

Las Positas College  
Curriculum Committee Meeting  
03/17/2025  
6.0 Second Reading/Voting Packet

## 6.1 New Courses

Course Outline of Record - Effective Term: **Fall 2026**

- PCN 20 Thriving in College

Distance Education (DE) - Effective Term: **Fall 2025**

- PCN 20 Thriving in College



## Course Outline for Psychology-Counseling 20 Thriving in College

**Effective:** Fall 2026

### Catalog Description:

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#### PCN 20 - Thriving in College 2.00 Units

This course explores the essential concepts, knowledge, and skills needed for college success. Students will analyze topics such as motivation, decision-making, interpersonal communication, multicultural awareness, and learning theory. Additionally, they will use problem-solving strategies in areas like goal setting and career development.

**Course Grading:** Optional

<b>Lecture Hours</b>	36
<b>Inside of Class Hours</b>	36
<b>Outside of Class Hours</b>	72

### Discipline:

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Counseling

### Number of Times Course May Be Taken for Credit:

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1

### Course Objectives:

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

- A. Identify campus resources, explain their purpose and access, and use them to support academic success.
- B. Identify and explain student rights and responsibilities, and locate and navigate the related policies online through the student handbook or campus website.
- C. Identify personal values and educational interests, and explain how they influence academic and career choices.
- D. Identify general or specific educational goal(s) and outline a plan to achieve them.
- E. Identify and describe curricular options or institutional resources that align with students' educational plan, and utilize these resources or courses to support academic and career goals.

- F. Identify and evaluate personal attitudes, motivations, or behaviors that affect academic success.
- G. Describe interpersonal, creative, personal techniques, or multicultural perspectives that promote college success.
- H. Identify factors that influence problem-solving, goal-setting, and decision-making.
  - I. Apply effective reading strategies, time management, note-taking methods, and test-taking techniques, and in academic tasks.
  - J. Identify and apply decision-making and change theories, and recognize opportunities for making informed choices in academic or personal contexts.

## Course Content:

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- 1. Beliefs, Attitudes and Behavior
  - 1. Critical analysis of beliefs, attitude, behavior and their impact on college success
    - 1. Theories on college students' beliefs, attitude and behavior
    - 2. Defining and disputing irrational beliefs
    - 3. Developing and accepting personal responsibility
    - 4. Becoming an active learner
- 2. Interpersonal Skills
  - 1. Development of healthy relationships
    - 1. Coping with personal problems and life crisis
    - 2. Strengthening relationships with active listening
    - 3. Creating a support system
  - 2. Acknowledgement of diversity
    - 1. Respecting cultural and social differences
    - 2. Communicating with people from diverse backgrounds
- 3. Critical Thinking and Problem Solving
  - 1. Emotional Intelligence
  - 2. Decision-making strategies
    - 1. Choices and consequences
    - 2. Wise choice process
  - 3. Theories of Motivation
    - 1. Extrinsic and intrinsic
    - 2. Needs and values clarification
    - 3. Identifying and creating inner motivation
  - 4. Creativity Techniques
    - 1. Brainstorming and mind-mapping
    - 2. Visualization
- 4. Academic Success Skills
  - 1. Independent and interdependent learning
  - 2. Time management
    - 1. Establishing priorities
    - 2. Avoiding procrastination
    - 3. Balancing Life
  - 3. Goal Setting
    - 1. Designing a compelling life plan

2. Influence on academic performance
4. Textbook Study
  1. Effective reading techniques (SQ3R)
  2. Textbook note-taking techniques
5. Learning Theory
  1. Research of learning styles and effective learning strategies
  2. Techniques for learning specific subjects
5. Higher Education in Society
  1. Value and purpose of higher education
    1. Understanding the value of attaining a higher education
    2. The informed citizen's role in society today
  2. Understanding the college/university systems
    1. Admission requirements and academic opportunities at the CCC, CSU, UC and Independent institutions in the state of CA
    2. Culture of higher education
    3. Faculty expectations, assumptions, and availability
    4. Demonstrating ability to locate, evaluate and utilize institutional resources
    5. Qualities of successful students
6. Self-Awareness and Personal Growth
  1. Administer and interpret self-evaluative measures which may include areas of interests, personality preferences, strengths, values, ability and decision-making styles.
  2. Developing and implementing short-term and long-term education plans
  3. Connecting academic planning to career and life planning

## Methods of Instruction:

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1. Audio-visual Activity - Design Slides: Create a PowerPoint or Google Slides presentation with relevant images, charts, and bullet points to visually represent the information. Record Voiceover: Record an audio narration to explain and expand upon the content on each slide. Edit Presentation: Refine the presentation by synchronizing the audio with the visual elements for clarity and coherence. Present: Share the completed presentation using a projector or screen for visuals and speakers for audio in a classroom or group setting. This activity combines auditory and visual elements, allowing students to engage with the material in an interactive and effective manner.
2. Classroom Activity - Think-Pair-Share: Students individually contemplate a question or topic, engage in a dyadic discussion with a partner, and subsequently present their insights to the class, fostering reflective thinking, collaborative exchange, and articulate expression. Seminar Discussions: Organize students into small groups to engage in an in-depth discussion of a specific topic or case study. Each group synthesizes their analysis and presents their findings to the class, encouraging collaborative learning and critical evaluation. Role-Playing Exercises: Students assume various roles pertinent to the lesson and enact scenarios, thereby gaining a multifaceted understanding of different viewpoints and practical application of theoretical concepts. Structured Debates: Facilitate a formal debate on a relevant issue, where students defend or challenge specific positions. This activity hones critical reasoning, persuasive communication, and argumentation skills. Real-Time Polling: Utilize technology to conduct instantaneous polls or quizzes during the class, providing immediate feedback and actively engaging students in the learning process. Case Study Analysis: Introduce a real or hypothetical case

study related to the course content. Students critically analyze the case, identify key issues, and develop proposed solutions, applying theoretical knowledge to practical scenarios. Peer Review Sessions: Implement peer review activities where students evaluate and critique each other's work, such as essays or projects. This process fosters critical assessment skills and offers diverse perspectives on their work. Simulation Exercises: Conduct simulations that replicate real-world situations relevant to the course material. This hands-on approach allows students to apply theoretical knowledge in a controlled, experiential context. Concept Mapping: Have students create detailed visual diagrams that illustrate the interrelationships between various concepts covered in the lesson. This technique aids in organizing and consolidating knowledge. Jigsaw Method: Divide the class into groups, with each group researching and presenting a distinct component of a broader topic. Students then come together to integrate their findings, constructing a comprehensive understanding of the subject matter. These activities are crafted to promote active engagement, collaborative learning, and a nuanced comprehension of the material.

3. Discussion - Discussion of different topics as a class or discussion of case scenarios.
4. Field Trips - Students to participate in campus or four-year University field trips
5. Guest Lecturers - Guest speakers
6. Lecture - Lectures
7. Projects - Individual or group projects
8. Student Presentations - Individual or group Student Presentations

## Typical Assignments

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### A. Other:

1. Identify cultural differences present in your classes or within the broader college community. Discuss how a deeper understanding of these cultural variations can enhance your development as a student and benefit your future career.
2. Examine the concept of time as a resource, assess your own time management practices, and create a plan to improve your ability to focus and use time more effectively.

### B. Writing:

1. Albert Ellis posited that irrational beliefs can derail your progress and diminish self-esteem. Propose rational beliefs that could be used to challenge and replace these irrational beliefs.
2. Reflect on a time when you faced an emotionally charged conflict with another individual. Describe the resolution process and the strategies employed. Consider what alternative outcomes you would aim for and the strategies you would use in future conflicts.
3. In 3-4 typed pages, identify 2-3 labels you have received from family, peers, or society. Analyze how these labels have influenced or constrained your academic performance, self-esteem, and current goals.

## Methods of Evaluating Student Progress

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### A. Quizzes

1. Weekly or biweekly quizzes

### B. Oral Presentation

1. 3 times during the semester or as needed.

- C. Group Projects
  - 1. At least one project or as needed.
- D. Class Participation
  - 1. Every time the class meets.
- E. Home Work
  - 1. Weekly or bi-weekly.

## Student Learning Outcomes

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

- A. Assess their own self-awareness, responsibility, and motivation, and apply alternative strategies to enhance their college success.
- B. Set and pursue long-term educational goals by selecting suitable courses.
- C. Identify how their decisions influence their lives and understand the resulting outcomes.

## Textbooks (Typical):

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### Textbook:

- 1. Skip Downing *On Course*. 11th ed., Cengage Learning, 2023.
- 2. Christine Harrington *Student Success in College: Doing What Works!*. 4th Edition ed., Cengage, 2023.

### Software:

- 1. On Course. , (/e).



**LAS POSITAS**  
COLLEGE

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## **DE for PCN 20 Thriving in College**

### **DE Proposal**

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#### **Delivery Methods**

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

#### **Rationale for DE**

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

Offering the PCN course in a Distance Education (DE) mode is justified for several compelling reasons:

#### **1) Increased Flexibility for Students:**

The DE format provides students with the ability to engage with course materials irrespective of location, accommodating diverse schedules and personal obligations. This modality can broaden access, potentially increasing enrollment by catering to students who may face geographical, professional, or temporal constraints.

#### **2) Continuity in the Face of Uncertainty:**

The COVID-19 pandemic has highlighted the need for educational resilience in the face of unforeseen disruptions. Delivering the course in DE mode ensures uninterrupted academic progress should similar public health crises or other emergencies arise, providing a safeguard for continuity in learning.

#### **3) Enhanced Learning Through Technology:**

A DE format allows for the integration of advanced educational technologies, such as multimedia resources, interactive platforms, and collaborative online tools. These innovations can foster a more dynamic, engaging, and effective learning environment, enriching the overall educational experience.



#### 4) Promotion of Accessibility and Inclusivity:

DE makes the course more accessible to a diverse student population, including those with disabilities, transportation challenges, or caregiving responsibilities. This mode of delivery promotes greater equity in educational opportunities.

#### 5) Development of Critical 21st-Century Skills:

Participation in DE courses cultivates digital literacy and self-regulation, competencies that are increasingly indispensable in the modern workforce. Students will gain valuable experience in managing online learning platforms, enhancing their adaptability to evolving professional demands.

Given these considerations, the DE mode offers a robust and forward-thinking approach to delivering the PCN course, aligning with contemporary educational needs and challenges.

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

The decision to offer the PCN course in Distance Education (DE) mode resulted from a thoughtful and collaborative process, incorporating various considerations and input from multiple stakeholders.

#### Faculty and Administrative Input:

The process began with extensive consultations among faculty members and academic leadership, including discussions with the dean. Faculty with expertise in online education provided valuable insights into the feasibility and advantages of the DE format. Key contributors, such as English and Math instructors, as well as counselors, played a significant role in advocating for early decision-making regarding the course delivery method, emphasizing the importance of preparedness for future contingencies to ensure smooth implementation.

#### Student Needs and Accessibility:

A central focus in the decision was on meeting student needs for flexibility and accessibility. Offering the course in DE mode addresses challenges faced by students who have time, geographical, or personal constraints, allowing them to engage with coursework remotely. This format also expands access for non-traditional students, such as those with professional or caregiving responsibilities, ensuring equitable participation in the course.

#### Contingency Planning:

An important consideration was planning for potential future disruptions, such as another pandemic or similar crises. The experience with COVID-19 underscored the necessity of adaptability in course delivery. By offering the PCN course in DE mode, the institution ensures that learning can continue without interruption, regardless of external circumstances.

#### Technological Infrastructure and Support:

The institution's strong technological infrastructure, including platforms like Canvas and other support systems, was a key factor in the decision. These resources make it possible to offer the course in DE mode without compromising educational quality. The institution has the tools and support in place to facilitate a seamless transition to online learning for both students and faculty.

#### Alignment with Institutional Goals:

Finally, offering the PCN course in DE mode aligns with the institution's strategic priorities, which focus on

innovation, inclusivity, and expanding access to education. This decision reflects the institution's commitment to modernizing the learning environment and addressing the evolving needs of its students and the broader educational community.

After careful evaluation of these factors, the decision to offer the PCN class in DE mode was made to ensure flexibility, accessibility, and preparedness while supporting the institution's mission and leveraging its technological capabilities.

