of 300 welding instructors from 50 states, recommendation from two American Welding Society Certified Welding Inspectors that serve on the LPC Welding Advisory Board, LPC Welding Faculty consultation and consensus.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Twice per semester

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly, per Module or section of content
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly, as assignments or labs are turned in
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum Once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: At least twice per semester
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Every Module or section of course content
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: At least twice per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Every Module or section of content

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Every Module or section of course content
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per module/section Exams: midterm, comprehensive final exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum of once per week
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Every Module or section of course content
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Minimum of four times per semester
- **Other:**
  Frequency: Twice per semester
- **Other:**
  Frequency: Homework and Reading in Text assigned weekly

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584350

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 75 - Measurements and Calculations

Credit for Prior Learning: WLDT 75 - Measurements and Calculations (Launched)
compared with
WLDT 75 - Measurements and Calculations (Active - Implemented 08-22-2024)

Admin Outline for Welding Technology 75
Measurements and Calculations
Effective: Fall 2024

Catalog Description:

WLDT 75 - Measurements and Calculations
4.00 Units

Math calculations based on manufacturing applications. Precision and semi-precision measuring tools used in manufacturing and the role they play in generating numerical data used in shop floor calculations. Use of the calculator to simplify shop floor math applications relevant to the skilled trades.
4 Units Lecture

Total Lecture Hours	72
Total Inside of Class Hours	72
Total Outside of Class Hours	144
Total Student Learning Hours	216

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Course Objectives:

Upon completion of this course, the student should be able to:

A. Use various precision and semi-precision measuring tools
B. Demonstrate basic scientific calculator operations
C. Describe different number types
D. Apply Fractions, Decimals, Percents and Exponents in manufacturing applications
E. Measure angles and perform angular calculations
F. Identify different coordinate systems
G. Employ formulas to solve triangle problems
H. Employ formulas to solve circle problems
I. Identify geometric shapes and perform calculations involving area and volume
J. Describe uses for Algebraic equations in manufacturing applications
K. Construct graphs and apply their use in manufacturing applications
L. Demonstrate use of Literal equations in manufacturing applications

Course Content:

1. Measurement
    1. English system
    2. Metric system
    3. Ruler
    4. Tape Measure
    5. Protractor
    6. Micrometer
    7. Calipers
    8. Dial Indicator
    9. Height Gauge
    10. Weight
    11. Temperature
    12. Pressure
2. Scientific Calculator
    1. Basic Arithmetic Functions
    2. Order of Operations
    3. Trigonometric Functions
    4. Use of Memory
3. Number Types
    1. Natural
    2. Whole
    3. Prime
    4. Integers
    5. Rational
    6. Irrational
    7. Significant Figures

4. Fractions
    1. Ruler and semi-precision measurement
    2. Basic Arithmetic Functions
    3. Converting to Decimals
5. Decimals
    1. Micrometer and Caliper and precision measurment
    2. Basic Arithmetic Functions
    3. Converting to Fractions
6. Percents
    1. Percent Applications in Manufacturing
    2. Interest
    3. Discounts
    4. Solving Problems involving Percents
7. Exponents
    1. Powers
    2. Roots
    3. Scientific Notation
    4. Solving Problems involving Powers and Roots
8. Angles
    1. Protractor measurements
    2. Basic Arithmetic Functions
    3. Degrees
    4. Radians
    5. Converting between Degrees and Radians
9. Coordinate Systems
    1. Number Line
    2. Cartesian
    3. Polar
    4. Cylindrical
    5. Spherical
10. Triangles
    1. Right
    2. Equilateral
    3. Isosceles
    4. Scalene
    5. Acute
    6. Right
    7. Obtuse
    8. Trigonometric Ratios
    9. Laws of Sine and Cosine
    10. Pythagorean Theorem
    11. Solving Triangle Problems and Applications
11. Circles
    1. Arcs
    2. Diameter

3. Radius
4. Circumference
5. Chord
6. Solving Circle Problems and Applications

12. Geometric Shapes
    1. Basic Geometric Shapes
    2. Area Calculations
    3. Volume Calculations
    4. Solve Geometric Shape Problems and Applications
13. Algebraic Expressions
    1. Variables
    2. Order of Operations
    3. Evaluating Expressions and Formulas
    4. Solving Simple Equations in One Variable
14. Graphing
    1. Points
    2. Line
    3. Slope
    4. Simple Equations
    5. Graphing Applications in Manufacturing
15. Literal Equations in Manufacturing
    1. Direct Current (DC) Power
    2. Screw Threads
    3. Gear Ratios
    4. Horsepower
    5. Pumps and Motors
    6. Hydraulics
    7. Machine Shop
    8. Welding Shop

Methods of Instruction:

1. Classroom Activity - Measuring tool usage and care
2. Demonstration - Problem Solving and Applications
3. Lecture - Learning module content Applications of Math in Manufacturing
4. Individualized Instruction - As needed
5. Field Trips - Applications of course concepts in manufacturing
6. Discussion - Learning module content Homework reflection New Concepts Applications

Methods of Evaluation

A. Class Work
    1. As needed at instructors discretion
B. Exams/Tests
    1. Midterm/Final
C. Home Work

1. As needed at instructors discretion

D. Quizzes
    1. Each Learning Module

Typical Outside-of-Class Assignments

A. Other:
    1. Reading
        1. Chapters in Text
        2. Handouts
        3. Online Content
    2. Homework
        1. Problem Solving
        2. Word Problems
        3. Manufacturing Applications
    3. In-Class Work
        1. Problem Solving and Manufacturing Applications
        2. Small Group Work
        3. Measurement Tool Usage and Care

Textbooks (Typical):

Textbook:

1. Nino Marion *Math for Welders.* 7th ed., Goodheart Willcox, 2022.
2. Mark W Huth *Math for Machinists.* 2nd ed., Goodheart - Willcox, 2022.
3. Luke D Thompson *Math for Automotive Technicians.* 1st ed., Goodheart - Willcox, 2019.

