

Las Positas College
Curriculum Committee Meeting
09/21/2026
6.0 Second Reading/Voting Packet

6.1. New Courses

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

- BIO 29D Independent Study, Dissection



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

Catalog Description:

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

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

Total Lab Hours	27 - 108
Total Inside of Class Hours	27 - 108
Total Student Learning Hours	27 - 108

Course Grading:

Letter Grade Only

Justification for course proposal

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

Discipline:

Biological Sciences.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

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

Course Objectives:

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

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

Course Content:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Other Learning Materials:

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

Other Materials Required of Students

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

Equity Based Curriculum

- Methods of Evaluation
- Other Materials Required of Students

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000349257

CB03: TOP Code

040100 - Biology, General

CIP Code

26.0101 - Biology/Biological Sciences, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

6.2. Course Modifications

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

- CIS 89A Desktop Presentation

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

- AUTO A2 Automatic Transmission/Transaxle (remove Credit-by-Exam)
- NAUT LAB Automotive Lab (remove Credit-by-Exam)

Credit for Prior Learning: AUTO A2 - Automatic Transmission/Transaxle

Credit for Prior Learning: AUTO A2 - Automatic Transmission/Transaxle (Launched)
compared with
AUTO A2 - Automatic Transmission/Transaxle (Active - Implemented 08-15-2026)

**Admin Outline for Automotive Technology A2
Automatic Transmission/Transaxle
Effective: Fall 2026****Catalog Description:****AUTO A2 - Automatic Transmission/Transaxle
4.00 Units**

An in - _ depth study of engine, transmission, transaxles: mechanical, measurement, and assembly. - _ An in-depth study of the above - _ mentioned components including theory, teardown, **evaluate** evaluation , qualifying, and rebuilding. - _ Students are encouraged to enroll in Automotive Lab concurrently.

2 Units Lecture 2 Units Lab

Prerequisite(s):

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

- (NAUT INT **and** NAUT INTL) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently.

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:

Automotive 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. Replace front pump seal.
- B. Obtain and interpret powertrain data related to the transmission.
- C. Apply transmission/ ~~Transaxle~~ transaxle repair safety precautions.

Course Objectives:

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

- A. Demonstrate the basic safety procedures of handling hazardous waste materials.
- B. Explain the history of powertrain evolution.
- C. Operate a wide variety of precision measurement equipment.
- D. Explain transmission gear ratio and hydraulic theory.
- E. Teardown typical transmission assembly.
- F. Take measurements of transmission components and compare to specifications.
- G. Qualify new and used transmission components
- H. Rebuild transmission to manufacturer specifications.
 - I. Maintain a clean and professional environment.
 - J. Demonstrate Ohm's law
 - K. Test transmission valve bodies and diagnose issues

Course Content:

Lecture:

- 1. Safety
 - 1. Tool usage and nomenclature
 - 2. Proper disposal procedures
 - 3. Environmentally conscious decisions
- 2. Powertrain evolution
 - 1. Horsepower and emission trade offs
 - 2. Environmental decisions driving design
 - 3. The first automatic transmissions
 - 4. Current automatic transmissions
 - 1. More gear ratios
 - 2. Different fluids
 - 3. Internal design improvements
- 3. Measurement tools
 - 1. Micrometer
 - 1. Vernier
 - 2. Caliper
 - 2. Dial bore gauge

3. Snap gauges
4. Straight edge
5. Feeler gauges
6. Hole gauges
4. Automatic Transmission Theory
 1. Gear Ratios
 1. Shift Points
 2. Planetary gear sets
 3. Valves
 4. Clutches
 5. Sprags
 2. Hydraulics
 1. Basic and advanced hydraulics
 2. Hydraulic control components
 3. Fluid pressures
 1. Line
 2. Apply
 3. Release
 4. Clutch
 5. Accumulator
 6. Torque
 7. Servo
 8. D4, D3, D2, D1
 3. Other Components
 1. Final Drives
 2. Torque converters
 3. Apply systems
 4. Differential components
 5. Electrical components
 1. TCM, THECM, PCM
 2. Fluid temperature sensor
 3. TISS and TOSS
 4. TCC
 5. PRNDL
5. Transmission Teardown
 1. Removal and identification of FWD
 1. Special procedures
 2. Removal and identification of RWD
 1. Special procedures
6. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
7. . Qualification of replacement components

