

LAS POSITAS COLLEGE

California Community Colleges

Governance Structure

The California Community Colleges operate under the governance of the State Chancellor, the State Board of Governors appointed by the Governor, and local districts with their own locally elected governing boards. The California Community College's System Office and Board of Governors oversee the distribution of funds apportioned by the State Legislature for use by the Community Colleges. California's Community Colleges are organized into 72 community college districts. Each college within a district has a president or chancellor/superintendent, and each district has its own elected board of trustees who apportion funds and governs the colleges within its district.

Mission of the California Community Colleges

By law, the California Community Colleges shall admit any person who is a high school graduate or equivalent thereof, or who is eighteen years of age or older, and who can benefit from the instruction offered.

A primary mission of the college is to offer academic and career and technical education at the lower division level. Another primary mission is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. Essential and important functions of the colleges include: basic skills instruction, instruction in English as a Second Language (and in conjunction with the school districts), adult noncredit instruction, and support services that help students succeed at the postsecondary level.

The State Board of Governors shall provide leadership and direction in the continuing development of the California Community Colleges as an integral and effective element in the structure of public higher education in the state.

History of the College

Las Positas College began as an extension center of Chabot College in 1963, offering 24 classes and enrolling 810 students at Livermore High School and two other sites. By 1965, the program had expanded and moved to Granada High School in Livermore. It subsequently grew to include Amador and Dublin High Schools as well. The community college district purchased the Livermore site that same year, intending to develop a comprehensive community college. On March 31, 1975, "Valley Campus" opened as the Livermore Education Center of Chabot College.

Las Positas College has since developed into a fully accredited comprehensive institution. In 1988, the College was designated by the Board of Governors to be an independent college. Las Positas College received full accreditation on January 7, 1991 from the Accrediting Commission for Community and Junior Colleges (ACCJC).

Institutional Planning

Las Positas College developed an Educational Master Plan (EMP) that articulates the institution's goal and strategies for advancing the College's mission from 2021 to 2026. The plan guides the College in strengthening student achievement, planning for current and future needs, transforming infrastructure, and informing the resource allocation process and staffing priorities. The goal and strategies established in the EMP are based on a year-long process that began in January 2020.

The Plan's goals are derived from the robust input by faculty, students, and classified professionals and data received from LPC's Office of Research, Planning, and Institutional Effectiveness. The EMP helps the College accommodate the educational needs of approximately 235,000 service-area residents, and address the major demographic, economic and educational trends, opportunities, and challenges the College will face in the upcoming years.

LPC continues its development and assessment efforts by working to further integrate processes for planning and resource allocation. To measure its performance and evaluate its effectiveness in achieving its mission, the College relies upon participation from all constituency groups and data on student, program, and institutional success.

Las Positas College Mission Statement

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Glossary of Terms

- **Inclusive** – welcoming of a diverse group of students including but not limited to: all race-ethnicity groups, all ages, all genders, LGBTQ+ (lesbian, gay, bisexual, transgender+), first-generation, students with disabilities, veterans and active military, students with children, all socioeconomic backgrounds (including lower socio-economic status), undocumented, international students, and all religious beliefs and practices — all with varying skill levels, perspectives, and learning styles.
- **Learning Centered** – refers to a focus on learning through courses, programs, disciplines, various modes of delivery, and learning communities; accounts for varying skill levels and learning styles, creative and critical thinking; and offers necessary and specialized facilities.
- **Educational opportunities** – include but are not limited to classroom and Distance Education (DE) instruction, athletics, field trips, guest speakers, student government, cultural activities, student clubs, labs, internships, tutoring services, workshops, library research, career training, and mentoring.
- **Support** – includes tutoring services, Reading and Writing Center, learning communities, student workshop opportunities, counseling, faculty office hours, Math Learning Center, supplemental instruction, Admissions and Records, advisory boards, Health and Wellness Services, financial aid, evening services, veteran services, learning management system, online courses, online counseling, online tutoring, technology support for online students, food pantry, cafeteria, bookstore, technology, Guided Pathways, assessment, Child Development Center, Library, Computer Center, technical support, Student Services, programs for traditionally marginalized students, and Administrative Services -- all provided by a dedicated group of faculty, classified staff, and administrators.
- **Degree and career-technical** - include Associate of Arts (AA), Associate of Science (AS), Associate in Arts for Transfer (AAT), Associate in Science for Transfer (AST), Certificate of Achievement, Certificate of Competency, and Certificate of Completion.

Vision Statement

Las Positas College strives to support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.