Other Materials Required of Students

1. Scientific Calculator with Trig Functions (Non-Cell Phone Based).

Equity Based Curriculum

- Course Objectives
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000642983

CB03: TOP Code
095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
Y - Not Applicable, Credit course

CB23: Funding Agency Category
Y - Not Applicable (funding not used to develop course)

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: WLDT 79 - Manufacturing Processes

Credit for Prior Learning: WLDT 79 - Manufacturing Processes (Launched)
compared with
WLDT 79 - Manufacturing Processes (Active - Implemented 04-07-2023)

Admin Outline for Welding Technology 79
Manufacturing Processes
Effective: Fall 2023

Catalog Description:

WLDT 79 - Manufacturing Processes
2.00 Units

This course examines the processes and equipment used in modern manufacturing. This course provides an excellent introduction to today's manufacturing processes, as well as an overview of the processes and equipment used in modern manufacturing. The course concentrates on the five major types of industrial materials; metals, plastics, ceramics, woods, and composites. It provides thorough coverage of the forming, separating, fabricating, conditioning, and finishing processes related to each material. Understanding the relationship between manufacturing processes, materials properties, materials processing and design.
2 Units Lecture

Total Lecture Hours	36
Total Inside of Class Hours	36
Total Outside of Class Hours	72
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Welding.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Upon completion of WLDT 79, a student should be able to produce a manufacturing traveler for a manufactured item or component.
B. Upon completion of WLDT 79, a student should be able to provide an oral description of the processes used to make a manufactured item.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Distinguish the difference between basic hand tools.
B. Distinguish the difference between basic power tools used in a manufacturing environment.
C. Identify basic welding equipment types.
D. Differentiate, using the physical and mechanical properties of the material, which modern manufacturing processes and equipment can be used to process the following material types:
    1. Metals
    2. Plastics
    3. Ceramics
    4. Wood
    5. Composites
E. Identify and explain the application of the following manufacturing processes and their use with metals, plastics, ceramics, wood and composites:
    1. Welding
    2. Heat Treating
    3. Sawing
    4. Plate Shearing
    5. Punch Press
    6. Sheet Metal Stamping
    7. Press Brake
    8. Roll Forming
    9. Plasma Cutting
    10. Oxy-Fuel Cutting
    11. Laser Cutting and processing
    12. Abrasive Water Jet Cutting
    13. Hole Making Processes
    14. Planers
    15. Broaching
    16. Surface Grinders
    17. Milling Machine
    18. Engine Lathe
    19. CNC Machine Work

20. Electrical Discharge Machining (EDM)
21. Industrial Robotics
22. Forging
23. Powered/Sintered Metal Processes
24. Hot Isostatic Pressing (HIP)
25. Rapid Prototyping
26. Direct Metal Manufacturing
27. Sheet Metal Coll Processing
28. Sheet Metal Shearing and Blanking
29. Hydroforming
30. Injection Molding
31. Blow Molding
32. Rotational Molding
33. Centrifugal Casting
34. Permanent Mold Casting
35. Die Casting
36. Sand Casting
37. Investment Casting – Lost Wax Process
38. Metal Matrix Compost Processing
39. Carbon Fiber Processing
40. Fiberglass Processing
41. Plastic Machining and assembly
42. Just-In-Time (JIT) Manufacturing
43. Finishing
44. Packaging;

F. Develop a manufacturing traveler document that will connect and evaluate the use of the following manufacturing and processing parameters:
    1. Materials processing
    2. Materials properties
    3. Manufacturing processes
    4. Design

Course Content:

1. Basic hand tools
2. Basic shop power tools
3. Basic welding equipment
4. Material Types and Properties
    1. Metals
    2. Plastics
    3. Ceramics
    4. Wood
    5. Composites
5. Manufacturing processes and methods:
    1. Welding
    2. Heat Treating

3. Sawing
4. Plate Shearing
5. Punch Press
6. Sheet Metal Stamping
7. Press Brake
8. Roll Forming
9. Plasma Cutting
10. Oxy-Fuel Cutting
11. Laser Cutting and processing
12. Abrasive Water Jet Cutting
13. Hole Making Processes
14. Planers
15. Broaching
16. Surface Grinders
17. Milling Machine
18. Engine Lathe
19. CNC Machine Work
20. Electrical Discharge Machining (EDM)
21. Industrial Robotics
22. Forging
23. Powered/Sintered Metal Processes
24. Hot Isostatic Pressing (HIP)
25. Rapid Prototyping
26. Diect Metal Manufacturing
27. Sheet Metal Coil Processing
28. Sheet Metal Shearing and Blanking
29. Hydroforming
30. Injection Molding
31. Blow Molding
32. Rotational Molding
33. Centrifugal Casting
34. Permanent Mold Casting
35. Die Casting
36. Sand Casting
37. Investment Casting – Lost Wax Process
38. Metal Matrix compost Processing
39. Carbon Fiber Processing
40. Fiberglass Processing
41. Plastic Machining and Assembly
42. Just-in-time (JIT) Manufacturing
43. Finishing
44. Packaging

6. Manufacturing Traveler and the processing connections between:
    1. Materials processing
    2. Materials properties

3. Manufacturing processes
4. Design

Methods of Instruction:

1. Lecture
2. Research
3. Field Trips
4. Textbook reading assignments; additional Internet and/or assignments
5. Class and group discussions
6. Presentation of audio-visual materials

Methods of Evaluation

A. Exams/Tests
    1. Midterm/Final
B. Home Work
    1. As assigned at instructors discretion
C. Papers
    1. As assigned at instructors discretion
D. Quizzes
    1. As assigned at instructors discretion
E. Research Projects
    1. As assigned at instructors discretion

Typical Outside-of-Class Assignments

A. Other:
    1. Lectures:
        1. Basic Hole Making
        2. Thermal Cutting
        3. Welding and Forging
    2. Reading:
        1. Read the textbook chapter on Abrasive Waterjet Cutting
        2. Locate and read an article off the internet authored in the last 90 days on the subject of sheet metal processing, write a summary of what you read.
    3. Homework:
        1. Read the textbook chapter on Milling Machines and answer these questions:
            1. What is a horizontal milling machine?
            2. What is a shell mill and when might we use it?
            3. What is the purpose of being able to adjust RPM on the spindle?
    4. Class and group discussions:
        1. What is the purpose of Rapid Prototyping in an industrial environment? What are the costs of rapid prototyping verses conventional manufacturing methods?
        2. When would we use CNC manufacturing techniques and processes? What are the advantages of CNC processing? What are the disadvantages?