1. Correct component?
2. New and used part comparison
8. Transmission rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 2. Assembly lube
 3. Gaskets and sealers
9. Ohm's law
10. Valve body diagnosis
11. Professionalism
 1. Safety glasses
 2. Working shop expectations
 3. Attitude
 4. Cleanliness
 5. Maintenance of work areas and tools

Lab Activities:

1. Safety
2. Powertrain evolution
 1. Internal design improvements
3. Measurement tools usage
4. Transmission ~~Tear-down~~ Teardown
 1. Removal and identification of FWD
 1. Special procedures
 2. Removal and identification of RWD
 1. Special procedures
5. Component measurement
6. Qualification of replacement components
7. Transmission rebuilding
8. Ohm's law usage
9. Valve body diagnosis
10. Professionalism

Methods of Instruction:

1. Lab
2. Lecture

Methods of Evaluation

- A. Exams/Tests
 1. ~~monthly~~ Monthly
- B. Lab Activities

1. ~~weekly~~ Weekly

C. Quizzes

1. ~~weekly~~ Weekly

Typical Outside-of-Class Assignments

A. Reading:

1. Read ~~Chapter~~ chapter ~~One~~ one in text

B. Research:

1. Transmission replacement research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Tim Giles *Automotive Service: Inspection, Maintenance, Repair*. 6 ed., Cengage, 2020.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology*. 7 ed., Pearson, 2024.

Other Materials Required of Students

1. Safety glasses.

Equity Based Curriculum

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

Requisite Validation

A. NAUT INT

Content Review

Required

- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;

Not Necessary Skills

- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;

- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Theorize on the future of the automotive industry.

B. NAUT INTL

Content Review

Required

- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

C. AUTO INTL

Content Review

Required

- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Discuss heating and cooling systems, perform basic cooling systems tests;

- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

D. AUTO INT

Content Review

Required

- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

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.

~~Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs. There are exceptions to this as we learned in C-19.~~

Lectures can be done in person or as DE. Labs should be completed in person even in an emergency. To meet the hours of lab enforced by NATEF/ASE (our accreditation agency) we must complete in-person labs. There are exceptions to this, as we learned during the COVID-19 pandemic.

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

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

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

- **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~~ once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Weekly lab sessions

- **Other:**

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

Student-Student Interaction

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

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

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

Frequency: Fully online only: Minimum weekly

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

Frequency: Fully online only: once every other week

- **Other:**

Frequency: PO: Students will interact during on-campus weekly labs FO: Student will interact online in chat.

Student-Content Interaction

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

Frequency: Fully online only: weekly

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

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

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

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

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

Frequency: FO: _ Weekly

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

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

- **Other:**

Frequency: Both PO and FO: Homework, 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 ~~Yes~~ 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.

See Current attached ASE A2 certification from the National Institute of Automotive Service Excellence

Codes and Dates

Course CB Codes

CB00: State ID

CCC000569977

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics 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

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

Course Modification: CIS 89A - Desktop Presentation

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

Admin Outline for Computer Information Systems 89A Desktop Presentation

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

Catalog Description:

CIS 89A - Desktop Presentation

1. ~~00~~ 50 Units

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

~~0.5~~ 1 Units Lecture 0.5 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

Lecture:

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

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

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

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

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

3. Design ~~presentations~~ & Themes

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

4. Formatting & Visual Elements

1. ~~Format~~ Formatting text and fonts

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

1. Multimedia ~~attribute~~ Integration

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

3. Enhancing slides with visual content

6. Animations & Transitions

1. Applying slide transitions

2. Customizing animations

7. Advanced Features

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

2. ~~Work~~ Inserting ~~with shapes~~

1. ~~Insert~~

2. ~~Format~~

3. ~~Duplicate~~

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

3. AI in Presentations

1. Using AI tools for content generation

2. AI-based design suggestions and productivity

4. Collaboration & Presentation Skills

1. Sharing and collaborating on presentations

2. Developing effective delivery and communication skills

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

Lab Activities:

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

Methods of Instruction:

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

Methods of Evaluation

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

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

Typical Outside-of-Class Assignments

A. ~~Other~~ Project :

1. ~~Read~~

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

B. ~~Hands-on~~ Laboratory:

1. Create lab a assignments

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

Textbooks (Typical):

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

Textbook:

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

Other Materials Required of Students

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

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

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

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

[Prior note]

Previously approved for online 2004/04

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

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

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584378

CB03: TOP Code

~~070210 - Software Applications~~

070200 - Computer Information Systems

CIP Code

11.0899 - Computer Software and Media Applications, Other

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: NAUT LAB - Automotive Lab

Credit for Prior Learning: NAUT LAB - Automotive Lab (Launched)
compared with
NAUT LAB - Automotive Lab (Active - Implemented 08-15-2026)

**Admin Outline for Noncredit Automotive Technology LAB
Automotive Lab
Effective: Fall 2026****Catalog Description:****NAUT LAB - Automotive Lab
108 Hours**

Automotive Lab is an open laboratory class for basic automotive students. - _ This class is for students desiring to expand their hands-on experience using their own vehicle. The instructor will provide technical and supervisory support to guide students in the completion of their self-initiated projects. - _ Service information via computer service manuals will be available for students to use for vehicle information and research. hours lecture, 108 hours laboratory.

Prerequisite(s):

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

- (NAUT INTL **and** NAUT INT) **or** (AUTO INTL **and** AUTO INT), may be taken concurrently

Total Lab Hours	108
Total Inside of Class Hours	108
Total Outside of Class Hours	0
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Apply service manual procedures to the vehicle.
- B. Apply safety in all lab conditions.
- C. Work autonomously in a shop environment.

Course Objectives:

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

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

Course Content:

- 1. Shop safety and ~~Handling~~ handling of hazardous waste materials
 - 1. Occupational Safety Health Administration (OSHA) ~~Shop~~ shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Professional environment
 - 1. Safety glasses (~~Clear~~ clear lenses) worn in all ~~Laboratory~~ laboratory areas
 - 2. No loose clothing (~~Coveralls~~ coveralls strongly recommended)
 - 3. Long hair secured
 - 4. No open toe shoes (safety shoes recommended)
 - 5. Work areas maintained; clean, free of debris and spills
 - 6. Working with and next to other students in a shop environment
- 3. Hands-on experience
 - 1. Using hand tools and diagnostic equipment to repair vehicles, for example :
 - 1. Proper repair of intake manifold leak
 - 2. Replacement of air conditioning compressor
 - 3. Brake pad/shoe service
 - 4. Diagnosis of Service Engine Soon Light using scanner
 - 5. Evaluation of computer data stream using scanner
- 4. Critical Thinking
 - 1. Reading diagnostic equipment and interpreting data

2. ~~Readingshop~~ Reading shop manual information and applying technical reading to repairing vehicles
5. ~~Recieving~~ Receiving guidance from other students
6. Using Alldata to find and apply time and labor guides for estimates

Methods of Instruction:

1. Lab - Safety ~~Presentation~~ presentation and ~~Laboratory~~ laboratory assignment, ~~Collaborative~~ collaborative lab projects and exercises, ~~Individual~~ individual lab projects and exercises, ~~Individual~~ individual ~~Learning~~ learning, ~~Contract~~ contract

Methods of Evaluation

- A. Class Participation
 1. ~~daily~~ Daily
- B. Exams/Tests
 1. Safety ~~Test~~ test
- C. Group Projects
 1. ~~weekly~~ Weekly
- D. Lab Activities
 1. ~~daily~~ Daily

Typical Outside-of-Class Assignments

- A. Laboratory:
 1. Perform ~~Safety~~ safety, ~~Test~~ test
 2. Laboratory tour and assignment, showing exits, evacuation plan, fire extinguishers, MSDS location, and location of shop equipment
 3. Overview of ~~Safety~~ safety test with correct answers and explanation of answers
-
- B. Project:
 1. Individual Learning Contract: What does the student wish to accomplish?