#### **Accessibility all materials must be accessible to students with disabilities**

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

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

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

## **DE Course Interaction**

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### **Instructor-Student Interaction**

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*  
**Frequency:** Once a week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*  
**Frequency:** Weekly. Regular announcements will be posted on the teaching platform such as Canvas.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*  
**Frequency:** As needed.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*  
**Frequency:** As needed.

### **Student-Student Interaction**

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*  
**Frequency:** As needed.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*  
**Frequency:** At least once a twice per semester. Students should reach out to each other as assigned in their groups. They can call, text, chat, email, or meet via Zoom, etc. Group projects may include: 1) Transfer research assignments 2) Scavenger hunt assignments

### Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*  
**Frequency:** At least once a twice per semester. Students should reach out to each other as assigned in their groups. They can call, text, chat, email, or meet via Zoom, etc. Group projects may include: 1) Transfer research assignments 2) Scavenger hunt assignments
- **Written papers:** *Papers will be written on various topics.*  
**Frequency:** As needed.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*  
**Frequency:** Weekly or biweekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*  
**Frequency:** Once or twice a week depending on the delivery mode: Hybrid: once a week Online: twice a week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*  
**Frequency:** As needed.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*  
**Frequency:** At least once per semester. Project examples: a) Written essay b) Final project presentation.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*  
**Frequency:** At least once or twice per semester. Case scenarios may include: The late paper The group project case scenario .
- **Student presentations:** *Students will prepare and present on a topic being studied.*  
**Frequency:** At least once per semester: Project examples: a) Written essay b) Final project presentation.

## 6.2 Course Modifications

### Course Outline of Record - Effective Term: Fall 2026

- CMST 46 Argumentation and Debate
- HIST 1 Western Civilization to 1600
- HIST 2 Western Civilization since 1600
- HIST 3 World History to 1500
- HIST 4 World History since 1500
- KIN FG1 Footgolf 1
- KIN FG2 Footgolf 2
- KIN FG3 Footgolf 3
- KIN SI1 Soccer - Indoor 1
- KIN SI2 Soccer - Indoor 2
- KIN SO1 Soccer - Outdoor 1
- KIN SO2 Soccer - Outdoor 2

### Distance Education (DE) - Effective Term: Fall 2026

- HIST 1 Western Civilization to 1600
- HIST 2 Western Civilization since 1600
- KIN FG1 Footgolf 1
- KIN FG2 Footgolf 2
- KIN FG3 Footgolf 3
- KIN SI1 Soccer - Indoor 1
- KIN SI2 Soccer - Indoor 2
- KIN SO1 Soccer - Outdoor 1
- KIN SO2 Soccer - Outdoor 2



## Course Outline for Communication Studies 46 Argumentation and Debate

**Effective:** Fall 2025

### Catalog Description:

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#### CMST 46 - Argumentation and Debate 3.00 Units

Methods of critical inquiry and advocacy of contemporary moral, political, economic, and philosophical issues in a diverse multicultural and democratic society. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments in public discourse to a live audience. Analysis, presentation, and evaluation of oral and written arguments.

Course Grading: Optional

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

### Discipline:

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Communication Studies

### Number of Times Course May Be Taken for Credit:

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1

### Course Objectives:

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

- A. Debate in a public setting adhering to the foundations of a democratic society which include using ethical communication, critical thinking, civil discourse, and fostering informed citizens.
- B. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility
- C. Discuss the theoretical foundations of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
- D. Describe the reasoning process and implement skills in utilizing various methods of reasoning;
- E. Employ effective research skills;
- F. Conceptualize and effectively use compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts and

debate types

- G. Critically evaluate and use sound reasoning and evidence from credible, accurate and relevant sources in debates;
- H. Classify the different components of the argumentation process and recognize how the parts interact and react to one another;
  - I. Recognize, create, define and analyze propositions;
  - J. Analyze, advocate, and criticize ideas, especially through the process of debate;
  - K. Recognize fallacies of reasoning and argue ethically;
  - L. Practice the use of critical thinking skills in oral debates through a variety of well-prepared, faculty supervised, faculty-evaluated debates delivered to a live audience (one to many);
- M. Apply effective delivery skills in debate settings (language use, non-verbal presentation, vocal delivery);
- N. Listen critically to provide constructive criticism to peers
- O. Apply rhetorical principles to analyze historical and contemporary debates

## Course Content:

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- 1. Examination of the nature of argumentation
  - 1. Historical development of argumentation
  - 2. The usefulness of argumentation
  - 3. The limitations of argumentation
  - 4. Ethical standards in argumentation
    - 1. Rhetorical sensitivity
    - 2. Diversity in debate opponent and audience
    - 3. Honesty, truthfulness, accuracy and reason
- 2. Methods of critical inquiry and reasoning
  - 1. Presumption
  - 2. Burden of proof
  - 3. The prima facie case
  - 4. The model of an argument
    - 1. Claims
    - 2. Grounds
    - 3. Warrants
    - 4. Backing
    - 5. Qualifiers
    - 6. Rebuttals
- 3. Classification of propositions
  - 1. Propositions of fact
  - 2. Propositions of value
  - 3. Propositions of policy
- 4. Advocacy and argumentation techniques
  - 1. Audience analysis
  - 2. Critical Listening
  - 3. Language choice and style
  - 4. Delivery techniques
  - 5. Building credibility with an audience

5. Research skills, analysis, and evaluation of evidence and sources
  1. The discovery of evidence
  2. Research techniques
  3. Types of evidence
  4. Tests of evidence
6. Adaptation to audiences, rhetorical situations, and purposes within a democratic society
  1. Appropriateness of topic selection and delivery
  2. Effects of situational audience analysis
  3. Demographic audience analysis
7. Logical fallacies and ethical arguments
  1. Fallacies in reasoning
  2. Fallacies in research
  3. Fallacies of appeal
  4. Fallacies in language
8. Advocacy and argumentation techniques
  1. Audience analysis
  2. Language choice and style
  3. Delivery techniques
    1. Verbal delivery
    2. Nonverbal delivery
    3. Language usage
  4. Building credibility with an audience
    1. Aristotelian proofs of ethos, pathos, and logos
9. Critical analysis of discourse
10. Instruction of different debate formats
  1. International Public debate
  2. Parliamentary debate
  3. Lincoln-Douglas debate
11. Analysis, presentation, and evaluation of oral and written arguments
  1. Effectiveness of organization
  2. Effectiveness of delivery
  3. Effectiveness of argumentation

## Methods of Instruction:

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1. Classroom Activity - In-class group activities (peer-to-peer teaching)
2. Critique - Critique by faculty and students of classroom debates
3. Demonstration - Demonstrations of debates in person or on video
4. Discussion - Group discussions
5. Lecture - Instructor delivery of course content
6. Observation - Critique of live debates
7. Student Presentations - At least 3 oral presentation/debates

## Typical Assignments

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## A. Other:

### 1. Speeches

1. Students will present public speeches in class to be evaluated by both peers and faculty. Informative Speech: In a timed speech no less than 5 minutes, students will present on an issue that is an ongoing problem in the world. They will use research and fully inform the audience on the background of the problem using proper structure and organization. Persuasion Speech: In a timed speech no less than 6 minutes, students will persuade the audience to take action using sound reasoning and evidence on why an ongoing issue should be fixed AND how to fix the issue.

#### 1. Informative Speech

1. In a timed speech at least 5 minutes in length, you will teach your classmates and instructor about a significant issue that affects our democratic society. Sound reasoning, outside research, and an outline will be required for your informative presentation.

#### 2. Persuasion Speech

1. In a timed speech at least 6 minutes in length, you will persuade your audience to take action about a problem that exists and is pertinent to us. You will be graded on the significance of topic, organization, delivery, use of research, and your use of time.

### 2. Debates

1. Students will perform public debates in class. They may be varying forms of debate such as Spontaneous Argumentation, International Public, Parliamentary, or Lincoln - Douglas. Topics will reflect diverse topics within a democratic Society.

#### 1. Lincoln-Douglas Debate

1. Students will research the nationally assigned Lincoln-Douglas debate topic and debate with another student in the class. They will follow the format of this style of debate.

#### 2. Parliamentary Debate

1. Students will follow the format of this style of debate in front of the class. A sample topic is "Should voting be mandatory in a democratic society?"

#### 3. International Public Debate

1. Students will follow the format of this style of debate in front of the class. A sample topic is "Does freedom of speech have limits in a democracy?"

## B. Writing:

### 1. Proposition Paper

1. Write and submit a typed 7 - 9 page policy proposition advocating a change in the status quo. Address all three stock issues. Include all necessary definitional explanations to support your proposition and identify a clear weighing mechanism for audience acceptance. Incorporate a minimum of 10 source citations.

## Methods of Evaluating Student Progress

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### A. Exams/Tests



1. one midterm and one final exam
- B. Papers
  1. minimum of one paper research paper including written preparation of debates
- C. Oral Presentation
  1. At least 3 presentations of varying types of individual and group debates and informative and persuasive speeches
- D. Class Participation
  1. weekly class activities
- E. Research Projects
  1. At least 2 researched based oral presentations.

## Student Learning Outcomes

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

- A. Critically analyze an argument.
- B. Develop and deliver an argument.

## Textbooks (Typical):

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### OER:

1. Anna Mills *How Arguments Work: A Guide to Writing and Analyzing Texts in College.*, LibreTexts, 2024.  
[https://human.libretexts.org/Bookshelves/Composition/Advanced\\_Composition/How\\_Arguments\\_Work\\_-\\_A\\_Guide\\_to\\_Writing\\_and\\_Analyzing\\_Texts\\_in\\_College\\_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills)).
2. Craig DeLancey *A Concise Introduction to Logic.*, SUNY Oswego, 2017.  
<https://milnepublishing.geneseo.edu/concise-introduction-to-logic/>.
3. Jim Marteney *Arguing Using Critical Thinking.*, LibreTexts, 2024.  
[https://socialsci.libretexts.org/Bookshelves/Communication/Argument\\_and\\_Debate/Arguing\\_Using\\_Critical\\_Thinking\\_\(Marteney\)](https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_(Marteney)).

### Textbook:

1. Fred D. White, Simone J. Billings *The Well-Crafted Argument.* 6th ed., Cengage, 2017.
2. Govier, Trudy, *A Practical Study of Argument.* 7th ed., Cengage, 2014.
3. Rottenbert, Annette, *The Structure of Argument.* 10th ed., Macmillan Learning, 2021.
4. Austin J. Freeley, David L. Steinberg *Argumentation and Debate.* 13th ed., Cengage, 2014.
5. James A. Herrick *Argumentation: Understanding and Shaping Arguments.* 7th ed., Strata Publishing Inc., 2023.



## Course Outline for History 1 Western Civilization to 1600

**Effective:** Fall 2026

### Catalog Description:

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#### HIST 1 - Western Civilization to 1600

#### 3.00 Units

This course traces the origins and development of Western civilization from its beginnings in the Ancient Near East, the Fertile Crescent, and the Middle East, through its expansion into Greece, Rome, and the rest of Europe. Topics include the rise and expansion of Christianity and Islam, the Middle Ages, the Renaissance, and the Protestant Reformation

**Course Grading:** Optional

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

### Discipline:

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History

### Number of Times Course May Be Taken for Credit:

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1

### Course Objectives:

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

- A. Identify and correctly use basic historical terminology
- B. Identify, analyze, and interpret primary and secondary sources;
- C. Analyze the concept and various definitions of the West;
- D. Analyze and explain multiple causes and outcomes of historical events and developments related to western civilization;
- E. Identify and distinguish the major eras in the history of western civilization;
- F. Identify and distinguish the physical and political geography of western civilization;
- G. Analyze and explain the interaction of economic, social, cultural and political developments in response to changing historical circumstances;

- H. Identify and explain the historical significance of major discoveries and developments in technology, science, art, architecture, and literature.

## Course Content:

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### 1. Introduction to Western Civilization

1. Introduce students to the idea of Western Civilization and its vast scope chronologically and geographically. Discuss the meaning and importance of history and the study of the past. Demonstrate the use of sources, both primary and secondary, and their role in understanding the past.