5. Audio-visual materials:
    1. Video of forging processes
6. Field Trip:
    1. Visit a local manufacturing company
7. Research project:
    1. You are leader of your own manufacturing company. You just got an order to make 1000 of this item. The drawing gives you the material required. What manufacturing processes and equipment would you select, and explain in detail how you would make the item. Prepare a presentation and describe your method of manufacturing to the class.

Textbooks (Typical):

Textbook:

1. Walter Brown, Ryan Brown *Print Reading for Industry*. 11th ed., Goodheart-Willcox Company, 2022.
2. Larry Ross, Stephen Fardo, Michael Walach *Industrial Robotics Fundamentals, Theory and Practice*. 4th ed., Goodheart-Willcox Company, 2022.
3. Larry Jeffus, Bryan Baker *Pipe Welding*. 1st ed., Cengage Learning, 2017.
4. *Fundamental Manufacturing Processes*. 3rd ed., Society of Manufacturing Engineers, 2012.
5. Bob Dixon, John R. Walker *Machining Fundamentals* . 11th ed., Goodheart-Wilcox, 2022.

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000523575

CB03: TOP Code
095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status
N - Course is not a special class.

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
Y - Not Applicable, Credit course

CB23: Funding Agency Category
Y - Not Applicable (funding not used to develop course)

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

CB26: Course Support Course Status
N - Course is not a support course

CB27: Upper Division Status

6.3. Program Modifications

Program Narrative Modifications – Effective Term: **Fall 2027**

- Computer Information Technologist, AS
- Computer Programming for the Web, CA
- Customer Service, NCL
- Cybersecurity and Network Administration, AS
- Cybersecurity Professional, CA
- Innovation, Entrepreneurship, and Small Business Management, NCL
- Kinesiology, AA-T

Program Map Modifications – Effective Term: **Fall 2027**

- Computer Programming for the Web, CA
- Cybersecurity Professional, CA

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: Computer Information Technologist - Associate of Science Degree (Launched)

compared with

Computer Information Technologist - Associate of Science Degree (Active - Implemented 08-15-2026)

Rationale

TOP Code

0702.00 - Computer Information Systems*

CIP Code

11.0103 - Information Technology

1. Statement of Program Goals and Objectives

~~The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals.~~

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry-level IT professionals.

2. Catalog Description

~~The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.~~

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry-level IT professionals. The program includes core courses that provide students with a strong foundation in computer programming, computer networking, and database design and administration. Additional electives in each of the areas provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience, providing real-world opportunities to put the skills students have learned in the classroom to practical use.

3. Program Requirements

Course	Title	Units	Term

Required Core: (21 Units)

CIS 43/CS 43/CNT 43	Professional Communications	3.0	2nd
CIS 60	Systems Analysis and Design	3.0	3rd
CIS 66	Networking Fundamentals	3.0	1st
CIS 9002	~~Introduction to Database Management~~ Database Design and SQL Programming	3.0	4th
CNT 69	Network Security; CompTIA Security + Certification	3.0	4th
CS 7	Introduction to Computer Programming Concepts	3.0	1st
CS 41/CNT 7401	Red Hat Linux Administration I	3.0	3rd

List A: Select from the Following (10 Units)

Programming Electives	-		
CS 2	Computing Fundamentals II	4.0	3rd
CS 20	Advanced Programming with Data Structures/C++	4.0	3rd
	-		
Networking/A+ Electives	-		
CNT 51	CompTIA's A+ Certification Computer Technician	4.0	3rd
CNT 55	Windows Server Installation, Storage, and Compute	3.0	3rd
CNT 56	Networking with Windows Server	3.0	4th
	-		
Database/Project Management Elective	-		
CIS 62	Project Management	3.0	4th

List B: Select One (4 Units)

CS 1	Computing Fundamentals I	4.0	4th
CS 31	Java Programming	4.0	2nd

List C: Select One (3 Units)

CS 47	Capstone Project	3.0	4th
WRKX 94	Occupational Work Experience/Internship	3.0	4th
WRKX 95	General Work Experience	3.0	4th

Total Units for the Major

38.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	22.0

Total: 60.0

4. Career Opportunities

~~Students completed the Associates of Sciences degrees in Computer Information Technologist will be prepared for careers in database design and administration, software development, network and systems administration, computer systems analysis, and computer help desk and system support.~~

Students completing the Associate of Science degrees in Computer Information Technologist will be prepared for careers in database design and administration, software development, network and systems administration, computer systems analysis, and computer help desk and system support.

5. Master Planning

~~In conjunction with our local national labs and industry partners, the Computer Studies disciplines are working to develop a new degree program that will provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. This program also incorporates many of the courses in the Information and Communication Technologies Intersegmental Model Curricula developed through the C-ID process. This program fulfills the campus' mission of "providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals" (emphasis added).~~

Developed in conjunction with our local national labs and industry partners, this degree program will provide students with a breadth of coursework and practical hands-on experience needed by entry-level IT professionals. This program also incorporates many of the courses in the Information and Communication Technologies Intersegmental Model Curricula developed through the C-ID process. This program fulfills the campus' mission of "providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals."

6. Enrollment and Completer Projections

5 per year

7. Place of Program in Curriculum/Similar Programs

The program will be housed under the Computer Information Systems discipline. Students will be drawn from all three Computer Studies disciplines (Computer Information Systems, Computer Networking Technology, and Computer Science).

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.~~

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry-level IT professionals. The program includes core courses that provide students with a strong foundation in computer programming, computer networking, and database design and administration. Additional electives in each of the areas provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience, providing real-world opportunities to put the skills students have learned in the classroom to practical use.