Textbooks (Typical):

Software:

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

Other Materials Required of Students

1. Safety Glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. NAUT INTL

Content Review

Recommended

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

B. NAUT INT

Content Review

Recommended

- Theorize on the future of the automotive industry.
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify emissions components, understand 5 gas theory;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Discuss four stroke engine cycle and identify engine parts;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify and describe uses of automotive related tools;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;

C. AUTO INTL

Content Review

Recommended

- Theorize on the future of the automotive industry.

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

D. AUTO INT

Content Review

Required

- Identify and describe uses of automotive related tools;

Recommended

- Discuss braking systems, perform a brake inspection, identify parts;
- Identify air conditioning systems, understand cycles of refrigerant;
- Identify emissions components, understand 5 gas theory;
- Discuss four stroke engine cycle and identify engine parts;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Theorize on the future of the automotive industry.
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;
- Discuss braking systems, perform a brake inspection, identify parts;
- Identify air conditioning systems, understand cycles of refrigerant;

- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify and describe uses of automotive related tools;
- Identify emissions components, understand 5 gas theory;
- Discuss four stroke engine cycle and identify engine parts;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;

Not Necessary Skills

- Theorize on the future of the automotive industry.

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.

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

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

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

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

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

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

FO: Same as above.

Accessibility:

- 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: PO: At least twice per semester. FO: At least once every other week.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly, as assignments or labs are turned in.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum ~~Once~~ 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: Minimum once per week.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Fully online only: once every other week.
- **Other:**
Frequency: PO: Student interaction, fulfillment of SLO's and measurable objectives will be done on campus in the labs, weekly. FO: Student interaction, fulfillment of SLO's and measurable objectives will be monitored through the accounting set up in the online lab software, weekly.

Student-Student Interaction

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

- **Other:**

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

Student-Content Interaction

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

Frequency: Fully online only: weekly.

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

Frequency: Safety test, once per semester.

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

Frequency: FO: At least once per week.

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

Frequency: FO: Weekly.

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

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

- **Other:**

Frequency: Homework assigned 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

CCC000662260

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

K - Other Noncredit Enhanced Funding

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

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. Course Deactivations

Effective Term: **Fall 2027**

- AUTO C1 Automotive Service Consultant

Justification: Has never been offered. First effective Spring 2018. No FTEF to offer.

6.4. Program Modifications

Program Narrative Modifications – Effective Term: **Fall 2027**

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

Program Map Modifications – Effective Term: **Fall 2027**

- IT Support Professional, CA

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

compared with

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

Rationale

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

TOP Code

4901.20 - Liberal Studies

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

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

2. Catalog Description

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

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

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

Program Title

Elementary Teacher Education: Integrated Programs

Award Type

Associate in Arts Degree for Transfer

Effective Term

~~Fall 2026~~

Fall 2027

Program Description

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

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Program Requirements

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

List A: Select One (4-8 Units)

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

List B: Select One (3 Units)

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

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

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

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

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

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

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

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

Term 1 - Fall**Units: 16.0**

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

Term 2 - Spring**Units: 15.0**

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

Term 3 - Fall**Units: 14.0**

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

Term 4 - Spring

Units: 15.0

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

Total: 60.0

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

compared with

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

Rationale

TOP Code

0708.20 - Computer Support*

CIP Code

11.1006 - Computer Support Specialist

1. Statement of Program Goals and Objectives

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

2. Catalog Description

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

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

3. Program Requirements

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

(13 Units)

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

Total: 13.0

4. Career Opportunities

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

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

5. Master Planning

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

6. Enrollment and Completer Projections

5 per year

7. Place of Program in Curriculum/Similar Programs

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

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

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

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

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

Term 1 - Fall

Units: 7.0

Course

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

Term 2 - Spring

Units: 6.0

Course

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

Certification

Total: 13.0 _

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

Rationale**TOP Code**

1105.00 - Spanish

CIP Code

16.0905 - Spanish Language and Literature

1. Statement of Program Goals and Objectives

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

2. Catalog Description

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

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

Program Title

Spanish

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2026

Fall 2027

Program Description

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

Program Requirements

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

Total Units for the Major

21.0 ~~-23.0~~

Additional General Education and Elective Units

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

~~37.0-~~ 39.0

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

Total: 60.0

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

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

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

Term 1 - Fall **Units: 15.0**

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

Term 2 - Spring **Units: 15.0**

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

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

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

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

Total: 60.0