### 2. Ancient Civilizations

1. Learn about the multicultural foundations of the ancient world and the impact of farming on the emergence of civilization in the Ancient Near East, the Fertile Crescent and the Middle East. Trace the development from Paleolithic to Neolithic societies. Compare and contrast how the Sumerians, Egyptians, Assyrians, Persians, Hebrews, Phoenicians, Minoans, and Mycenaeans adopted new and different religious beliefs, writing systems, coinage, laws, measurement units, and commercial trading networks.

### 3. Greece

1. Learn about classical Greece's Golden Age after their defeat of the Persian Empire in the 5th century B.C. Show how conflict between city-states, especially democratic Athens and militaristic Sparta, weakened Greece enough to be defeated by the Macedonians, led by Phillip II and his son Alexander the Great. Alexander's subsequent defeat of the Persians resulted in a dissemination of Hellenistic Greek culture throughout the greater Mediterranean and eastern Asia.

### 4. Roman Republican & Roman Empire

1. From inauspicious beginnings, Rome created a republic on the Italian peninsula that evolved over eight centuries into one of the largest and longest-lived empires in history. Follow Rome's successful political, economic, and military strategies as it incorporates non-Romans within its vast empire, until repeated barbarian invasions tested and defeated Rome's ability to control such a vast territory.

### 5. Rise of Christianity and Decline of Rome

1. Trace the spread of Christianity throughout the Roman Empire simultaneously with Rome's decline and collapse in the 5th century A.D., but not before Rome adopted Christianity as its official religion. Learn how and why the western regions of the Roman Empire fell into chaos while the eastern regions became the Byzantine Empire.

### 6. The Byzantine Empire

1. Follow the eastern half of the Roman Empire as it evolved into an empire built upon both Roman and Middle Eastern attributes. Centered in Constantinople, Byzantium was a lively center of learning and sophistication for centuries as it withstood pressures from the east and north. Byzantium's scholars would provide the link to ancient civilizations for western Europe in the later Middle Ages.

### 7. The Islamic World

1. Learn about the development of Islam throughout the Arab world. Trace Islam's expansion as successive religious leaders struggle to unify and control the greater Middle East.

### 8. The Middle Ages

1. Learn about the fragmentation of western Europe under the pressure of repeated barbarian assaults from the east. Study the few exceptions, especially the Merovingians, the Carolingians, and the Catholic Church. Follow the Crusaders to the Middle East and understand they influenced the revival of trade and the rise of monarchies in the late Middle Ages.
9. The Renaissance
  1. Trace the rise of humanism and secular thought as the Italians celebrated their achievements with building great churches, palaces, schools, and art. Follow the subsequent impact of Renaissance ideas on the rest of western and northern Europe.
10. The Protestant Reformation
  1. From Martin Luther's simple local protest against religious corruption on a church door in Wittenburg, Christian Europe became involved in almost 200 years of warfare as Europeans fought Europeans over their preferred version of Christianity. Learn how this heightened sense of religious identity influenced European ideas and behavior when they ventured out on the Voyages of Discovery.

## Methods of Instruction:

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1. Lecture - on major themes, events and personalities
2. Audio-visual Activity - In-class and home use of appropriate materials
3. Discussion - significant issues, especially those of contemporary relevance
4. Research - historical research utilizing primary and secondary sources.
5. Written Exercises - Written assignments
6. Readings from the text or supplementary materials on reserve in the Library

## Typical Assignments

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### A. Reading:

1. Weekly assigned chapters on major themes and developments.
2. Reading and analysis of primary sources that illustrate major themes and developments in Western history.

### B. Writing:

1. Three 500-750 word essays on the major themes and developments in Western Civilization as presented in textbook chapters, audio-visual material, or primary sources.

## Methods of Evaluating Student Progress

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### A. Quizzes

1. At the discretion of the instructor

### B. Research Projects

1. At the discretion of the instructor

### C. Papers

1. At the discretion of the instructor

### D. Oral Presentation

1. At the discretion of the instructor

### E. Projects

1. At the discretion of the instructor

- F. Group Projects
  - 1. At the discretion of the instructor
- G. Class Participation
  - 1. At the discretion of the instructor
- H. Class Work
  - 1. At the discretion of the instructor
- I. Home Work
  - 1. At the discretion of the instructor
- J. Exams/Tests
  - 1. 2-3 times per semester

## Student Learning Outcomes

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

- A. Explain the major political, economic, social, and cultural developments in Western Civilization before 1600, their causes and effects, and their historical significance.
- B. Explain the significance of major discoveries and developments in technology, science, art, architecture, and literature.
- C. Identify and distinguish the physical and political geography of Western Civilization.
- D. Analyze and interpret primary and secondary sources.
- E. Construct an argument using historical evidence.

## Textbooks (Typical):

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### OER:

- 1. Christopher Brooks *Western Civilization: A Concise History - Volume 2.*, Portland Community College, 2024. [https://oercommons.org/courses/western-civilization-a-concise-history-volume-2?\\_\\_hub\\_id=19](https://oercommons.org/courses/western-civilization-a-concise-history-volume-2?__hub_id=19).
- 2. Ryan P. Johnson *Western Civilization-An Open Source Book.*, St. Clair County Community College, 2018. [https://oercommons.org/courses/western-civilization-an-open-source-book-simple-book-publishing?\\_\\_hub\\_id=19](https://oercommons.org/courses/western-civilization-an-open-source-book-simple-book-publishing?__hub_id=19).
- 3. Christopher Brooks *Western Civilization: A Concise History Volume 1.*, Portland Community College, 2024. [https://oercommons.org/courses/western-civilization-a-concise-history?\\_\\_hub\\_id=19](https://oercommons.org/courses/western-civilization-a-concise-history?__hub_id=19).

### Textbook:

- 1. Jackson Spielvogel *Western Civilization: Volume I: To 1715.* 12 ed., Cengage, 2025.
- 2. Merry E. Wiesner-Hanks, Clare Crowston, Joe Perry, John McKay *Sources for Western Society, Volume 1: From Antiquity to the Enlightenment.* 13 ed., Bedford/St. Martin's, 2019.
- 3. Frank Kidner, Maria Bucur, Ralph Mathisen, Sally McKee, Theodore Weeks *The Global West: Connections & Identities, Volume 1: To 1790.* 3 ed., Cengage, 2018.
- 4. Marvin Perry *Sources of the Western Tradition, Volume I: From Ancient Times to the Enlightenment.* 10th ed., Wadsworth/Cengage, 2018.
- 5. Renault, Mary, Anthony Grafton, David Bell *The West.*, W.W. Norton & Company, 2018.
- 6. James Brophy, Et. Al *Perspectives from the Past: Primary Sources in Western Civilizations (Vol. 1)* . 7 ed., W. W. Norton & Company, 2020.
- 7. Joshua Cole, Carol Symes *Western Civilizations Vol 1.* 20 ed., W.W. Norton & Company, 2020.

**Other Learning Materials:**

1. Primary source readings represent a diverse range of historical perspectives and experiences (race, ethnicity, class, gender)..

**Other Materials Required of Students**

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**Other Materials Required of Students:**

1. Examination books, scantron forms, and notebook sold in the campus bookstore. Access to the World Wide Web from any major browser..



## Course Outline for History 2 Western Civilization since 1600

**Effective:** Fall 2026

### Catalog Description:

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#### HIST 2 - Western Civilization since 1600

#### 3.00 Units

This course traces the history of Western civilization from the 1600s to the present. Topics include the Scientific Revolution, the Enlightenment, and the Industrial Revolution; the American and French Revolutions; World Wars I and II; the Cold War and its end; and the challenges of the modern era.

Course Grading: Optional

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

### Discipline:

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History

### Number of Times Course May Be Taken for Credit:

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1

### Course Objectives:

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

- A. Identify and correctly use basic historical terminology;
- B. Identify, analyze, and interpret primary and secondary sources, and compose arguments which use them as support;
- C. Analyze the concept and various definitions of the West.
- D. Demonstrate the ability to analyze Western Civilization from different perspectives such as race, class, gender, and ethnicity.
- E. Analyze and explain multiple causes and outcomes of historical events and developments related to western civilization;
- F. Identify and distinguish the major eras in the history of western civilization;
- G. Identify and distinguish the physical and political geography of western civilization;

- H. Analyze and explain the interaction of economic, social, cultural and political developments in response to changing historical circumstances;
- I. Identify different political ideologies and analyze their impact on the modern world;
- J. Identify and explain the historical significance of major discoveries and the developments in technology, science, art, architecture, music, and literature;
- K. Analyze and explain how history has shaped and continues to shape the contemporary world.

## Course Content:

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1. Introduction to Western Civilization
  1. Introduction to Western Civilization and its vast scope chronologically and geographically. Discuss the meaning and importance of history and the study of the past. Demonstrate the use of sources, both primary and secondary, and their importance to the course.
2. Birth of the Modern West. Overview of medieval Europe and advent of Renaissance and Reformation; major ideas: humanism, secularism, individualism, etc.; major thinkers: Erasmus, Machiaveli, Da Vinci, Luther, Calvin, et. al.
3. Absolutism versus Constitutionalism
  1. Compare and contrast two major attempts at nation building in seventeenth century. Look at varieties of absolutist governments throughout Europe. Discuss impact of mercantilism on European politics and economics.
4. The Scientific Revolution
  1. Learn about the new world view and gain an advanced understanding of the natural world through observing nature, conducting experiments and mathematical reasoning. Study the development of the scientific method and its impact.
5. The Enlightenment
  1. Learn about the Enlightenment thinkers who challenged Christian theology, championed reason, articulated the idea of the natural rights of the individual, and the responsibility of governments to honor those rights.
6. The American and French Revolutions
  1. These revolutions were greatly influenced by Enlightenment ideas. Americans borrowed extensively for both the Declaration and the Constitution. The French secularized and modernized the structure of their government.
7. Multiple Reactions to Revolution
  1. Napoleon both subverted the political ideals and preserved the social changes. The early nineteenth century saw multiple reactions to the enormous impact of the French Revolution and Napoleon's abuse of power. The Romantics attacked the ideas of the Enlightenment for fostering the destruction of the French Revolution. Governments proved unstable as waves of revolutions swept across Europe. Conservatives like Metternich used the Congress of Vienna to maintain stability.
8. The Industrial Revolution
  1. Great Britain led the way with the replacing of human and animal labor by machines, a product of their abundant labor supply, large deposits of coal and iron ore, and surplus capital. A middle class emerged that fosters its development and spread of new emphasis on consumption.
9. Late Nineteenth-Century Social and Cultural Change



1. The successful spread of the Industrial Revolution throughout much of Europe fostered another series of changes in the adjustment to modernity. Europe witnessed and relished the rise of the spectacle, consumption and leisure. Darwin had a dramatic impact on intellectual thought with his ground-breaking work on evolution. Marx had a comparative impact with his analysis of class consciousness and ownership for the means of production.
10. Rise of Nationalism and Imperialism
  1. Europe had one of the longest stretches without a major war from the Congress of Vienna in 1815 to WWI in 1914. The late nineteenth century witnessed the first fissures in that tenuous balance. The late nineteenth century also witnessed Europeans' conquest and control of much of the rest of the world.
11. World War I
  1. The assassination of the Archduke Ferdinand precipitated all Europe into "The Great War" as a result of a system of alliances between the major powers. Discontent with Tsarist autocracy led to the Russian Revolution. Europe emerged from the four-year standoff permanently changed, with major political realignments as well as a jaded, fatalistic mood.
12. The Interwar Years
  1. The vindictive demands of the French and British placed on the Germans as part of the Versailles Peace Treaty provided fertile ground for the emergence of fascism. The economic misery of the Great Depression only hastened the political instability that Hitler capitalized on.
13. World War II
  1. A policy of appeasement by the Allied nations allowed Hitler to continue a military buildup and financial recovery of Germany's devastated economy. France, Great Britain, and the Soviet Union were unable to stop Hitler's conquest, leading to WWII in 1940.
14. Cold War Realities
  1. Churchill's "Iron Curtain" divided a post-war Europe into two zones: one a Soviet dominated communist sphere, the other an American influenced capitalist sphere. Western Europe benefited greatly from American financial support in programs like the Marshall Plan. The years after WWII also witnessed the end of European colonialism.
15. Western Civilization after the Cold War
  1. Communist regimes fell and pro-democracy movements emerged throughout Eastern Europe after Gorbachev repudiated the Brezhnev Doctrine in 1989. The Soviet Union would be one of the first casualties in 1990. The reunification of Germany, while the cause of great anxiety, hastened the development of the European Union into a truly pan-European political and economic entity. The challenges of the disintegration of Yugoslavia points out the still significant challenges Europe faces in a post-Cold War world.