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
CS 7	Introduction to Computer Programming Concepts	3.0	Major/Required	
CIS 66	Networking Fundamentals	3.0	Major/Required	
OR CNT 52	Networking Fundamentals	3.0	Major/Required	

English Composition (Area 1A)	3.0	General Education
Natural Sciences (Area 5)	3.0	General Education
Arts and Humanities (Area 3)	3.0	General Education

Term 2 - Spring **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 43/CS 43/CNT 43	Professional Communications	3.0	Major/Required	
List B Course		4.0	Major/Required	
MATH 47		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 3 - Fall **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 60	Systems Analysis and Design	3.0	Major/Required	
CNT 7401/CS 41	Red Hat Linux Administration I	3.0	Major/Required	
List A Course		3.0	Major/Required	
List A Course		3.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 69	Network Security; CompTIA Security + Certification	3.0	Major/Required	
CIS 9002	~~Introduction to Database Management~~ Database Design and SQL Programming	3.0	Major/Required	
List A Course		4.0	Major/Required	
List C Course		3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 60.0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: Computer Programming for the Web - Certificate of Achievement (16 to fewer than 30 units) (Launched)

compared with

Computer Programming for the Web - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-22-2024)

Rationale

TOP Code

0707.00 - Computer Software Development*

CIP Code

11.0201 - Computer Programming/Programmer, General

1. Statement of Program Goals and Objectives

~~Computer Programming for the Web Certificate of Achievement is design to prepare the student to enter the internet workforce prepared with the knowledge they need to acquire an entry level internet programming position. This program prepares students in analytical thinking, critical analysis, user interface design, group collaboration, effective communications and the necessary skills to develop internet based applications to make them an asset in any internet based software development organization.~~

Computer Programming for the Web Certificate of Achievement is designed to prepare the student to enter the workforce prepared with the knowledge they need to acquire an entry-level internet programming position. This program prepares students in analytical thinking, critical analysis, user interface design, group collaboration, effective communications, and the necessary skills to develop internet-based applications to make them an asset in any internet-based software development organization.

2. Catalog Description

~~The Las Positas Computer Science and Computer Information Systems programs offers courses that lead to a Certificate of Achievement in Computer Programming for the Web. The certificate prepares students for direct job entry into areas such as Web development, Mobile application development, Systems Analysis of Web solutions, SQL/PHP programming and database programming for the Web. This program will even prepare students for many of the changes in internet programming technologies as they emerge assuring a well prepared graduate for the market place.~~

The Las Positas Computer Science and Computer Information Systems programs offer courses that lead to a Certificate of Achievement in Computer Programming for the Web. The certificate prepares students for direct job entry into areas such as web development, mobile application development, systems analysis of web solutions, SQL/PHP programming and database programming for the web. This program will prepare students for many of the changes in internet programming technologies as they emerge, assuring a well-prepared graduate for the marketplace.

3. Program Requirements

Course	Title	Units	Term
~~*Required Core:(18 units)*~~ *Required Core: (26 Units)*			
CIS 43/CS 43/CNT 43	Professional Communications	3.0	
CIS 59	Web Dev: HTML/CSS/Javascript	3.0	
CIS ~~60~~ 59C	~~Systems Analysis and Design~~ Web Programming - JavaScript	3.0	
CIS ~~92~~ 60	~~Web: PHP Programming, MySQL~~ Systems Analysis and Design	3.0	
CS 7	Introduction to Computer Programming Concepts	~~3.0~~	
~~CS 47~~	~~Capstone Project~~	~~3.0~~	
~~*List A: Select Three (10-11 units)*~~		-	
~~CS 16~~	~~Mobile Application Development - IPhone~~	~~3.0~~	
~~CIS 59C~~	~~Web Programming - JavaScript~~	3.0	
CS 31	Java Programming	4.0	
CS 45	Database Programming	4.0	
CS 47	Capstone Project	3.0	
	Total: ~~28.0~~ ~~29~~ 26 .0		

4. Career Opportunities

~~Static and Dynamic Web Page Developer PHP Developer for the web Web based database developer~~

Static and dynamic webpage developer PHP developer for the web Web-based database developer

5. Master Planning

~~This program has been active for many years, is a continuing part of the college's program review, and serves as a recognition of academic achievement~~

This program has been active for many years, is a continuing part of the college's program review, and serves as a recognition of academic achievement.

6. Enrollment and Completer Projections

~~2~~

2 per year

7. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Computer Science program

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~The Las Positas Computer Science and Computer Information Systems programs offers courses that lead to a Certificate of Achievement in Computer Programming for the Web. The certificate prepares students for direct job entry into areas such as Web development, Mobile application development, Systems Analysis of Web solutions, SQL/PHP programming and database programming for the Web. This program will even prepare students for many of the changes in internet programming technologies as they emerge assuring a well prepared graduate for the market place.~~

The Las Positas Computer Science and Computer Information Systems programs offer courses that lead to a Certificate of Achievement in Computer Programming for the Web. The certificate prepares students for direct job entry into areas such as web development, mobile application development, systems analysis of web solutions, SQL/PHP programming and database programming for the web. This program will prepare students for many of the changes in internet programming technologies as they emerge, assuring a well-prepared graduate for the marketplace.

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: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS ~~60~~ 59	~~Systems Analysis and Design~~ Web Dev:	3.0	Major/Required	

	HTML/CSS/Javascript			
CIS ~~59~~ 60	~~Web Dev: HTML/CSS/Javascript~~ Systems Analysis and Design	3.0		-
~~CIS 92~~	~~Web: PHP Programming, MySQL~~	~~3.0~~		-
~~CS 7~~	~~Introduction to Computer Programming Concepts~~	~~3.0~~		-
~~CS 43~~	~~Professional Communications~~	~~3.0~~		-
~~CS 47~~	~~Capstone Project~~	~~3.0~~	Major/Required	

Term 2 - Spring

Units: 6.0

Course		Units	MAJ/GEN/ELEC	
				Semester(s) Offered
CS 7	Introduction to Computer Programming Concepts	3.0	Major/Required	-
CIS 43/CS 43/CNT 43	Professional Communications	3.0	Major/Required	-

Term 3 - Fall

Units: 7.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 59C	Web Programming - JavaScript	3.0		-
~~CS 16~~	~~Mobile Application Development -~~	~~3.0~~	Major/Required	

	~~IPhone~~		
CS 31	Java Programming	4.0	Major/Required

Term 4 - Spring

Units: 7.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 45	Database Programming	4.0	Major/Required
CS 47	Capstone Project	3.0	Major/Required

Total: ~~28.0~~ ~~29~~ 26 .0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Program Modification: Customer Service - Certificate of Completion (Launched)
compared with
Customer Service - Certificate of Completion (Active - Implemented 08-15-2025)

Rationale

TOP Code
0506.30 - Management Development and Supervision*

CIP Code
52.0204 - Office Management and Supervision

1. Statement of Program Goals and Objectives
~~Students will earn a Certificate of Completion which will aid them in obtaining in all levels of employment and workforce readiness in the field of Business. Students will become familiar with the basics and best practices of soft skills(skills to help interact effectively and harmoniously with others) needed to succeed in any business venture including communication, time management, and change management. Students will develop the necessary skills to be effective in their interactions with both internal and external customers.~~

Students will earn a Certificate of Completion which will aid them in obtaining all levels of employment and workforce readiness in the field of Business. Students will become familiar with the basics and best practices of soft skills (skills to help interact effectively and harmoniously with others) needed to succeed in any business venture, including communication, time management, and change management. Students will develop the necessary skills to be effective in their interactions with both internal and external customers.