Values Statement

Las Positas College thrives as a collaborative teaching and learning community committed to integrity and excellence by:

- Encouraging and celebrating lifelong learning
- Responding to the needs of the ever-changing workplace and society
- Demonstrating civic, social and environmental responsibility
- Promoting ethical behavior, mutual trust, equity, and respect within our diverse community
- Fostering a climate of discovery, creativity, personal development, and physical and mental health
- Ensuring that Las Positas is a sanctuary campus for undocumented students
- Holding firm to the belief that each of us makes an astonishing difference

Institutional Goals

- **Educational Excellence:** Ensure excellence in student learning by providing quality teaching, learning support, and student support services.
- **Community Collaboration:** Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and community.
- **Supportive Organizational Resources:** Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities.

- **Organizational Effectiveness:** Ensure excellence in student learning by improving organizational processes and fostering professional development.
- **Equity and Anti-Racism:** Ensure excellence in student learning by prioritizing equity and anti-racism.

Academic Freedom

Academic freedom protects teaching and learning by encouraging the free flow of ideas.

Academic Freedom exists to promote freedom to:

- Inquire
- Teach and express ideas or facts without constraint
- Engage in intellectual debate
- Develop, nurture, and exchange ideas and opinions
- Encourage creativity in academic endeavors

Academic Freedom ensures freedom from:

- Imposition of political, religious, or philosophical beliefs of others
- Reprisal
- Censorship

Academic Freedom carries the responsibilities implicit in all freedoms: truth, honesty, integrity, and respect.

The complete scope of Academic Freedom rights for faculty is set forth in Article 23 of the CLPCCD-CLPFA collective bargaining agreement (CBA) and the "Academic Freedom Statement" Appendix to the CBA. CLPCCD Board Policy 4030, "Academic Freedom," further details the District's commitment to Academic Freedom.

Las Positas College General Education

General education is a significant part of the program of studies in American colleges and universities. The term *general education* refers to a program of studies intended to broaden students' minds and enrich their personal, social, and cultural understanding through exposure to a breadth of academic disciplines. Students develop skills and aptitudes that prepare them to contribute to and participate in society and the democratic process.

General Education Philosophy

A philosophy of general education addresses both a present reality and a future hope. The reality encompasses the practical elements that a well-educated student should grasp early in education. The future hope will serve as a foundation to achieve insights into ethical problems and engage in lifelong learning, the hallmarks of educational excellence.

General Education:

- Provides skills and proficiencies needed to succeed in an academic environment as well as in our continually changing world.
- Exposes students to core knowledge, concepts, and methodologies of the Arts, Humanities, and the Natural and Social Sciences.
- Develops students' appreciation for the cultures and history of the United States and prepares them to participate in our democracy.
- Familiarizes students with a diversity of viewpoints by exposing them to the history and cultures of other countries.
- Advances students' critical thinking skills, enabling them to access, examine, and assess issues and information.
- Hones students' reading, speaking, and writing skills, enabling them to communicate clearly, effectively, and creatively.
- Promotes the development of students' quantitative competencies, to strengthen analytical thinking, and gain the ability to evaluate and access informational technology.
- Increases students' understanding of the physical and biological sciences, the scientific method, and the reliability and limitations of scientific knowledge.
- Deepens students' awareness about the importance of self-care and wellness and teaches methods for maintaining physical and mental health.
- Encourages students to cultivate new interests and develop their abilities to search for answers, recognizing that an educated person understands how much more there is to learn.

General Education Substitution/Waiver (Disabled Student Programs and Services (DSPS))

All students are expected to complete the General Education (GE) courses specified in their degree programs. Substitutions/Waivers are permitted in extraordinary circumstances only. Students requesting accommodations/

exceptions must meet with a Disability Resource Center (DRC) counselor to discuss options.

Student Learning Outcomes

Student Learning Outcomes (SLOs) are the knowledge, skills, and attitudes that students are expected to achieve or derive subsequent to a learning experience. SLOs encompass students' ability to synthesize discrete skills using higher-level thinking processes in order to apply what they have learned. SLOs are assessed at the course level, the program level, and the institutional level in regular cycles to encourage collegial dialogue about student learning and equitable student achievement. SLOs for each course can be found in the course syllabus. Program Learning Outcomes (PSLOs) for each degree and certificate can be found in the college catalog. There are five broad institutional-level SLOs (ISLOs), which can be found on the Student Learning Outcomes web page.