## Methods of Instruction:

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1. Lecture - major themes, events and personalities
2. Audio-visual Activity - In-class and home use of appropriate materials
3. Discussion - significant issues, especially those of contemporary relevance
4. Research -
5. Written Exercises - Written assignments
6. Readings from the text or supplementary materials on reserve in the Library

## Typical Assignments

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A. Reading:

1. Weekly assigned chapters to read that follow along with major themes
2. In-class readings of primary sources that illustrate major themes.

B. Writing:

1. Three 500-750 word essays on the major themes and developments in Western Civilization as presented in textbook chapters, audio-visual material, or found in primary source material.

## Methods of Evaluating Student Progress

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A. Exams/Tests

1. 2-3 times per semester

B. Quizzes

1. At the discretion of the instructor

C. Research Projects

1. At the discretion of the instructor

D. Portfolios

1. At the discretion of the instructor

E. Papers

1. At the discretion of the instructor

F. Oral Presentation

1. At the discretion of the instructor

G. Projects

1. At the discretion of the instructor

H. Field Trips

1. At the discretion of the instructor

I. Group Projects

1. At the discretion of the instructor

J. Class Participation

1. At the discretion of the instructor

K. Class Work

1. At the discretion of the instructor

L. Home Work

1. At the discretion of the instructor

## Student Learning Outcomes

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

- A. Explain the major political, economic, social, and cultural developments in Western Civilization since 1600, their causes and effects, and their historical significance.
- B. Explain the significance of major discoveries and developments in technology, science, art, architecture, and literature.
- C. Identify and distinguish the physical and political geography of Western Civilization.
- D. Analyze and interpret primary and secondary sources.
- E. Construct an argument using historical evidence.

## Textbooks (Typical):

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### OER:

1. Christopher Brooks *Western Civilization: A Concise History - Volume 3*, Portland Community College, 2024. [https://oercommons.org/courses/western-civilization-a-concise-history-volume-3?\\_\\_hub\\_id=19](https://oercommons.org/courses/western-civilization-a-concise-history-volume-3?__hub_id=19).
2. Christopher Brooks *Western Civilization: A Concise History - Volume 2*, Portland Community College, 2024. [https://oercommons.org/courses/western-civilization-a-concise-history-volume-2?\\_\\_hub\\_id=19](https://oercommons.org/courses/western-civilization-a-concise-history-volume-2?__hub_id=19).

### Textbook:

1. Jackson Spielvogel *Western Civilization: Volume II: Since 1500*. 12 ed., Cengage, 2025.
2. Merry E. Wiesner-Hanks, Clare Crowston, Joe Perry, John McKay *Sources for Western Society, Volume 2: From the Age of Exploration to the Present*. 13 ed., Bedford/St. Martin's, 2019.
3. Frank Kidner, Maria Bucur, Ralph Mathisen, Sally McKee, Theodore Weeks *The Global West: Connections & Identities, Volume 2: Since 1550*. 3 ed., Cengage, 2018.
4. Marvin Perry *Sources of the Western Tradition Volume II: From the Renaissance to the Present*. 10 ed., Wadsworth/Cengage, 2018.
5. A Grafton, David Bell *The West Vol II*. 1 ed., W.W. Norton & Company, 2018.
6. James Brophy, Et. Al *Perspectives from the Past: Primary Sources in Western Civilizations Vol 2*. 7 ed., W.W. Norton & Company, 2020.
7. Carol Symes, J Cole *Western Civilizations Vol 2*. 20 ed., W.W. Norton & Company, 2020.

### Other Learning Materials:

1. Art Spiegelman, "The Complete Maus: A Survivor's Tale".
2. Primary source readings represent a diverse range of historical perspectives and experiences (race, ethnicity, class, gender)..

## Other Materials Required of Students

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### Other Materials Required of Students:

1. Examination books, scantron forms, and notebook sold in the campus bookstore..
2. Access to the World Wide Web from any major browser..



## Course Outline for History 3 World History to 1500

**Effective:** Fall 2026

### Catalog Description:

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#### HIST 3 - World History to 1500

#### 3.00 Units

Survey of the experience of all peoples with vastly different cultures inhabiting a single globe. Emphasizes the emergence of human communities, formation of complex societies, development of major belief systems and interaction with the environment based on experience, knowledge, and technology to c. 1500.

Course Grading: Optional

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

### Discipline:

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History

### Number of Times Course May Be Taken for Credit:

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1

### Course Objectives:

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

- A. Interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- B. Analyze broad patterns of change on both interregional scales and within complex societies.
- C. Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity.
- D. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.
- E. Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from early times to 1500 C.E.

- F. Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- G. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
- H. Explain the historical significance of cultural developments such as art, music, architecture, literature and religion.
  - I. Compare ideals, practices, and historical developments of major belief systems.
  - J. Analyze historical developments across national, regional, and cultural boundaries.

## Course Content:

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- 1. Prehistoric humans and their migrations.
  - 1. First Humans
  - 2. Hunter-Gatherers
  - 3. Pastoral Nomads
- 2. Emergence of agrarian societies.
  - 1. Agricultural Revolution
  - 2. Settled Communities
- 3. Early complex societies 3500-500 B.C.E.
  - 1. 1st River-Valley Civilizations (Mesopotamia, Egypt)
  - 2. Afroeurasia (China and India)
  - 3. MesoAmerica (Olmec)
- 4. Formation of classical societies 500 B.C.E.– 500 C.E.
  - 1. Greece and Persia
  - 2. Rome and Han China
  - 3. Teotihuacan and Zapotec
  - 4. Mauryan and Gupta Empires
- 5. Development of major belief systems.
  - 1. Early Religious beliefs (animism, polytheism)
  - 2. Eastern Traditions (Confucianism, Buddhism, Hinduism)
  - 3. Abrahamic Traditions (Judaism, Christianity, Islam)
- 6. The post-classical era 500-1000 C.E.
  - 1. Afroeurasia
  - 2. Americas
- 7. The acceleration of cross-cultural interaction 1000 – 1500 C.E.
  - 1. Communication and exchange
  - 2. Trade Ties
  - 3. Political Conquests and Conflicts
  - 4. Spread of religion
  - 5. Interrelations between major states and empires
- 8. Relationship between humans and the environment.
  - 1. Geography
  - 2. Natural resources
  - 3. Impact on the development of communities
  - 4. Impact on human culture

## Methods of Instruction:

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1. Lecture -
2. Research - Students may be required to research historical topics
3. Student Presentations - Students may be assigned presentations on a historical topic
4. Classroom Activity -
5. Discussion -
6. Guest Lecturers -
7. Written Exercises - Students will have to complete written work

## Typical Assignments

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### A. Writing:

1. Essays and other writings analyzing assigned readings, both primary and secondary.
  1. Write a 5-7 paper using excerpts from the assigned primary source readings to explain and analyze the political goals of the Persian-Greco War.

### B. Project:

1. A written research project that covers a historical topic as related to the course. The project will equip students with academic research skills while acquainting them with historical theories. An example includes but not limited to a 5-7 page term paper

### C. Other:

1. In-class quiz based on the required reading.
  1. Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"
2. Group presentation on the course.
  1. Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.

## Methods of Evaluating Student Progress

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### A. Exams/Tests

1. Written Examination, at least twice per semester

### B. Quizzes

1. At least once per unit/module

### C. Research Projects

1. At least one written assignment, which may consist of a research project

### D. Papers

1. At least one paper/written assignment

### E. Oral Presentation

1. Once per semester

### F. Class Participation

1. On a weekly basis

## Student Learning Outcomes

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

- A. Explain political, economic, social, and cultural developments across natural, regional, and cultural boundaries before 1500.
- B. Explain the historical developments and practices of major belief systems in the world before 1500.
- C. Explain the impact humans had on the of the world's physical and natural environment before 1500.
- D. Explain the major discoveries and developments in technology, science, art, architecture, and literature before 1500.
- E. Analyze and interpret primary and secondary sources.
- F. Construct an argument using historical evidence.

## Textbooks (Typical):

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### Textbook:

1. Bonnie Smith, et al. *World in the Making, Volume I*. 2nd ed., Oxford University Press, 2022.
2. Jeremy Adelman, et al. *World Together, World Apart Vol 1*. 7th ed., W. W. Norton & Company, 2024.
3. Elizabeth Pollard *Worlds Together, Worlds Apart: A Companion Reader Vol 1*. 3rd ed., W. W. Norton & Company, 2019.
4. Robert Strayer *Ways of the World: A Brief Global History with Sources Vol 1*. Fifth ed., Macmillan, 2022.



## Course Outline for History 4 World History since 1500

**Effective:** Fall 2026

### Catalog Description:

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#### HIST 4 - World History since 1500

#### 3.00 Units

This course covers the experience of all the world's people from the early modern era to the present. Emphasis is upon the interaction of people with the environment based on the development of technology and conflict between traditional systems and new(er) orders. Broader forces that affect civilizations such as borderlands, exploration and travel, gender and class will be studied.

Course Grading: Optional

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

### Discipline:

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History

### Number of Times Course May Be Taken for Credit:

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1

### Course Objectives:

---

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

- A. Interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.
- B. Analyze broad patterns of change on both interregional scales and within complex societies.
- C. Understand civilization through multiple analytical categories such as race, class, gender and ethnicity.
- D. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.
- E. Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from 1500 C.E. to present.



- F. Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- G. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
- H. Explain the historical significance of cultural developments such as art, music, architecture, literature and religion.
- I. Compare ideals, practices, and historical developments of major belief systems and philosophical systems.
- J. Analyze historical developments across national, regional, and cultural boundaries.

## Course Content:

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- 1. The Origins of Global Interdependence, 1500-1800
  - 1. The decline of the Silk Road
  - 2. The Age of Exploration
  - 3. Europe in the Atlantic World
  - 4. Indigenous American Societies
  - 5. The Mughal Empire and Trade
  - 6. Central/East Asia
- 2. The Age of Revolution, 1750-1914
  - 1. Industrial Revolution
  - 2. The slave trade and its impacts on Africa
  - 3. Political revolutions in Western states
  - 4. The abolition of slavery
  - 5. China
  - 6. Ottoman Empire, East Asia
- 3. The Age of Industry, 1750-1914
  - 1. Industry and colonialism
  - 2. Industry in non-colonial, non-western states
  - 3. Industry in Europe
- 4. The Age of Empire, 1750-1914
  - 1. European Colonies
  - 2. India, Africa, and indigenous responses to colonialism
  - 3. Colonial revolts
- 5. The World in Upheaval: The World Wars, 1914-1945
  - 1. Causes of World War 1
  - 2. Non-European countries impact on the conflict
  - 3. The Great Depression
  - 4. The role of colonial soldiers in World War 2
- 6. Decolonization and the End of Empires, 1900-present
  - 1. Decolonization
  - 2. Anti-colonial movements
  - 3. India
  - 4. The Middle East
- 7. Nationalism and Political Identity in Asia, Africa, and Latin America, 1900-present

1. The creation of new nations in Asia, Africa, and Latin America
  2. Western involvements/entanglements in the new governments
  3. The Cold War and non-alignment
8. A World Without Borders, 1980 to the present
1. The Global Culture

## Methods of Instruction:

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1. Lecture -
2. Research - Students may be required to research historical topics
3. Student Presentations - Students may be assigned presentations on a historical topic
4. Classroom Activity -
5. Discussion -
6. Guest Lecturers -
7. Written Exercises - Students will have to complete written work

## Typical Assignments

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### A. Writing:

1. Write a 5-7 page paper that answers the following prompt:
  1. The number of democracies had been growing around the world since the Age of Enlightenment, however, your textbook ends on the disheartening note that over the past few decades, the world has seen a decline in democracies and an uptick in authoritarian leaders. There are democratic societies that have chosen to surrender their freedoms for the perceived safety of a strong leader. Based on your understanding of the course materials, why is this happening now and is this a trend that will continue? (Consider global economies, immigration, multilateral global companies, technology, social media, etc.). In addition to drawing upon course lectures and the textbook, you must use three primary sources to support your argument.