2. Catalog Description
~~This customer service program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students for workplace readiness in all levels of business. The program will help students at all levels if their career from interviewing, managing, decision making, and working with people on a daily basis. The program will also aid students in preparing for college-level courses in Business.~~

This customer service program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students for workplace readiness in all levels of business. The program will help students at all levels of their career, including interviewing, managing, decision-making, and working with people on a daily basis. The program will also aid students in preparing for college-level courses in Business.

3. Program Requirements

Course	Title	Hours	Term
Required Core: Select One (9 Hours)			
NBUS 200	Communication in the Workplace	9.0	1st
NBUS 210	Customer Service	9.0	1st
List A: Select Four (36 Hours)			
List A course not used		9.0	1st
NBUS 202	Attitude in the Workplace	9.0	1st
NBUS 203	Decision Making and Problem Solving	9.0	1st
NBUS 205	Team Building	9.0	1st
NBUS 206	Time Management	9.0	1st
NBUS 207	Conflict Resolution	9.0	1st
NBUS 217	AI Fluency for Your Work and Business	9.0	1st
NBUS 218	Applying AI Across Your Work and Business	9.0	1st

Total: 45.0

4. Master Planning

This program fits with the Las Positas College Educational Master Plan strategies A1 "Address the educational needs of a diverse student population and global workforce," A4 "Address the needs of basic skills students," A5 "Assist under prepared students," and A6 "Focus on workforce readiness."

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

~~This customer service program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students for workplace readiness in all levels of business. The program will help students at all levels if their career from interviewing, managing, decision making, and working with people on a daily basis. The program will also aid students in preparing for college-level courses in Business.~~

This customer service program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students for workplace readiness in all levels of business. The program will help students at all levels of their career, including interviewing, managing, decision-making, and working with people on a daily basis. The program will also aid students in preparing for college-level courses in Business.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall **Units:** 45.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NBUS 200	Communication in the Workplace ➜]	9.0	Major/Required	Spring, Fall
OR				
NBUS 210	Customer Service ➜]	9.0	Major/Required	Spring, Fall
List A courses		➜] 36.0	Major/Required	Spring, Fall

➜] Gateway Course

~~**Term 2 - Spring**~~

~~**Units:**~~

~~**Course**~~

~~**Units**~~

~~**MAJ/GEN/ELEC**~~

~~**Semester(s)**~~

~~**Offered**~~

Total: 45.0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: Cybersecurity and Network Administration - Associate of Science Degree (Launched)

compared with

Cybersecurity and Network Administration - Associate of Science Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code

0708.10 - Computer Networking*

CIP Code

11.1001 - Network and System Administration/Administrator

1. Statement of Program Goals and Objectives

~~The Associate of Science in Cybersecurity and Network Administration degree was developed in conjunction with our local national labs, industry partners, and the National Institute of Standards and Technology's (NIST) National Initiative for Cybersecurity Education (NICE) to provide students with a breadth of coursework and practical hands-on experience needed by computer networking and cybersecurity professionals. Our program is in alignment with the NICE Cybersecurity Workforce Framework.~~

The Associate of Science in Cybersecurity and Network Administration degree was developed in conjunction with our local national labs, industry partners, and the National Institute of Standards and Technology's (NIST) National Initiative for Cybersecurity Education (NICE) to provide students with a breadth of coursework and practical hands-on experience needed by computer networking and cybersecurity professionals. Our program is in alignment with the NICE Cybersecurity Workforce Framework.

2. Catalog Description

The Associate of Science in Cybersecurity and Network Administration degree was developed in conjunction with our local national labs and industry partners to provide students with a solid background in the fields of Computer Networking and Cybersecurity. The focus on Cybersecurity will provide the student with many of the important skills needed for an entry-level career in Cybersecurity. The courses provide an overview of the entire field. Topics covered will include Cisco Security, Windows Operating System security, Linux security, firewalls, cloud computing, security policies and procedures, e-mail & web security, and designing and building a secure computer network.

3. Program Requirements

Course	Title	Units	Term

Required Core: (40 Units)

~~CIS~~ CNT 43/CS 43/ ~~CNT~~ CIS 43	Professional Communications	~~3.0~~
~~CIS 66~~	~~Networking Fundamentals~~	3.0
CNT 51	CompTIA's A+ Certification Computer Technician	4 .0
CNT 52	Networking Fundamentals	3 .0
CNT 55	Windows Server Installation, Storage, and Compute	3.0
CNT 56	Networking with Windows Server	3.0
CNT 68	Digital Forensics Fundamentals	3.0
CNT 69	Network Security; CompTIA Security + Certification	3.0
CNT 7285	~~Cloud Infrastructure: CompTIA Cloud+ Certification~~ Cloud Computing: CompTIA Cloud+ Certification	3.0
CNT 7401/CS 41	Red Hat Linux Administration I	3.0
CNT 7501	Ethical Hacking	3.0
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0
CNT 8002	Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)	3.0
CNT 8003	Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)	3.0
~~CS 41/CNT 7401~~	~~Red Hat Linux Administration I~~	~~3.0~~