Institutional Student Learning Outcomes

Institutional Student Learning Outcomes (ISLOs) represent the major areas of knowledge that students will gain when completing the general education sequence of courses (often as part of a degree). When our students have completed the general education sequence, they will be proficient in:

- **Communication:** Read Critically, Write Effectively, Communicate Orally, Communicate Visually and Symbolically
- **Critical Thinking:** Recognize and Define, Gather and Evaluate Information, Reason, Solve Problems, Make Decisions
- **Creativity and Aesthetics:** Develop Ideas, Identify Values, Understand Artistic Expression, Interpret Influences, and Identify Contributions
- **Respect and Responsibility:** Respond Appropriately, Ethics, Conflict Resolution, Self-Advocacy, Community Involvement, Impact of Human Activity, Intercultural Values
- **Technology:** Evaluate Technology, Use Technology, Ethical and Safe Practices, Apply to Problems

Institutional Accreditation

Las Positas College is a public, two-year community college accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (428 J Street, Suite 400 Sacramento, CA 95814, (415) 506-0234), an institutional accrediting body recognized by the Council on Higher Education Accreditation and the U.S. Department of Education. Questions regarding the College's accreditation may be addressed to this agency. The University of California, California State University, and private universities and colleges accept appropriate courses for transfer. The College is approved for the training of veterans and for enrolling non-immigrant students.

Programmatic Accreditation

The LPC Paramedic Training Program has been approved by the California State EMS Authority through the Alameda County EMS Agency until March 31, 2028.

The LPC Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This accreditation will expire on March 31, 2028.

To contact CAAHEP: 25400 US Highway 19 North, Suite 158, Clearwater FL 33736; Phone (727) 210-2350; Fax (214) 703-8992; or <http://www.coaemsp.org/>

Statement of Compliance

Las Positas College maintains an atmosphere that is welcoming to all students and conducive to their academic and personal success. LPC provides an environment free of all forms of harassment, in which we treat all students and employees with dignity and respect. The College does not discriminate on the basis of race, color, national origin, gender, physical ability, religious belief, or age in any of its policies, procedures or practices. LPC is in full compliance with:

- Title VI of the Civil Rights Act (1964) — pertaining to race, color and national origin;
- Title VII of the Civil Rights Act (1964) — pertaining to religion and gender;
- Title IX of the Educational Amendments (1972) — pertaining to gender;

- Sections 503 and 504 of the Rehabilitation Act (1973) — pertaining to disability;
- Age Discrimination in Employment Act (1974) — pertaining to age;
- Americans with Disabilities Act (1990) — pertaining to disability.

Limited English skills are not a barrier to programs and services of the College. Also, no person shall be subjected to sexual overtures or conduct—verbal, visual or physical—which is intimidating, hostile, offensive or unwelcome. Such conduct by employees or students is unacceptable and will not be tolerated by the College.

To inquire about the application of Non-Discrimination Policies, contact:

Jennifer Druley

Vice Chancellor of Human Resources
(925) 485-5240 or email: jdruley@clpccd.org

To Inquire about the application of Sexual Harassment Policies, contact:

Jennifer Druley

Vice Chancellor of Human Resources
(925) 485-5240 or email: jdruley@clpccd.org

To inquire about the application of Disability Issues, Student Concerns and Grievances, contact:

Jeanne Wilson, Ed.D.

Vice President of Student Services
(925) 424-1405 or email: JDWilson@laspositascollege.edu

Inquiries may also be addressed to:

United States Department of Education Office for Civil Rights
San Francisco Office, Old Federal Building
50 United Nations Plaza, Mail Box 1200, Room 1545
San Francisco, CA 94102-4912
Tel: (415) 486-5555/Fax: (415) 486-5570

Changes in Rules and Policies

Although every effort has been made to assure the accuracy of the information in this Catalog, students and others who use this Catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Trustees of the Chabot-Las Positas Community College District, or by the Chancellor or designee of the institution, or contact information updates.

Internet Access

Online access is available via <https://laspositascollege.edu>

Website Disclaimer

The Chabot-Las Positas Community College District (CLPCCD) attempts to maintain the highest accuracy of content on its websites. Any errors or omissions should be reported for investigation. CLPCCD makes no claims, promises, or guarantees about the absolute accuracy, completeness, or adequacy of the contents of this website and expressly disclaims liability for errors and omissions in the contents of this website. No warranty of any kind, implied, expressed, or statutory, including but not limited to the warranties of non-infringement of third party rights, title, merchantability, fitness for a particular purpose, and freedom from computer virus, is given with respect to the contents of this website or its hyperlinks to other internet resources. Reference in this website to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement, recommendation, or favoring by the CLPCCD or its employees or agents.

This website has links to sites that may be useful to the public and that may provide other services or information. When the user links to another website, which is not an authorized CLPCCD website, the user is no longer on a CLPCCD website. The CLPCCD disclaims any responsibility or liability for the services or information provided on non-CLPCCD websites.

Photography Disclaimer

Chabot and Las Positas Colleges, being non-profit California Community Colleges, reserve the right to use photography and video images of students and visitors, age 18 and older, taken on our property and at college-sponsored events for marketing and promotional purposes. Objection to the use of an individual's photograph may be made in writing to the district office of marketing and public relations, addressed to:

Director, Public Relations, Marketing and Government Relations
Chabot-Las Positas Community College District
7600 Dublin Blvd., 3rd Floor
Dublin, CA 94568