### B. Reading:

1. Write a 1-2 page reading response that answers the following prompt:
  1. What were some of the profound changes that occurred during the Ashikaga period, and how did they change Japanese culture?

## Methods of Evaluating Student Progress

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- A. Exams/Tests
  1. Written Examination, at least twice per semester
- B. Quizzes
  1. Once per unit/module
- C. Papers
  1. At least one paper/written assignment
- D. Oral Presentation
  1. Once per semester
- E. Class Participation
  1. On a weekly basis

## Student Learning Outcomes

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

- A. Explain political, economic, social, cultural, and environmental developments across natural, regional, and cultural boundaries since 1500.
- B. Explain the history of modern world civilizations through analytical categories of race, class, gender, ethnicity, and nationality.
- C. Identify the ways trade, migration, warfare, and cultural and biological exchanges have affected nations and societies since 1500.
- D. Interpret primary and secondary sources.
- E. Construct an argument using historical evidence.

## Textbooks (Typical):

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### Textbook:

1. Bonnie Smith, et al. *World in the Making, Volume 2*. 2nd ed., Oxford University Press, 2022.
2. Jeremy Adelman, et al. *World Together, World Apart Vol 2*. 7th ed., W. W. Norton & Company, 2024.
3. Elizabeth Pollard *Worlds Together, Worlds Apart: A Companion Reader Vol 2*. 3rtd ed., W. W. Norton & Company, 2019.
4. Robert Strayer *Ways of the World: A Brief Global History with Sources Vol 2*. Fifth ed., Macmillan, 2022.



## Course Outline for Kinesiology FG1 Footgolf 1

**Effective:** Fall 2026

### Catalog Description:

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#### **KIN FG1 - Footgolf 1** **1.00 Units**

This is an introductory course to the sport of Footgolf. Footgolf is a combination of the popular sports of soccer and golf. On a shortened golf course, players kick a regulation size 5 soccer ball into a large hole in as few shots as possible. This course will focus on the history, rules, and the etiquette of the sport and how to apply putting techniques effectively. The course will be offered on campus and at a local golf course. Students will be charged a minimal fee each time they use the Footgolf course.

**Course Grading:** Optional

<b>Lab Hours</b>	54
<b>Inside of Class Hours</b>	54

### Discipline:

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Physical Education

### Number of Times Course May Be Taken for Credit:

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1

### Course Objectives:

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

- A. Explain the history and development of footgolf.
- B. Articulate the rules and regulations associated with the sport of footgolf.
- C. Recognize the dress code for the course, etiquette towards the rules of the game and the honor of scoring.
- D. Perform a physical warm up and cool down.
- E. Perform exercises and drills for putting.
- F. Apply the correct mechanics for putting.
- G. Compare kicking techniques according to the distance from the hole.
- H. Recall the terminology associated with golf.

## Course Content:

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1. History
  1. Internationally (Federation of International Footgolf, FIGF)
  2. Nationally (American Footgolf League, AFGL)
2. The rules, regulations of Footgolf
  1. Current rules according to the Federation of International Footgolf (FIGF)
  2. Regulations
    1. Stroke play
    2. Match play
3. Footgolf dress code, etiquette and scoring
  1. Footwear and apparel
  2. Appropriate actions with respect to other players and the course
  3. Honesty, honor in scorekeeping activities
4. Physical Preparation
  1. Warm up
  2. Cool down
5. Footgolf putting technique
  1. Approach to the ball
  2. Plant foot
  3. Kicking foot
  4. Follow through
6. Skill development exercises for putting
7. Types of kicks
  1. Toe
  2. Inside of foot
  3. Top of foot
8. Terminology of Golf
  1. Addressing the ball
  2. Approach
  3. Fairway
  4. Green
  5. Honor
  6. Sandtrap
  7. Water hazard

## Methods of Instruction:

---

1. Lecture - Explain concepts, principles, tactics of the sport.
2. Field Trips - Las Positas Golf Course
3. Individualized Instruction - Provide one-on-one instruction
4. Demonstration - Techniques and drills

## Typical Assignments

---

- A. Laboratory:

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the technique of putting
3. Perform a variety of putts from the green
4. Demonstrate proper course etiquette for footgolf

## Methods of Evaluating Student Progress

---

- A. Quizzes
  1. 1-2 times per semester
- B. Class Participation
  1. Daily
- C. Final Class Performance
  1. One Time

## Student Learning Outcomes

---

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

- A. Analyze the influence of alignment and grip on ball flight

## Textbooks (Typical):

---

### Textbook:

1. Barbara A. Bushman *Fitness Professionals Handbook*. 8th ed., Human Kinetics, 2025.
2. Dylan Joseph *Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)*. 2nd ed., Understand LLC, 2018.
3. Jonathan Erhman, Dennis Kerrigan, Steven Keteyian *Advanced Exercise Physiology*. 1 ed., Human Kinetics, 2018.
4. Bryce Gardene *Footgolf For Beginners*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
5. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.

### Manual:

1. Oliver, Paul. [Federation For International FootGolf Rule book](#). Federation for International FootGolf, 2018.

## Other Materials Required of Students

---

### Other Materials Required of Students:

1. Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility..



## Course Outline for Kinesiology FG2 Footgolf 2

**Effective:** Fall 2025

### Catalog Description:

---

#### KIN FG2 - Footgolf 2 1.00 Units

A second semester course for the sport of Footgolf. Footgolf is a combination of the popular sports of soccer and golf. On a shortened golf course, players kick a regulation size 5 soccer ball into a large hole in as few shots as possible. This course will focus on the first shot of teeing off and the different techniques to drive a ball for distance and accuracy. The course will be offered on campus and at a local golf course. Students will be charged a minimal fee each time they use the Footgolf course.

**Recommended Course Preparation:** KIN FG1 with a minimum grade of C

Course Grading: Optional

<b>Lab Hours</b>	54
<b>Inside of Class Hours</b>	54

### Discipline:

---

Physical Education

### Number of Times Course May Be Taken for Credit:

---

1

### Course Objectives:

---

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

- A. Perform a physical warm up and cool down.
- B. Perform exercises and drills for driving a ball.
- C. Apply the correct mechanics required to drive a ball for distance and accuracy.
- D. Compare different kicking techniques to drive a ball with back spin, top spin and side spin.
- E. Discuss the concept of spin when driving a ball.

### Course Content:

---

1. Physical preparation
  1. Warm up
  2. Cool down
2. Footgolf techniques for driving the ball
  1. Approach to the ball
  2. Plant foot
  3. Plant leg
  4. Kicking leg back swing
  5. Kicking foot
  6. Follow through of kicking leg
  7. Push off of plant foot
3. Skill development exercises for driving
4. Compare types of drives
  1. Driven
    1. Backspin
    2. Topspin
    3. Sidespin
  2. Lofted
    1. Backspin
    2. Sidespin
5. Discuss types of drives
  1. Driven
    1. Backspin
    2. Topspin
    3. Sidespin
  2. Lofted
    1. Backspin
    2. Sidespin

## Methods of Instruction:

---

1. Field Trips - Las Positas Golf Club
2. Lecture - Explain concepts, principles, tactics of the sport.
3. Individualized Instruction - Provide one-on-one instruction
4. Demonstration - Techniques and drills

## Typical Assignments

---

- A. Laboratory:
  1. Participate in warm-ups and cool downs specific for footgolf
  2. Participate in drills designed for skill development in the technique of driving
  3. Perform a variety of drives from the tee box
  4. Demonstrate proper course etiquette for footgolf

## Methods of Evaluating Student Progress

---



- A. Quizzes
  - 1. 1-2 times per semester
- B. Class Participation
  - 1. Daily
- C. Final Class Performance
  - 1. One time

## Student Learning Outcomes

---

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

- A. Illustrate how a golfer creates lag in the golf swing

## Textbooks (Typical):

---

### Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbook*. 8th ed., Human Kinetics, 2025.
3. Bryce Gardene *Footgolf For Beginners*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
4. Dylan Joseph *Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)*. 2nd ed., Understand LLC, 2018.
5. Jonathan Erhman, Dennis Kerrigan, Steven Keteyian *Advanced Exercise Physiology*. 1 ed., Human Kinetics, 2018.

### Manual:

1. Oliver, Paul. [Federation For International FootGolf Rule book](#). Federation for International FootGolf, 2018.

## Other Materials Required of Students

---

### Other Materials Required of Students:

1. Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility. .



## Course Outline for Kinesiology FG3 Footgolf 3

**Effective:** Fall 2026

### Catalog Description:

---

#### KIN FG3 - Footgolf 3 1.00 Units

A third semester course for the sport of Footgolf. Footgolf is a combination of the popular sports of soccer and golf. On a shortened golf course, players kick a regulation size 5 soccer ball into a large hole in as few shots as possible. This course will focus on the ways to kick when on the fairway and when approaching the green. The course will be offered on campus and at a local golf course. Students will be charged a minimal fee each time they use the Footgolf course.

**Recommended Course Preparation:** KIN FG2 with a minimum grade of C

Course Grading: Optional

<b>Lab Hours</b>	54
<b>Inside of Class Hours</b>	54

### Discipline:

---

Physical Education

### Number of Times Course May Be Taken for Credit:

---

1

### Course Objectives:

---

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

- A. Perform a physical warm up and cool down.
- B. Perform exercises and drills for fairway kicks.
- C. Perform exercises and drills for approach to the green kicks.
- D. Apply the correct mechanics used for fairway kicks.
- E. Apply the correct mechanics used for approach kicks.
- F. Compare different techniques use for fairway and approach kicks with backspin, top spin and side spin.
- G. Discuss the concept of spin for fairway and approach kicks.

## Course Content:

---

1. Physical preparation
  1. Warm up
  2. Cool down
2. Footgolf techniques for fairway kicks
  1. Approach to the ball
  2. Plant foot
  3. Plant leg
  4. Kicking leg back swing
  5. Kicking foot
  6. Follow through of kicking leg
  7. Push off of plant foot
3. Footgolf techniques for approach kicks
  1. Approach to the ball
  2. Plant foot
  3. Plant leg
  4. Kicking leg backspin
  5. Kicking foot
  6. Follow through of kicking leg
  7. Push off of plant foot
4. Skill development exercises for fairway kicks
5. Skill development for approach kicks
6. Compare types of kicks
  1. Fairway
    1. Backspin
    2. Topspin
    3. Sidespin
  2. Approach
    1. Backspin
    2. Sidespin
7. Discuss types of drives
  1. Fairway
    1. Backspin
    2. Topspin
    3. Sidespin
  2. Approach
    1. Backspin
    2. Sidespin

## Methods of Instruction:

---

1. Field Trips - Final at Las Positas Golf Club
2. Demonstration - techniques and drills
3. Lecture - Explain concepts, principles, tactics of the sport.

4. Individualized Instruction - Provide one-on-one instruction

## Typical Assignments

---

### A. Laboratory:

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the techniques for fairway kicks
3. Perform a variety of kicks from the fairway
4. Participate in drills designed for skill development in the techniques used to approach the green
5. Perform a variety of kicks used to approach the green
6. Demonstrate proper course etiquette for footgolf

## Methods of Evaluating Student Progress

---

### A. Quizzes

1. 1-2 times per semester

### B. Class Participation

1. Daily

### C. Final Class Performance

1. One time

## Student Learning Outcomes

---

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

- A. Assess the significance of the hip pivot movement and its role in creating distance in golf ball flight

## Textbooks (Typical):

---

### Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbook*. 8 ed., Human Kinetics, 2025.
3. Bryce Gardene *Footgolf For Beginners*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
4. Dylan Joseph *Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)*. 2nd ed., Understand LLC, 2018.
5. Jonathan Erhman, Dennis Kerrigan, Steven Keteyian *Advanced Exercise Physiology*. 1 ed., Human Kinetics, 2018.

### Manual:

1. Oliver, Paul. Federation For International FootGolf Rule book. Federation for International FootGolf, 2018.

## Other Materials Required of Students

---

### Other Materials Required of Students:

1. Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety

of athletic wear to ensure accessibility..



## Course Outline for Kinesiology SI1 Soccer - Indoor 1

**Effective:** Fall 2026

### Catalog Description:

---

#### KIN SI1 - Soccer - Indoor 1 1.00 Units

Students will practice the skills of kicking, passing, trapping and heading necessary for controlled indoor soccer play. Students will discuss and employ basic offensive and defensive strategies and tactics; and put into practice the rules governing soccer.