Total Units for the Major

	40.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be	22.0

degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 62.0

4. Career Opportunities

~~Students who complete the Associate of Sciences in Network Security and Administration degree will be prepared for careers in: Network Specialist/Technician/Engineer, Systems Specialist/Technician/Engineer, Microsoft Specialist/Technician/Engineer, Cisco Specialist/Technician/Engineer, Information Security Specialist, Cybersecurity Specialist, IT Specialist Information Security, IT Security Specialist/Consultant, Information Technology Specialist information Security, Incident Analyst/Responder, IT Auditor, Cyber Crime Analyst/Investigator, Cybersecurity Specialist/Technician, Cyber Risk Analyst, Cybersecurity Analyst, Cybersecurity Consultant, Information Security Consultant, Penetration & Vulnerability Tester, Cybersecurity Manager/Administrator, Cybersecurity Engineer, Cybersecurity Architect.~~

Students who complete the Associate of Science in Cybersecurity and Network Administration degree will be prepared for careers such as: Network Specialist/Technician/Engineer, Systems Specialist/Technician/Engineer, Microsoft Specialist/Technician/Engineer, Cisco Specialist/Technician/Engineer, Information Security Specialist, Cybersecurity Specialist, IT Specialist in Information Security, IT Security Specialist/Consultant, Incident Analyst/Responder, IT Auditor, Cyber Crime Analyst/Investigator, Cybersecurity Specialist/Technician, Cyber Risk Analyst, Cybersecurity Analyst, Cybersecurity Consultant, Information Security Consultant, Penetration & Vulnerability Tester, Cybersecurity Manager/Administrator, Cybersecurity Engineer, Cybersecurity Architect.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

5 per year

7. Place of Program in Curriculum/Similar Programs

This program will be part of the Computer Networking Technology program within the Computer Studies department.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Associate of Science in Cybersecurity and Network Administration degree was developed in conjunction with our local national labs and industry partners to provide students with a solid background in the fields of Computer Networking and Cybersecurity. The focus on Cybersecurity will provide the student with many of the important skills needed for an entry-level career in Cybersecurity. The courses provide an overview of the entire field. Topics covered will include Cisco Security, Windows Operating System security, Linux security, firewalls, cloud computing, security policies and procedures, e-mail & web security, and designing and building a secure computer network.

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
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0	Major/Required	
CNT 8002	Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)	3.0	Major/Required	
CNT 52	Networking Fundamentals	3.0	Major/Required	
OR				
CIS 66	Networking Fundamentals	3.0	Major/Required	
CNT 51	CompTIA's A+ Certification Computer Technician	4.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 47 (Area 2)		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
CIS 43	Professional Communications	3.0	Major/Required	
OR				
CNT 43	Professional Communications	3.0	Major/Required	
OR				
CS 43	Professional Communications	3.0	Major/Required	

CNT 8003	Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)	3.0	Major/Required
CNT 55	Windows Server Installation, Storage, and Compute	3.0	Major/Required

Term 3 - Fall **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Kinesiology (Area 7)		1.0	General Education	
CNT 7401/CS 41	Red Hat Linux Administration I	3.0	Major/Required	
OR CS 41	Red Hat Linux Administration I	3.0	Major/Required	
CNT 56	Networking with Windows Server	3.0	Major/Required	
CNT 68	Digital Forensics Fundamentals	3.0	Major/Required	
CNT 69	Network Security; CompTIA Security + Certification	3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	

Term 4 - Spring **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 7285	~~Cloud Infrastructure: CompTIA Cloud+ Certification~~ Cloud Computing: CompTIA Cloud+ Certification	3.0	Major/Required	
CNT 7501	Ethical Hacking	3.0	Major/Required	

Social and Behavioral Sciences (Area 4)	3.0	General Education
Arts and Humanities (Area 3)	3.0	General Education
Ethnic Studies (Area 6)	3.0	General Education

Total: 62.0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: Cybersecurity Professional - Certificate of Achievement (30 to fewer than 60 units) (Launched)

compared with

Cybersecurity Professional - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2021)

Rationale

TOP Code

0708.10 - Computer Networking*

CIP Code

11.1003 - Computer and Information Systems Security/Auditing/Information Assurance

1. Statement of Program Goals and Objectives

~~The Cybersecurity Professional Certificate of Achievement is designed to prepare students to enter the workforce ready with the knowledge they need to acquire an entry level cyber-security position. This program prepares students in analytical thinking, critical analysis, group collaboration, effective communication and the necessary skills to analyze and solve computer network security issues to help protect computers and computer networks supporting multiple operating systems.~~

The Cybersecurity Professional Certificate of Achievement is designed to prepare students to enter the workforce with the knowledge they need to acquire an entry-level cybersecurity position. This program prepares students in analytical thinking, critical analysis, group collaboration, effective communication, and the necessary skills to analyze and solve computer network security issues to help protect computers and computer networks supporting multiple operating systems.

2. Catalog Description

~~The Las Positas Computer Network Technology program offers courses that lead to a Certificate of Achievement in Cybersecurity Professional. The certificate prepares students for direct job entry covering a wide array of professions such as Cybersecurity Engineer, Security Administrator as well as Security Architect. This program also prepares the student for the fast paced changes in cybersecurity technologies as they emerge in the industry to assure a well prepared graduate for the market place.~~

The Las Positas Computer Network Technology program offers courses that lead to a Cybersecurity Professional Certificate of Achievement. The certificate prepares students for direct job entry covering a wide array of professions such as Cybersecurity Engineer, Security Administrator, and Security Architect. This program also prepares the student for the fast-paced changes in cybersecurity technologies as they emerge in the industry to assure a well-prepared graduate for the marketplace.

3. Program Requirements

Course	Title	Units	Term
Required Core: (37 Units)			
CNT 43/CS 43/CIS 43	Professional Communications	3.0	
CNT 51	CompTIA's A+ Certification Computer Technician	4.0	
CNT 52	Networking Fundamentals	3.0	
CNT ~~51~~	~~CompTIA's A+ Certification Computer Technician~~	~~4.0~~	
~~CNT~~ 55	~~MCSA I Windows Server Installation, Storage, and Compute~~ Windows Server Installation, Storage, and Compute	3.0	
CNT 68	Digital Forensics Fundamentals	3.0	
CNT 69	Network Security; CompTIA Security + Certification	3.0	
CNT 7285	~~Cloud Infrastructure: CompTIA Cloud+ Certification~~ Cloud Computing: CompTIA Cloud+ Certification	3.0	
CNT 7401/CS 41	Red Hat Linux Administration I	3.0	
CNT 7501	Ethical Hacking	3.0	
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0	
CNT 8002	Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)	3.0	
CNT 8003	Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)	3.0	

Total: 37.0

4. Career Opportunities

~~CyberSecurity Engineer CyberSecurity Specialist Forensic Computer Analyst Penetrator Tester Security Architect Security Systems Administrator~~

Cybersecurity Engineer Cybersecurity Specialist Forensic Computer Analyst Penetration Tester Security Architect Security Systems Administrator

5. Master Planning

~~This program is new to the college, will be part of the college's program review, and serves as a recognition of academic achievement. It is address in the Educational Master Plan strategy A1: to "Address the educational needs of a diverse student population and global workforce"~~

This program will be part of the college's program review and serves as a recognition of academic achievement. It is addressed in the Educational Master Plan strategy A1: to "Address the educational needs of a diverse student population and global workforce."