Course Grading: Optional

<b>Lab Hours</b>	54
<b>Inside of Class Hours</b>	54

### Discipline:

---

Physical Education

### Number of Times Course May Be Taken for Credit:

---

1

### Course Objectives:

---

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

- A. Demonstrate safety rules for playing indoor soccer.
- B. Identify the proper equipment for indoor soccer and its usage.
- C. Recognize common terminology and language for indoor soccer.
- D. Generalize differences between offensive and defensive play for indoor soccer.
- E. Show exercises to improve such skills as passing, dribbling, heading, shooting, trapping and receiving ball in indoor soccer.

### Course Content:

---

1. Proper warm-up for indoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.

2. Use of indoor soccer equipment.
3. Proper skills development and techniques for passing, dribbling, heading, shooting, trapping and receiving for indoor soccer.
4. Offensive techniques skills and strategies for indoor soccer.
5. Defensive techniques skills and strategies for indoor soccer.

## Methods of Instruction:

---

1. Demonstration - Actual skills demonstration by instructor and highly skilled class individuals will be used
2. Lab - Actual hands-on exercises and participation with the soccer ball and with classmates

## Typical Assignments

---

- A. Laboratory:
  1. Skills assessment on passing, dribbling, heading, shooting and receiving
  2. Demonstration of individual offensive and defensive skills will be done on a regular basis during the course
  3. Performing course skills such as moving off the soccer ball and creating space

## Methods of Evaluating Student Progress

---

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

## Student Learning Outcomes

---

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

- A. Demonstrate beginning-level soccer skills.
- B. Integrate the rules of the soccer during small and large sided scrimmages.
- C. Recognize indoor soccer terminology.

## Textbooks (Typical):

---

### Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbooks*. 8 ed., Human Kinetics, 2025.
3. Gary Curneen *The Modern Soccer Coach: Position-Specific Training*. 1 ed., Bennion Kearny Limited, 2016.
4. Tony Strudwick *Soccer Science*. 1 ed., Human Kinetics, 2016.

## Other Materials Required of Students

---

**Other Materials Required of Students:**

1. Proper indoor soccer equipment including clothes, shoes, safety equipment and soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility..





## Course Outline for Kinesiology SI2 Soccer - Indoor 2

**Effective:** Fall 2025

### Catalog Description:

---

#### KIN SI2 - Soccer - Indoor 2 1.00 Units

A second semester course for outdoor soccer. This course will focus on the defensive and offensive tactics of the sport. Students will use the skills covered in Indoor Soccer 1 (SI1) while participating in both small sided and full sided play.

**Recommended Course Preparation:** KIN SI1 with a minimum grade of C

Course Grading: Optional

<b>Lab Hours</b>	54
<b>Inside of Class Hours</b>	54

### Discipline:

---

Physical Education

### Number of Times Course May Be Taken for Credit:

---

1

### Course Objectives:

---

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

- A. Explain the difference between a direct and indirect offensive style of play.
- B. Explain the difference between a low pressure and high pressure defensive style of play.
- C. Demonstrate offensive soccer skills, such as receiving, passing, dribbling, and during small sided and full sided game play.

### Course Content:

---

1. Technical and tactical application of attacking principles.
  1. Penetrating passes
  2. Supporting angles

3. Movement off-the-ball
  4. Width and depth
  5. Switching the point of the attack.
2. Technical and tactical application of defensive principles.
    1. Pressure
    2. Delay
    3. Depth
    4. Balance
    5. Compactness.
  3. Technical instruction on how and why to apply:
    1. Receiving
    2. Passing
    3. Dribbling

## Methods of Instruction:

---

1. Demonstration - The instructor and highly advanced skilled soccer players will demonstrate specific soccer skills
2. Classroom Activity - Using a diagram/map of a soccer field, students are provided with visual instruction on how to apply the attacking and defensive principles of play.
3. Lecture - Instructor will present technical, tactical, physiological and psychological components of indoor soccer.

## Typical Assignments

---

- A. Laboratory:
  1. Participate in warm ups.
  2. Perform soccer skills in drills and game play.
  3. Demonstrate offensive and defensive tactics during game play.
  4. Participate in cool-downs.

## Methods of Evaluating Student Progress

---

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

## Student Learning Outcomes

---

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

- A. Demonstrate intermediate-level soccer skills.

## Textbooks (Typical):

---

### Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbook*. 8 ed., Human Kinetics, 2025.
3. Peter Sturgess *Futsal: Training, Technique and Tactics*. 1 ed., Bloomsbury Publishing, 2017.
4. Gary Curneen *The Modern Soccer Coach: Position-Specific Training*. 1 ed., Bennion Kearny Limited, 2016.

## Other Materials Required of Students

---

### Other Materials Required of Students:

1. Appropriate soccer equipment and attire will be necessary for this course. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility. .



## Course Outline for Kinesiology SO1

### Soccer - Outdoor 1

**Effective:** Fall 2026

#### Catalog Description:

---

#### KIN SO1 - Soccer - Outdoor 1

##### 1.00 Units

This course will teach students the rules of soccer and the fundamental skills of soccer including passing, receiving, shooting, and dribbling. Students will participate in both small-sided and full-sided play.

**Course Grading:** Optional

<b>Lab Hours</b>	54
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<b>Inside of Class Hours</b>	54
------------------------------	----

#### Discipline:

---

Physical Education

#### Number of Times Course May Be Taken for Credit:

---

1

#### Course Objectives:

---

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

- A. Demonstrate safety rules for playing outdoor soccer.
- B. Identify the proper equipment for soccer and its usage.
- C. Recognize common terminology and language for soccer.
- D. Generalize differences between offensive and defensive play.
- E. Show exercises to improve such skills as passing, dribbling, heading, shooting, and receiving the soccer ball.

#### Course Content:

---

1. Proper warm-up for outdoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.
2. Use of outdoor soccer equipment

3. Proper skills development and techniques for passing, dribbling, heading, shooting, receiving the soccer ball
4. Offensive techniques skills and strategies
5. Defensive techniques skills and strategies

## Methods of Instruction:

---

1. Classroom Activity - Students will practice soccer skills in drills, small sided and full sided games.
2. Demonstration - Actual skills demonstration by instructor and highly skilled class individuals will be used.

## Typical Assignments

---

- A. Laboratory:
  1. Participate in appropriate warm up.
  2. Perform soccer skills in drills, small-sided or large sided games.
  3. Demonstrate knowledge of the rules of soccer.

## Methods of Evaluating Student Progress

---

- A. Class Participation
  1. assessed daily

## Student Learning Outcomes

---

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

- A. Demonstrate beginning level proficiency in trapping, passing, dribbling, and shooting.
- B. Demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.

## Textbooks (Typical):

---

### Textbook:

1. Barbara A. Bushman *Fitness Professional Handbooks*. 8th ed., Human Kinetics, 2025.
2. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
3. Tony Strudwick *Soccer Science*. 1st ed., Human Kinetics, 2016.
4. Gary Curneen *The Modern Soccer Coach: Position-Specific Training*. 1 ed., Bennion Kearny Limited, 2016.

## Other Materials Required of Students

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### Other Materials Required of Students:

1. Proper soccer attire..



## Course Outline for Kinesiology SO2

### Soccer - Outdoor 2

**Effective:** Fall 2026

#### Catalog Description:

---

#### KIN SO2 - Soccer - Outdoor 2

##### 1.00 Units

A second semester course for outdoor soccer. This course will focus on the defensive and offensive tactics of the sport. Students will use the skills covered in Soccer - Outdoor 1 (SO1) while participating in both small sided and full sided play.

**Recommended Course Preparation:** KIN SO1 with a minimum grade of C

Course Grading: Optional

<b>Lab Hours</b>	54
<b>Inside of Class Hours</b>	54

#### Discipline:

---

Physical Education

#### Number of Times Course May Be Taken for Credit:

---

1

#### Course Objectives:

---

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

- A. Explain the difference between a direct and indirect offensive style of play.
- B. Explain the difference between a low pressure and high pressure defensive style of play.
- C. Demonstrate offensive soccer skills, such as receiving, passing, dribbling, and during small sided and full sided game play.

#### Course Content:

---

1. Technical and tactical application of attacking principles.
  1. penetrating passes
  2. supporting angles

3. movement off-the-ball
  4. width and depth
  5. switching the point of the attack.
2. Technical and tactical application of defensive principles.
    1. pressure
    2. delay
    3. depth
    4. balance
    5. compactness.
  3. Technical instruction on how and why to apply:
    1. receiving
    2. passing
    3. dribbling

## Methods of Instruction:

---

1. Demonstration - The instructor and highly advanced skilled soccer players will demonstrate specific soccer skills
2. Classroom Activity - Using a diagram/map of a soccer field, students are provided with visual instruction on how to apply the attacking and defensive principles of play.
3. Lecture - The instructor will explain offensive and defensive tactics of the sport of soccer

## Typical Assignments

---

- A. Laboratory:
  1. Participate in warm-ups
  2. Perform soccer skills in drills and game play
  3. Demonstrate offensive and defensive tactics during game play
  4. Participate in cool-downs

## Methods of Evaluating Student Progress

---

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

## Student Learning Outcomes

---

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

- A. Demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer field dimensions.
- B. Evaluate, with use of video playback, individuals' soccer technique when demonstrating the: Push pass, driven pass, bent pass, shooting with laces, moves to beat the defender, 1v1 defending, and attacking

and defensive heading.

- C. Your opponent's tactic is to defend deep in numbers and counter-attack. Devise a practice and strategy that will prepare your team to outwit the opposition.

## **Textbooks (Typical):**

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### **Textbook:**

1. Barbara A. Bushman *Fitness Professionals Handbooks*. 8th ed., Human Kinetics, 2025.
2. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
3. Brian Sharkey, Steven Gaskill *Fitness & Health*. 9th ed., Human Kinetics, 2019.
4. Roberty Murray, Larry Kenney *Practical Guide to Exercise Physiology*. 1st ed., Human Kinetics, 2019.

## **Other Materials Required of Students**

---

### **Other Materials Required of Students:**

1. Appropriate soccer equipment and attire will be necessary for this course. .



## 6.2 Course Modifications

### Course Outline of Record - Effective Term: Fall 2026

- CMST 46 Argumentation and Debate
- HIST 1 Western Civilization to 1600
- HIST 2 Western Civilization since 1600
- HIST 3 World History to 1500
- HIST 4 World History since 1500
- KIN FG1 Footgolf 1
- KIN FG2 Footgolf 2
- KIN FG3 Footgolf 3
- KIN SI1 Soccer - Indoor 1
- KIN SI2 Soccer - Indoor 2
- KIN SO1 Soccer - Outdoor 1
- KIN SO2 Soccer - Outdoor 2

### Distance Education (DE) - Effective Term: Fall 2026

- HIST 1 Western Civilization to 1600
- HIST 2 Western Civilization since 1600
- KIN FG1 Footgolf 1
- KIN FG2 Footgolf 2
- KIN FG3 Footgolf 3
- KIN SI1 Soccer - Indoor 1
- KIN SI2 Soccer - Indoor 2
- KIN SO1 Soccer - Outdoor 1
- KIN SO2 Soccer - Outdoor 2

## 6.3 Credit for Prior Learning

Effective Term: **Spring 2026**

- MUS 25 Teaching Beginning Piano
- MUS 27 Teaching Intermediate Piano



**LAS POSITAS**  
COLLEGE

## Credit for Prior Learning

---

**Credit for Prior Learning** Yes

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

**Credit-by-Exam** No

**Credit-by-Portfolio** Yes

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

Students must submit a portfolio demonstrating their pedagogical skills. The portfolio should include at least 2 lesson plans and 2 20-40 minute lesson videos demonstrating elementary teaching techniques in rhythm, melody, dynamics, technique, and articulation.

**Effective Term** Spring 2025

**Credit-by-Military-JST** No

**Credit-by-Industry-Recognized-Training** No

**Additional Detail (List articulated courses, etc.)** No



**LAS POSITAS**  
COLLEGE

## Credit for Prior Learning

---

**Credit for Prior Learning** Yes

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

**Credit-by-Exam** No

**Credit-by-Portfolio** Yes

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

Students must submit a portfolio demonstrating their intermediate pedagogical skills. The portfolio should include at least 2 intermediate level lesson plans and 2 20-40 minute lesson videos demonstrating intermediate teaching techniques in rhythm, melody, dynamics, technique, theory, and articulation.

**Effective Term** Spring 2025

**Credit-by-Military-JST** No

**Credit-by-Industry-Recognized-Training** No

**Additional Detail (List articulated courses, etc.)** No

## 6.4 Guided Map Modifications

Effective Term: **Fall 2025**

- Mechanical Engineering UC Pathway, AS
- Software Engineering, AS



**Guided Map: Mechanical Engineering UC Pathway - Associate of Science Degree**

The Associates of Science in Mechanical Engineering UC Pathway degree is offered to prepare students to transfer a school in the University of California system as a Mechanical Engineering major. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Mechanical Engineering degree is intended for transfer to the University of California system. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements. If interested in transferring to a CSU or other university not in the UC system as an Mechanical Engineering major, please see the Associates of Science in Civil/Mechanical Engineering.

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

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

**Term 1 - Fall Semester**

**Units: 17.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Kinesiology (Area 7)		1.0	General Education	
MATH 1	Calculus I	5.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
CS 1	Computing Fundamentals I	4.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	

**Term 2 - Spring Semester**

**Units: 18.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required	
PHYS 1A	General Physics I	5.0	Major/Required	
CHEM 1B	General College Chemistry II	5.0	Major/Required	

English Composition (Area 1A)	3.0	General Education
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**Term 3 - Summer Semester**

**Units: 6.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts and Humanities (Area 3)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	

**Term 4 - Fall Semester**

**Units: 19.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3      Multivariable Calculus	5.0	Major/Required	
PHYS 1B     General Physics II	5.0	Major/Required	
ENGR 35     Statics	3.0	Major/Required	
ENGR 23     Engineering Graphics	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	

**Term 5 - Spring Semester**

**Units: 19.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 44     Introduction to Circuit Analysis	4.0	Major/Required	
MATH 5      Ordinary Differential Equations	3.5	Major/Required	
MATH 7      Elementary Linear Algebra	3.5	Major/Required	
PHYS 1C     General Physics III	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

**Total: 79.0**



## Guided Map: Software Engineering - Associate of Science Degree

The Associates of Science in Software Engineering is offered to prepare students to transfer to a four-year institution as a Software engineering major. The core courses required for this degree will fulfill many of the lower division requirements for most campuses in the UC and CSU systems. This program will enable students to develop a strong foundational understanding in computing, engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on computing and laboratory experiences in their courses allowing them to learn by doing. The LPC Software Engineering degree is intended for transfer. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

### 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

<b>Term 1 - Fall Semester</b>				<b>Units: 15.0</b>
Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 2	Computing Fundamentals II	4.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
MATH 1	Calculus I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

<b>Term 2 - Spring Semester</b>				<b>Units: 16.0</b>
Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts and Humanities (Area 3)		3.0	General Education	
MATH 2	Calculus II	5.0	Major/Required	



PHYS 1A	General Physics I	5.0	Major/Required
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education

### Term 3 - Summer Semester

**Units: 3.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)	3.0	General Education	

### Term 4 - Fall Semester

**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 26	Computational Methods for Engineers and Scientists	3.0	Major/Required
CS 17	Discrete Mathematical Structures	4.0	Major/Required
OR			
MATH 10	Discrete Mathematical Structures	4.0	Major/Required
ENGR 35	Statics	3.0	Major/Required
MATH 3	Multivariable Calculus	5.0	Major/Required

### Term 5 - Spring Semester

**Units: 15.5**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 44	Introduction to Circuit Analysis	4.0	Major/Required
MATH 5	Ordinary Differential Equations	3.5	Major/Required
PHYS 1C	General Physics III	5.0	Major/Required
Social and Behavioral Sciences (Area 4)		3.0	General Education

**Total: 64.5**



## 6.5 Policies

Effective Term: **Fall 2025**

- CCP 1070 Course Approval Elements - New
- CCP 1080 Program Approval Elements - New
- CCP 1090 Program Completion and Graduation Requirements – New

## **CCP 1070 COURSE APPROVAL ELEMENTS**

For both new and modified course approvals, the following elements are approved under each category:

### **Course Outline of Record**

Approval of the Course Outline of Record includes approval of the course prefix/subject, course number, course title, course units, catalog description, course content, course objectives, recommended course preparation, methods of evaluation, methods of instruction, grading options, discipline placement, number of times course may be taken for credit, typical assignments, typical textbooks, distance education addendum, and other materials required of students.

### **Enrollment Limitations**

Approval of Enrollment Limitations include prerequisites, corequisites, non-course enrollment limitations, and the criteria used to justify any limitations.

### **Distance Education (DE)**

Approval of Distance Education (DE) includes approval of the method of Distance Education the course can be taught using. Methods include Fully Online (FO), Partially Online (PO), Online with a Flexible In-Person Component (OFI), Emergency Fully Online (EFO), and Emergency Online with Flexible In-Person Component (EOFI).

### **CSU Transfer**

Approval of CSU Transfer includes approval of the course to be considered at the CSU baccalaureate level and count towards the entrance requirements for CSU bound transfer students.

### **Associate Degree GE**

Approval of Associate Degree GE includes approval of the course to satisfy one or more areas of the Las Positas College Associate Degree General Education (GE) pattern. Areas of GE and criteria for approval are listed in CCP 1040.

### **Credit for Prior Learning**

Approval of Credit for Prior Learning (CPL) includes approval for students to earn credit for the course using a method of CPL. Types of CPL and the criteria for approval are listed in CCP 1050.

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**Adopted:** March X, 2025

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**CCP 1080 PROGRAM APPROVAL ELEMENTS**

**Program Narrative**

For both new and modified program approvals, the program narrative elements defined in the Program and Course Approval Handbook (PCH) are below.

**Local Program Need**

Approval of a program narrative when the program goal is Local Program Need includes the statement of program goals and objectives, catalog description, enrollment and completer projections, master planning, place of program in curriculum/similar programs, and similar programs at other colleges in service area.

**Career Technical Education (CTE)**

Approval of a program narrative when the program goal is CTE includes the statement of program goals and objectives, catalog description, enrollment and completer projections, career opportunities, master planning, place of program in curriculum/similar programs, and similar programs at other colleges in service area.

**Transfer**

Approval of a program narrative when the program goal is Transfer includes the statement of program goals and objectives and catalog description.

**Program Requirements**

For programs with a goal of transfer, the program requirements are approved separately from the narrative.

**Guided Map**

The program guided map includes the suggested semesters major, general education, and elective courses are taken to complete a program.

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**Adopted:** March X, 2025

**CCP 1090 PROGRAM COMPLETION REQUIREMENTS**

**Associate Degree**

The Associate Degree is conferred upon students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. As part of the 60 or more units, students must complete the Las Positas College Associate Degree General Education (ADGE) pattern. Instead of following the ADGE pattern, students may earn the degree by following the California General Education Transfer Curriculum (Cal-GETC) pattern, but this may require students to take more overall units to earn the degree. All courses for the major or area of emphasis must be completed with a grade of "C" (or "P") or better.

**Associate Degree for Transfer**

The Associate Degree for Transfer is conferred upon students who complete the 60 semester units of the degree pattern that are eligible for transfer to the California State University with a grade-point average of 2.0 or better of which 12 units must be earned at Las Positas College. As part of the 60 units students must complete the Cal-GETC general education pattern. All courses for the major or area of emphasis must be completed with a grade of "C" (or "P") or better.

**Certificate of Achievement**

The Certificate of Achievement is conferred upon students who successfully complete the required courses for the certificate with a grade of "C" (or "P") or better and complete at least 50% of the program requirements within the Chabot-Las Positas Community College District of which at least one course must be completed at Las Positas College.

**Certificate of Accomplishment**

The Certificate of Accomplishment is conferred upon students who successfully complete the required courses for the certificate with a grade of "C" (or "P") or better and completes at least 50% of the program requirements within the

Chabot-Las Positas Community College District of which at least one course must be completed at Las Positas College.

### **Certificate of Competency**

The Certificate of Competency is conferred upon students who successfully complete at least the capstone course for the certificate with a grade of "C" (or "P") or better.

### **Certificate of Completion**

The Certificate of Completion is conferred upon students who successfully complete the required courses for the certificate with a grade of "C" (or "P") or better.

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**Adopted:** March XX, 2025



## 6.6 Associate Degree GE

### Area 1B - Oral Communication and Critical Thinking - Effective Term: Fall 2025

- CMST 10 Interpersonal Communication
- CMST 46 Argumentation and Debate
- COMM C1000 Introduction to Public Speaking
- ENG 4 Critical Thinking and Writing About Literature
- ENGL C1001 Critical Thinking and Writing
- PHIL 6 Introduction to Logic
- PHIL 8 Logic and Argumentation
- SPAN 23 Introduction to Hispanic Literature
- THEA 3 Script Analysis

### Area 2 - Mathematical Concepts and Quantitative Reasoning - Effective Term: Fall 2025

- BUSN 33 The Fundamentals of Personal and Family Financial Planning
- CS 17/MATH 10 Discrete Mathematical Structure
- MATH 1 Calculus I
- MATH 2 Calculus II
- MATH 3 Multivariable Calculus
- MATH 5 Ordinary Differential Equations
- MATH 7 Elementary Linear Algebra
- MATH 21 Precalculus
- MATH 22 Precalculus & Trigonometry
- MATH 27 Number Systems for Educators
- MATH 30 College Algebra for STEM
- MATH 33 Finite Mathematics
- MATH 34 Business Calculus
- MATH 39 Trigonometry
- MATH 47 Mathematics for Liberal Arts
- MATH 55 Intermediate Algebra
- STAT C1000 Introduction to Statistics

- For a course to meet an Associate Degree General Education (ADGE) requirement, the course must be on the ADGE pattern during the academic year it is taken.
- Courses may be listed in more than one Area but will NOT be certified in more than one Area.

**Area 1 - Language and Rationality (Two courses, with one course each from English Composition and Oral Communication and Critical Thinking: 6 units)**
**1A - English Composition (One course: 3 units)**

ENGL C1000 Academic Reading and Writing

**1B - Oral Communication and Critical Thinking (One course: 3 units)**

 CMST 10 Interpersonal Communication  
 CMST 46 Argumentation and Debate  
 COMM C1000 Introduction to Public Speaking

 ENG 4 Critical Thinking and Writing About Literature  
 ENGL C1001 Critical Thinking and Writing  
 PHIL 6 Introduction to Logic

 PHIL 8 Logic and Argumentation  
 SPAN 23 Introduction to Hispanic Literature  
 THEA 53 Script Analysis

**Area 2 - Mathematical Concepts and Quantitative Reasoning (One course: 3 units)**

 BUSN 33 The Fundamentals of Personal and Family Financial Planning  
 CS 17 Discrete Mathematical Structures  
 MATH 1 Calculus I  
 MATH 2 Calculus II  
 MATH 3 Multivariable Calculus  
 MATH 5 Ordinary Differential Equations

 MATH 7 Elementary Linear Algebra  
 MATH 10 Discrete Mathematical Structures  
 MATH 21 Precalculus  
 MATH 22 Precalculus & Trigonometry  
 MATH 27 Number Systems for Educators  
 MATH 30 College Algebra for STEM

 MATH 33 Finite Mathematics  
 MATH 34 Business Calculus  
 MATH 39 Trigonometry  
 MATH 47 Mathematics for Liberal Arts  
 MATH 55 Intermediate Algebra  
 STAT C1000 Introduction to Statistics