6. Enrollment and Completer Projections

5 per year

7. Place of Program in Curriculum/Similar Programs

This program will remain a 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.

~~The Las Positas Computer Network Technology program offers courses that lead to a Certificate of Achievement in Cybersecurity Professional. The certificate prepares students for direct job entry covering a wide array of professions such as Cybersecurity Engineer, Security Administrator as well as Security Architect. This program also prepares the student for the fast paced changes in cybersecurity technologies as they emerge in the industry to assure a well prepared graduate for the market place.~~

The Las Positas Computer Network Technology program offers courses that lead to a Cybersecurity Professional Certificate of Achievement. The certificate prepares students for direct job entry covering a wide array of professions such as Cybersecurity Engineer, Security Administrator, and Security Architect. This program also prepares the student for the fast-paced changes in cybersecurity technologies as they emerge in the industry to assure a well-prepared graduate for the marketplace.

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: 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 51	CompTIA's A+ Certification Computer Technician	4.0	Major/Required	
CNT 52	Networking Fundamentals	3.0	Major/Required	
~~OR~~ CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0	Major/Required	
~~CIS 66~~ CNT 8002	~~Networking Fundamentals~~ Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)	3.0	Major/Required	

Term 2 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 55	~~MCSA I Windows Server Installation, Storage, and Compute~~ Windows Server Installation, Storage, and Compute	3.0	Major/Required	
CNT 7285	Cloud Computing: CompTIA Cloud+ Certification	3.0	Major/Required	
CNT 7501	Ethical Hacking	3.0	Major/Required	
CNT 8003	Cisco CCNA3/3 Enterprise Networking, Security,	3.0	Major/Required	

	and Automation v7.0 (ENSA)			
CNT 7401/CS 41	Red Hat Linux Administration I	3.0	Major/Required	-

Term 3 - Fall

Units: 9.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered	
CNT 43/CS 43/CIS 43	Professional Communications	3.0	Major/Required	
CNT 68	Digital Forensics Fundamentals	3.0	Major/Required	
CNT 69	Network Security; CompTIA Security + Certification	3.0	Major/Required	
~~CNT 7285~~	~~Cloud Infrastructure: CompTIA Cloud+ Certification~~	~~3.0~~		-
~~CNT 7401~~	~~Red Hat Linux Administration I~~	~~3.0~~		-
~~OR CS 41~~	~~Red Hat Linux Administration I~~	~~3.0~~		-
~~CNT 7501~~	~~Ethical Hacking~~	~~3.0~~		-
~~CNT 8001~~	~~Cisco CCNA1/3 Introduction to Networks (ITN)~~	~~3.0~~		-
~~CNT 8002~~	~~Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)~~	~~3.0~~		-
~~CNT 8003~~	~~Cisco CCNA3/3 Enterprise Networking, Security,~~	~~3.0~~		-

	~~and Automation v7.0 (ENSA)~~		
~~CNT 43~~	~~Professional Communications~~	~~3.0~~	-
~~OR~~ ~~CIS 43~~	~~Professional Communications~~	~~3.0~~	-
~~OR~~ ~~CS 43~~	~~Professional Communications~~	~~3.0~~	-

Total: ~~28~~ 37 .0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Program Modification: Innovation, Entrepreneurship, and Small Business Management - Certificate of Completion (Launched)

compared with

Innovation, Entrepreneurship, and Small Business Management - Certificate of Completion (Active - Implemented 08-15-2026)

Rationale

TOP Code

0506.40 - Small Business and Entrepreneurship*

CIP Code

52.0703 - Small Business Administration/Management

1. Statement of Program Goals and Objectives

~~Our goal is to greatly increase the availability of business management expertise throughout the Tri-Valley, and greater Bay Area. Students will earn a Certificate of Completion which will aid them in obtaining skills for both new and experienced small business managers. Students will learn best practices for planning, managing, and growing a start-up or small business.~~

Our goal is to greatly increase the availability of business management expertise throughout the Tri-Valley and greater Bay Area. Students will earn a Certificate of Completion which will aid them in obtaining skills for both new and experienced small business managers. Students will learn best practices for planning, managing, and growing a start-up or small business.

2. Catalog Description

~~This small business management program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students and managers of all levels in operating, managing, and growing a small business. Learning from real-life small business management cases and projects, you'll develop the business acumen and technical expertise needed to launch a new enterprise, take over an existing business, or be the one employee who can make a difference to the future of the company. The program will also aid students in preparing for college-level courses in Business.~~

This small business management program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students and managers of all levels in operating, managing, and growing a small business. Learning from real-life small business management cases and projects, you'll develop the business acumen and technical expertise needed to launch a new enterprise, take over an existing business, or be the one employee who can make a difference to the future of the company. The program will also aid students in preparing for college-level courses in Business.

3. Program Requirements

Course	Title	Hours	Term
Required Core: (18 Hours)			
NBUS 212	Developing Your Business Plan	9.0	1st
NBUS 213	Legal Aspects of Small Business	9.0	1st
List A: Select Three (27 Hours)			
NBUS 200	Communication in the Workplace	9.0	1st
NBUS 202	Attitude in the Workplace	9.0	1st
NBUS 203	Decision Making and Problem Solving	9.0	1st
NBUS 205	Team Building	9.0	1st
NBUS 206	Time Management	9.0	1st
NBUS 207	Conflict Resolution	9.0	1st
NBUS 210	Customer Service	9.0	1st
NBUS 211	Design Thinking for the Entrepreneur	9.0	1st
NBUS 214	Success in the Gig Economy	9.0	1st
NBUS 217	AI Fluency for Your Work and Business	9.0	1st
NBUS 218	Applying AI Across Your Work and Business	9.0	1st

Total: 45.0

4. Master Planning

This program fits with the Las Positas College Educational Master Plan strategies A1 "Address the educational needs of a diverse student population and global workforce," A4 "Address the needs of basic skills students," A5 "Assist underprepared students," and A6 "Focus on workforce readiness."