**Area 3 - Arts and Humanities (One course: 3 units)**

 ASL 2A American Sign Language III  
 ASL 2B American Sign Language IV  
 ARHS 1 Introduction to Art History  
 ARHS 2 Art of the Ancient Americas  
 ARHS 3 Arts of Africa, Oceania, & Indigenous North Americas  
 ARHS 4 Western Art History - Ancient to Medieval  
 ARHS 5 Western Art History - Renaissance to Contemporary  
 ARHS 7 Modern Art History  
 ARHS 8 Asian Art History  
 ARTS 2A Introduction to Drawing  
 ARTS 3A Figure and Composition I  
 ARTS 7A Introduction to Watercolor Painting  
 ARTS 12A Oil/Acrylic Painting: Beginning I  
 CMST 2 Oral Interpretation of Literature  
 CMST 11 Intercultural Communication  
 ECE 61 Literature for the Young Child  
 ENG 4 Critical Thinking and Writing About Literature  
 ENG 11 Introduction to Creative Writing  
 ENG 12A Craft of Writing Fiction  
 ENG 12B Craft of Writing Fiction: Intermediate  
 ENG 12C Craft of Writing Fiction: Advanced  
 ENG 13A The Craft of Writing Poetry: Beginning  
 ENG 13B The Craft of Writing Poetry: Intermediate  
 ENG 20 Studies in Shakespeare  
 ENG 32 U.S. Women's Literature  
 ENG 35 Modern American Literature  
 ENG 41 Modern World Literature  
 ENG 42 Literature of the African Diaspora in America  
 ENG 44 Literature of the American West

 ENG 45 Studies in Fiction  
 ENGL C1001 Critical Thinking and Writing  
 FLMS 5 Introduction to Film Editing  
 FLMS 7 Introduction to Screenwriting  
 GDDM 3 History of Graphic Design  
 HIST 1 Western Civilization to 1600  
 HIST 2 Western Civilization since 1600  
 HIST 3 World History to 1500  
 HIST 4 World History since 1500  
 HIST 7 US History Through Reconstruction  
 HIST 8 US History Post-Reconstruction  
 HIST 14 History and American Cultures of California  
 HIST 25 American Indian History  
 HIST 28 History of the American West  
 HIST 32 U.S. Women's History  
 HUMN 2 Introduction to Film Studies  
 HUMN 3 Introduction to Humanities  
 HUMN 4 Global Cinemas  
 HUMN 6 Nature and Culture  
 HUMN 10 American Arts and Ideas  
 HUMN 11 Culture and the Arts I: Ancient World to Renaissance  
 HUMN 12 Culture and the Arts II: The Modern World  
 HUMN 28 World Mythology  
 KIN 3 Sports in Films & Documentaries  
 MUS 1 Introduction to Music  
 MUS 3 World Music  
 MUS 4 Jazz in American Culture  
 MUS 5 American Cultures in Music  
 MUS 8A Music Theory and Musicianship 1

 MUS 8B Music Theory and Musicianship 2  
 MUS 13 History of Rock & Roll  
 MUS 19 Music Composition  
 MUS 34 Music in Film  
 PHIL 1 God, Nature, Human Nature  
 PHIL 2 Ethics  
 PHIL 3 Aesthetics  
 PHIL 4 Introduction to Philosophy: Knowledge  
 PHIL 5 Feminist Philosophy  
 PHIL 6 Introduction to Logic  
 PHIL 8 Logic and Argumentation  
 PHTO 67 History of Photography  
 RELS 1 Religions of the World  
 RELS 3 Introduction to Women's Spirituality  
 SPAN 2A Intermediate Spanish I  
 SPAN 2B Intermediate Spanish II  
 SPAN 21 Spanish for Spanish Speakers I  
 SPAN 22 Spanish for Spanish Speakers II  
 SPAN 23 Introduction to Hispanic Literature  
 THEA 1A Theory/Practice of Acting I  
 THEA 1B Theory/Practice of Acting II  
 THEA 4 Modern American Theater  
 THEA 5 Theater for Young Audiences  
 THEA 10 Introduction to Dramatic Arts  
 THEA 11 Stage to Screen  
 THEA 52 Introduction to Design  
 WLDT 71 Welding for the Arts

**Area 4 - Social and Behavioral Sciences (One course: 3 units)**

 AJ 50 Introduction to Administration of Justice  
 AJ 60 Criminal Law  
 AJ 66 Juvenile Procedures  
 ANTR 1 Biological Anthropology  
 ANTR 2 Introduction to Archaeology  
 ANTR 3 Cultural Anthropology  
 ANTR 4 Language and Culture  
 ANTR 7 Native American Cultures of North America  
 ANTR 8 World Prehistory in an Archaeological Perspective  
 ANTR 12 Magic/Religion/Witchcraft/Healing  
 ANTR 13 Introduction to Forensic Anthropology  
 BUSN 18 Business Law  
 BUSN 20 International Business  
 BUSN 30 Business Ethics and Society  
 CMST 3 Group Communication  
 CMST 4 Introduction to Communication Studies  
 CMST 10 Interpersonal Communication  
 CMST 11 Intercultural Communication  
 ECE 10 Introduction to Education  
 ECE 56 Child Growth and Development  
 ECE 62 Child, Family and Community  
 ECE 79 Teaching in a Diverse Society  
 ECON 1 Principles of Microeconomics  
 ECON 2 Principles of Macroeconomics  
 ECON 10 General Economics  
 ENG 44 Literature of the American West  
 ETHS 1 Introduction to Ethnic Studies  
 ETHS 5 Psychology of Race and Identity  
 ETHS 6 Introduction to Race and Ethnicity  
 ETHS 10 Introduction to African American and Black Studies

 ETHS 20 Introduction to Asian American Studies  
 ETHS 30 Introduction to Chicana and Latinx Studies  
 ETHS 40 Introduction to Native American Studies  
 GEOG 1 Introduction to Physical Geography  
 GEOG 2 Cultural Geography  
 GEOG 5 World Regional Geography  
 GEOG 12 Geography of California  
 GS 1 Introduction to Global Studies  
 GS 2 Global Issues  
 HEA 3 Women's Health  
 HEA 7 Introduction to Public Health  
 HEA 11 Health and Social Justice  
 HIST 1 Western Civilization to 1600  
 HIST 2 Western Civilization since 1600  
 HIST 3 World History to 1500  
 HIST 4 World History since 1500  
 HIST 7 US History Through Reconstruction  
 HIST 8 US History Post-Reconstruction  
 HIST 14 History and American Cultures of California  
 HIST 25 American Indian History  
 HIST 28 History of the American West  
 HIST 32 U.S. Women's History  
 JAMS 1 Introduction to Mass Communications  
 JAMS 2 Introduction to Media  
 LGBT 1 Introduction to LGBTQ Studies  
 LGBT 2 Lesbian, Gay, Bisexual, Transgender, and Queer Psychology  
 MKTG 50 Introduction to Marketing  
 NTRN 10 Perspectives in Cultural Nutrition  
 PCN 3 Theories & Concepts of Counseling: An Introduction  
 PCN 5 Introduction to Social Work & Human Services

 PCN 13 Multicultural Issues in Contemporary America  
 POLI 12 Introduction to California State and Local Government  
 POLI 20 Comparative Government  
 POLI 25 Introduction to Political Theory  
 POLI 30 International Relations  
 POLS C1000 American Government and Politics  
 PSYC 3 Introduction to Social Psychology  
 PSYC 4 Brain, Mind and Behavior  
 PSYC 6 Abnormal Psychology  
 PSYC 12 Life-span Psychology  
 PSYC 13 Psychology of Women  
 PSYC 15 Abnormal Child Psychology  
 PSYC 17 The Psychology of Sleep and Dreams  
 PSYC 21 Psychology of Race and Identity  
 PSYC 25 Research Methods  
 PSYC 27 Introduction to Cognitive Science  
 PSYC C1000 Introduction to Psychology  
 SOC 1 Principles of Sociology  
 SOC 3 Introduction to Race and Ethnicity  
 SOC 4 Marriage and Family Relations  
 SOC 5 Introduction to Global Studies  
 SOC 6 Social Problems  
 SOC 7 Sociology of Sexuality  
 SOC 11 Sociology of Gender  
 SOC 12 Popular Culture  
 SOC 13 Research Methods  
 WMST 1 Introduction to Women's Studies  
 WMST 2 Global Perspective of Women

**Area 5 - Natural Sciences (One course: 3 units)**

ANTR 1 Biological Anthropology	BIO 60 Marine Biology	GEOL 1 Physical Geology
ANTR 13 Introduction to Forensic Anthropology	BIO 70 Field Biology	GEOL 2 Historical Geology
ASTR 31 Introduction to Astronomy: The Solar System	CHEM 1A General College Chemistry I	GEOL 5 Environmental Geology: Hazards & Disasters
ASTR 32 Introduction to Astronomy: Stars and the Universe	CHEM 1B General College Chemistry II	GEOL 7 Environmental Geology: Resources, Use Impact & Pollution
BIO 1A General Botany	CHEM 6 Environmental Chemistry	GEOL 12 Introduction to Oceanography
BIO 1B General Zoology	CHEM 12A Organic Chemistry I	GEOL 20 Earth Science for Educators
BIO 1C Cell and Molecular Biology	CHEM 12B Organic Chemistry II	PHYS 1A General Physics I
BIO 7A Human Anatomy	CHEM 30A Introductory and Applied Chemistry I	PHYS 1B General Physics II
BIO 7B Human Physiology	CHEM 30B Introductory and Applied Chemistry II	PHYS 1C General Physics III
BIO 7C Microbiology	CHEM 31 Introduction to College Chemistry	PHYS 1D General Physics IV
BIO 10 Introduction to the Science of Biology	EVST 5 Energy and Sustainability	PHYS 2A Introduction to Physics I
BIO 20 Contemporary Human Biology	GEOG 1 Introduction to Physical Geography	PHYS 2B Introduction to Physics II
BIO 30 Introduction to College Biology	GEOG 8 Introduction to Atmospheric Science	PHYS 10 Descriptive Physics
BIO 40 Humans and the Environment	GEOG 12 Geography of California	PSYC 4 Brain, Mind and Behavior
BIO 50 Anatomy and Physiology	GEOG 15 Introduction to GIS	

**Area 6 - Ethnic Studies (One course: 3 units)**

ETHS 1 Introduction to Ethnic Studies	ETHS 10 Introduction to African American and Black Studies	ETHS 40 Introduction to Native American Studies
ETHS 5 Psychology of Race and Identity	ETHS 20 Introduction to Asian American Studies	PSYC 21 Psychology of Race and Identity
ETHS 6 Introduction to Race and Ethnicity	ETHS 30 Introduction to Chicanx and Latinx Studies	SOC 3 Introduction to Race and Ethnicity

**Area 7 - Kinesiology (One course: 1 unit)**

*Exemption from the Kinesiology requirement is allowed for illness or physical disability by filing a physician's statement at the Admissions & Records Office. Veterans with DD214 honorable discharge receive a waiver for this area.*

DANC 1 Introduction to Dance	DANC 4A Modern/Contemporary Dance A	DANC 6B Choreography for the Stage Beginning/Intermediate
DANC 2A Jazz Dance Fundamentals/Beginning	DANC 4B Modern/Contemporary Dance B	FST 7 Fire Service Conditioning & Physical Agility Development
DANC 2B Jazz Dance Beginning/Intermediate	DANC 5A Dance Composition Fundamentals/Beginning	Any Kinesiology Intercollegiate Athletics Course (KIN 32A-65)
DANC 3A Ballet Fundamentals/Beginning	DANC 6A Choreography for the Stage Fundamentals/Beginning	Any Kinesiology Activity Course (KIN AF1-ZUM1)

**Area 8 - Health (One course: 3 units) Not required for AS degrees.**

*Veterans with DD214 honorable discharge receive a waiver for this area.*

ECE 54 Child Health, Safety and Nutrition	HEA 7 Introduction to Public Health	NTRN 1 Introduction to Nutrition Science
HEA 1 Introduction to Personal Health	HEA 11 Health and Social Justice	PSYC 10 Psychology of Human Sexuality
HEA 3 Women's Health	KIN 30 Introduction to Kinesiology	

**Area 9 - American Institutions (One course: 3 units) Not required for AS degrees.0bb14e**

HIST 7 US History Through Reconstruction	HIST 14 History and American Cultures of California	HIST 32 U.S. Women's History
HIST 8 US History Post-Reconstruction	HIST 25 American Indian History	POLS C1000 American Government and Politics

**Graduation Requirements**

Select a major and complete all major requirements plus GE and electives to total 60 or more units:

1. Complete a minimum of 60 units with a cumulative grade point average of **2.0 or better**.
2. Complete a minimum of 12 units at Las Positas College.
3. Complete the ADGE or Cal-GETC pattern.
4. All courses required for the major must be completed with a grade of **"C" (or "P") or better**.

**Please note that Las Positas and Chabot College DO NOT share General Education patterns - if you are interested in taking a course at Chabot College, please be sure to see a counselor.**