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

~~This small business management program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students and managers of all levels in operating, managing, and growing a small business. Learning from real-life small business management cases and projects, you'll develop the business acumen and technical expertise needed to launch a new enterprise, take over an existing business, or be the one employee who can make a difference to the future of the company. The program will also aid students in preparing for college-level courses in Business.~~

This small business management program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students and managers of all levels in operating, managing, and growing a small business. Learning from real-life small business management cases and projects, you'll develop the business acumen and technical expertise needed to launch a new enterprise, take over an existing business, or be the one employee who can make a difference to the future of the company. The program will also aid students in preparing for college-level courses in Business.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall **Units:** 45.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~List A courses~~		~~27.0~~	~~Major/Requir~~	~~Summer~~
NBUS 212	Developing Your Business Plan	9.0	Major/Required	Summer
NBUS 213	Legal Aspects of Small Business	9.0	Major/Required	Summer
List A courses		27.0	Major/Requir	Summer

Total: 45.0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Program Modification: Kinesiology - Associate in Arts Degree for Transfer (Launched)
compared with
Kinesiology - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2026)

Rationale

TOP Code
1270.00 - Kinesiology

CIP Code
31.0505 - Exercise Science and Kinesiology

1. Statement of Program Goals and Objectives
The Associate in Arts in Kinesiology for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Kinesiology or similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management by providing students with the common core of lower division courses required to transfer in the major.

2. Catalog Description
~~The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.~~

The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

Completion Requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The California General Education Transfer Curriculum (Cal-GETC). b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Title
Kinesiology

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2026~~

Fall 2027

Program Description
~~The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.~~

The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

Program Requirements

Course	Title	Units	Term
Required Core: (13 Units)			
BIO 7A	Human Anatomy	5.0	
BIO 7B	Human Physiology	5.0	
KIN 30	Introduction to Kinesiology	3.0	

Movement-Based Courses: Select One Course Maximum from Any Three of the Following Areas (3-5 Units)

Area 1: Aquatics		-	
~~KIN DV1~~	~~Springboard Diving~~		~~1.0~~
KIN SW1	Swimming 1		1.0
KIN SW2	Swimming 2		1.0
KIN SWF1	Swimming for Fitness 1		1.0
KIN SWF2	Swimming for Fitness 2		1.0
		-	
Area 3: Dance		-	
KIN DA1	Dance Aerobics 1		1.0
KIN ZUM1	Zumba Fitness Workout 1		1.0
		-	
Area 4: Fitness		-	
KIN AF1	Aerobic Fitness 1		~~1.0~~
~~KIN CRT~~	~~Cross Training~~		1.0
KIN FJW1	Fitness Jog Walk 1		1.0
KIN FJW2	Fitness Jog Walk 2		1.0
KIN GBW1	Guts and Butts Workout 1		1.0
KIN PF	Personal Fitness		1.0
KIN PL1	Pilates 1		1.0
KIN WT1	Weight Training 1		1.0
KIN WTW1	Women's Weight Training 1		1.0
KIN YIN1	Yin Yoga 1		1.0
KIN YO1	Yoga 1		1.0
		-	
Area 5: Individual Sports		-	
KIN AR1	Archery 1 - Beginning Archery		1.0
KIN BL1	Bowling 1		1.0
KIN BL2	Bowling 2		1.0
KIN FG1	Footgolf 1		1.0
KIN GF1	Golf 1		1.0
KIN GF2	Golf 2		1.0
		-	
Area 6: Team Sports		-	
KIN BD1	Badminton 1		1.0
KIN BD2	Badminton 2		1.0
KIN ~~BK1~~	~~Basketball 1~~		~~1.0~~
~~KIN BK2~~	~~Basketball 2~~		~~1.0~~
~~KIN~~ SI1	Soccer - Indoor 1		1.0
KIN SO1	Soccer - Outdoor 1		1.0
KIN VB1	Volleyball Beginning		1.0
KIN 32A	Fall Intercollegiate Men's Basketball		3.0

KIN 38B	Intercollegiate Men's Soccer	3.0
KIN 40B	Intercollegiate Women's Volleyball	1.0-3.0
KIN 41B	Fall Intercollegiate Women's Basketball	1.5
KIN 48B	Intercollegiate Women's Soccer	3.0
KIN 50B	Intercollegiate Swimming & Diving	3.0

List A: Select Two (6-10 Units)

CHEM 1A	General College Chemistry I	5.0
HEA 1	Introduction to Personal Health	3.0
KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED	3.0
PHYS 1A	General Physics I	5.0
OR		
PHYS 2A	Introduction to Physics I	4.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major	22.0-28.0
Additional General Education and Elective Units	
See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	32.0-38.0

Total: 60.0

~~The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group~~

~~training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.~~

The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 30		4.0	Elective	
English Composition (Area 1A)		3.0	General Education	
STAT C1000 (Area 2)		4.0	General Education	
Activity Course		1.0		
KIN 30	Introduction to Kinesiology	3.0	Major/Required	

Term 2 - Spring **Units:** 15.0-16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7A	Human Anatomy	5.0	Major/Required	
~~CHEMA 1A or 31 or 30A (Area 5A and 5C)~~ CHEM 1A or 31 or 30A (Area 5A and 5C)		4.0 - 5.0	General Education	
Critical Thinking and Composition (Area 1B)		3.0	General Education	

Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 3 - Fall **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7B	Human Physiology	5.0	Major/Required	
Humanities (Area 3B)		3.0	General Education	
Oral Communication (Area 1C)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0		
Activity Course		1.0	Major/Required	

Term 4 - Spring **Units:** 15.0-14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0 - 4.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
CSU Elective	5.0 - 3.0	Elective	
Activity Course	1.0	Major/Required	

Total: 60.0